THE

UNIVERSITY OF NEW ENGLAND

SCHOOL OF SOCIAL WORK

STUDENT HANDBOOK

On-line and On campus Program Options

2015–2016

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The School of Social Work at the University of New England is accredited by the Council on Social Work Education to award the Master of Social Work (M.S.W.) degree. The School prepares its students for advanced practice in Social Work.

The School of Social Work is a graduate professional school with special requirements that have resulted in policies and procedures unique to its functioning within the University of New England. This Handbook has pertinent information about online resources and describes the policies and procedures particular to the School of Social Work and UNE *Student Handbook* provides additional information pertaining to the operations of the University with policies governing issues and areas not covered here. All UNE social work students should be familiar with both handbooks.

EQUAL OPPORTUNITY POLICY

The University of New England operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, as amended, the Maine Human Rights Act, the Americans with Disabilities Act, and all other appropriate civil rights laws and regulations. The University of New England does not discriminate on the basis of race, religion, color, sex, age, marital status, ancestry, national or ethnic origin, physical or mental handicap, sexual orientation, or veteran status in the administration of its employment practices or in the educational programs or activities that it operates.

NONSEXIST LANGUAGE POLICY

The University of New England, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It, therefore, discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be.

Each member of the University community is urged to be sensitive to the impact of language and to make a personal commitment to eliminate sexist language. Supervisory personnel have a particular responsibility to discuss this policy with faculty and staff and to make available to them guidelines on nonsexist language. Guidelines have been developed by a University-wide committee. Guidance is provided by the Human Resources Office. Complaints about the use of sexist language should be directed to the appropriate Dean, Senior Administrative Officer, or to the Human Resources Director.

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University of New England
School of Social Work

MISSION STATEMENT

Vision: The University of New England School of Social Work embraces a vision of sustainable, equitable, diverse communities committed to universal human rights and social and economic justice. From this perspective, health is identified as physical, emotional, social and spiritual well-being.

Mission: The mission of the School of Social Work is to educate a diverse cadre of professional social workers who will translate this vision into practice, to produce applied and evidence-based knowledge to push this vision forward, and to create and sustain interdisciplinary and collaborative partnerships with communities toward this vision.

Philosophical Values/ Framework: We are committed to human dignity, diversity, and self-determination and the struggle against domination, exploitation, and violence in all forms. Our vision is firmly grounded in human resilience, capacity building, and the potential for individual and collective transformation at all systemic levels and within all organizations. This includes a professional obligation to combat and dismantle barriers to human dignity and to advocate for resource equity and social justice. We respect people's memberships in groups and communities distinguished by class, ethnicity, gender, sexual orientation, age, ability, and culture while honoring each person's individuality. Our program advances growth and change, global and local equity, and relational connection among all people.

Niche: As a program within the College of Health Professions, the School embraces a comprehensive definition of health as a state of complete physical, emotional, social, and spiritual well-being and not merely the absence of disease or infirmity. We believe that health, defined in this way, is a universal right. The majority of human suffering is embedded in inequity in the distribution of resources, with vulnerable populations at greatest risk. Thus, our focus is on changing those structures and relationships that foster the inequities that undermine the promotion of health. The School realizes this goal by teaching empowering theories for practice and developing collaborative relationships based on mutuality and respect, at all levels, from direct practice to societal movements.

GOALS OF THE M.S.W. PROGRAM

1. Prepare competent Masters-level professional social workers who at every system level:

    a. Challenge the inequities of existing social, political, economic and cultural institutions and relationships.
    b. Create collaborative, sustainable, and health-promoting relationships and communities. [Preparation for professional practice]

2. Develop and apply value-based, theory-driven and evidence-guided empowering social work practice. [Knowledge development]

3. Provide leadership to advance equitable social structures and practices for human health and well-being. [Leadership in delivery systems]

STUDENT ORGANIZATION

The School of Social Work Student Organization's (SSWSO) mission is two-fold: to build and foster a sense of community within the SSW and to provide a voice for students at the school. The SSWSO holds regular meetings, plans educational and social events, and functions as a resource to connect students across academic disciplines. In addition, members of SSWSO sit on the WCHP Graduate

and Professional Association governing board, as well as attend SSW School Meetings and faculty meetings. SSWSO provides a space where students can voice their opinions and organize to create change within the SSW and at UNE. SSWSO also plays a role in planning the yearly commencement celebration for the graduating SSW class. Every enrolled SSW student is a member of SSWSO, and all students are welcomed and encouraged to become involved.

COURSE OF STUDY AND STUDENT STATUS

Students may undertake their graduate education in the School of Social Work in the online option as traditional or advanced standing students. Traditional students can complete the program in 4 years while advanced standing students have 3 years to successfully complete their studies. There is also an accelerated option. On campus students may undertake their graduate education in the School of Social Work on a Full-Time (FT), Part-Time (PT) basis or Accelerated bases. Full-time students can complete the program in four semesters (two academic years) while part-time students have three years to successfully complete their studies. The on campus Accelerated Program may be completed in 16 months. In addition, the School of Social Work may offer Advanced Standing status to graduates of accredited BSW programs (see **Advanced Standing** below).

All students (with the exception of those approved for Advanced Standing) are required to complete sixty-four (64) credit hours of graduate study. Forty-eight (48) of these credit hours come from classroom course work; the remaining sixteen (16) credit hours come from field education courses. Field placements consist of four semesters of supervised practice in approved settings such as shelters for battered women, youth programs, hospitals, mental health clinics, schools, substance abuse settings, child protective services, elder agencies, and social service agencies for refugees. Each semester includes 280 combined hours of professionally supervised field practice experience and three hours every other week in an integrative seminar. A total of 1120 combined hours of supervised field practice and integrative seminars is required over four semesters for full time students. For advanced standing students, 560 combined hours of professionally supervised field practice and integrative seminars are required at a minimum. If an advanced standing student is admitted with less than 560 hours of fieldwork from their BSW degree, they may be required to make up all or part of the difference in hours.

The School does not approve academic credit for prior work or life experience.

ADVANCED STANDING

Qualified graduates of BSW programs accredited by the Council on Social Work Education can be considered for Advanced Standing under the following conditions:

1. Graduation from a C.S.W.E. accredited BSW program within seven (7) years of their enrollment in the Social Work program at the University of New England.

2. A minimum 3.0 GPA for their last 60 undergraduate credit hours.

3. A review by the Admissions Committee of course and field work evaluations indicating that the applicant has had the class and field equivalent (400 hours) of the University of New England School of Social Work foundation year. In some circumstances, we may require students to perform additional hours.

4. The applicant provides evidence of significant experience in the human service field with M.S.W. supervision preferred.

5. The applicant completes all other admissions requirements including the personal statement and references.

The above requirements may be waived on a case-by-case basis through appeal to the Admissions Committee.

Should all of the above-cited conditions be met, the student may have up to twenty-nine (29) transferred credit hours accepted. If an applicant has any questions concerning eligibility for Advanced Standing, s/he is encouraged to discuss the matter with a representative of the School of Social Work Admissions Committee. All advanced Standing students are required to enroll in two courses, SSW 515 Integrative Micro/Macro Framework and SSW 525 Introduction to Advanced Practice, in their first term of enrollment.

COURSE WAIVERS

Waivers of required courses are granted when graduate courses have been taken elsewhere which equal or parallel UNE-SSW equivalent course content. Students requesting a waiver must petition the School in writing, submitting a transcript with a grade of "B" or better for relevant courses, and course syllabi. Students can also petition to complete all written assignments for a course to demonstrate competence. In this case, their work must be evaluated as a "B" or better. Note: Waivers are not the same as transfer credits; waivers result in students being able to take other courses in the curriculum to replace approved waivers.

TRANSFER CREDIT

The transfer of credit for graduate courses taken at another institution may be possible under the following conditions:

1. Transfer students with one full year of graduate social work education.

Students from other graduate schools of social work accredited by the Council on Social Work Education, who desire admission to the second year of the University of New England School of Social Work, must have completed a full year of graduate study with a minimum grade of "B" in all courses. Credit will not be given for graduate work that was completed more than seven years prior to admission to UNE. A transfer student must satisfactorily complete a minimum of thirty-two (32) credit hours at the School of Social Work in order to earn a degree from the University of New England. Course syllabi for transfer credit must be reviewed and approved before credit is awarded.

Transfer students are required to adhere to the degree requirements in effect at the time of their admission. Individualized provisions may, at times, increase the total credit hours required beyond the above-mentioned minimum.

2. Transfer students with less than one full year of graduate education.

Student applicants requesting a transfer of credit for courses amounting to less than one full year at another graduate school of social work, or for graduate courses taken in another related discipline, must meet the following requirements:

  a. The request for transfer of credit should be initiated at the time of application to the School, but in no event later than the beginning of their attendance as degree seeking students.
  b. The transferred credit must have been earned as graduate credit at an accredited university or college within seven years preceding the request for transfer.
  c. The transferred credit must be accepted by the School as having a direct relevance to the program of study at the School of Social Work. Most first year foundation level courses taken from another accredited graduate school of social work are

transferable. A maximum of nine (9) credit hours for graduate credits earned in another discipline may be transferred toward electives or other required courses if course equivalency evidence is provided, and the courses were not taken as part of an earned degree.

      d.   All transferred credits must carry a minimum grade of B.

3.   <u>Transfer credit earned from a completed graduate program of study in another discipline.</u>

In no event will any credit be transferable from another program in which the student has been awarded the graduate degree of the program.

<u>Procedures to apply for transfer credits</u>: Applicants wishing to apply for a transfer of credit, whether to be applied toward elective credit or for waiver of required courses, must provide the School with a written petition for the transfer along with the following documents: an official transcript showing that the courses were taken, the grade received and a copy of the course descriptions, syllabi, or bibliographies in which the course and course assignments are described.

CURRICULUM

(For **Degree Requirements**, see the appendices at the end of this handbook.)

The curriculum is organized within a framework of a professional foundation year and an advanced second year with two concentrations: individuals, families, and group practice (I F & G) and organization and community practice (OCP). Throughout the foundation and advanced-year curricula, students are encouraged to draw from and create knowledge related to a broad array of disciplines. The foundation year emphasizes knowledge, skills, values, and use of professional self for critical, evidence-guided social work practice with individuals, families, groups, organizations, and communities. During the foundation year, students take courses in the curricula areas of human behavior in the social environment, social welfare policy and programs, social work practice, research, and field practicum. In the advanced year of the MSW curriculum, students select one of two concentrations: individuals, families, and group practice (I, F, & G) or organization and community practice (OCP).

The courses that address the major curriculum content areas are organized to promote horizontal and vertical integration through a logical flow within and between the foundation and advanced year. By reviewing course learning objectives and educational outlines, it is possible to see the logic of course content sequencing. In addition to a readiness to engage with course material, students are expected to bring their relevant professional and life experiences into the classroom to enrich the learning environment.

FIELD PLACEMENT

The School of Social Work at the University of New England believes that the application and integration of theoretical knowledge in the field practicum experience is essential to the provision of a rich social work education. The School is committed to excellence and views field education as intrinsic to that commitment. Supervised field placements provide students with opportunities to apply classroom knowledge in their work with individuals, families, groups and communities leading to an enhanced understanding of social work practice. Students are provided with the knowledge and skills to promote relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop human rights, resources and opportunities to achieve social justice.

To become an effective social work practitioner, graduates need experience working directly with individuals, families, groups, organizations, and communities and working collaboratively at every

client system level to define goals, assess needs, develop plans and engage in interventions addressing them. The field practicum provides opportunities for experiential learning which compliment the more cognitive approaches provided in the classroom. Field internships are supervised by field instructors who meet specific requirements established by the School of Social Work. Both course work and field internships are guided by a strengths perspective with a view to integrating the fieldwork and classroom experience in a meaningful way that reflects the Mission Statement of the School.

Students have one or two 560-hour placements over the course of their degree program, depending on whether or not they come as advanced standing. Students must complete 18-20 hours a week. In addition to spending 560 hours working in field placements, students participate in an integrating seminar. The seminars are small and provide an opportunity for discussion of field related issues that are not discussed in depth in other courses in the curriculum. In the foundation year, students are encouraged to find placements working with a population or with a focus that is new to them. In the advanced year, students are expected to find placements based on concentration interests. Both placements are supported by classroom curriculum that is completed before the placements begin. Each student in a field practicum has a Field Seminar Instructor who is directly involved as a liaison to the field work placement. Contact is maintained via field visits by phone, video, or in person at least once each semester, and more frequently, if necessary.

Block field placements are an option for students who meet the criteria. The block placement requires that the student complete the 560 hour placement in four months interning as much as 40 hours a week. This placement is not available to all students, as each one is negotiated with the agency and field planner on an individual basis. (See UNE School of Social Work Field Education Manual Policies and Procedures for additional information.) All students receive copies of the UNE School of Social Work Field Education Manual before they go into their field placement via the Orientation to Field and Field Planning course which takes place 6-months prior to entering field (for online students), or through their Field Advisor (for on campus students).

CAPSTONE (On Campus program only)

Each student will complete a Capstone project. The purpose of the Capstone project is to give students an opportunity to deeply investigate and produce new knowledge on an area of practice that excites them. The process begins in Research I, where students explore methods of inquiry and their relationship to social justice. In Capstone I, students go more deeply into a particular method, create a map of existing knowledge in their area, identify the goals of their project, and investigate the relationship of those goals to their vision of socially-just practice. The final product of Capstone I is the proposal that will guide their project in Capstones II and III. Capstone projects can include the evaluation of interventions at the individual, organization, and community level; the discovery of practice-relevant knowledge of the social world; and the analysis of policies past and present.

INDEPENDENT STUDY

A student may petition the faculty of the School of Social Work for the approval and oversight of an Independent Study. An independent study can be for 1-3 credits and must be approved by the sponsoring faculty member, the Director of the School of Social Work, and the Dean of WCHP. The student petition must include the essential components of a standard course outline (i.e., description of study, objectives, outcomes, format, assignments and texts, as appropriate). Independent study cannot replace material covered in offered courses.

ACADEMIC POLICIES

ACADEMIC INTEGRITY POLICY OF THE UNIVERSITY OF NEW ENGLAND
(*Approved by the UNE University Council, September 10, 2010*)

"The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.

2. Fabrication or falsification of data, results, or sources for papers or reports.

3. Actions that destroy or alter the work of another student.

4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.

5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own."

Charges of academic dishonesty are handled through the School of Social Work and then through the College of Health Professions Dean's office. Charges of academic dishonesty will result in the convening of an Educational Review.

STUDENT ADVISING

The University of New England School of Social Work believes that advising plays a valuable role in social work students' development as professional social workers. To support this belief, each student admitted to the School of Social Work is assigned two faculty advisors - one academic and one field. All advisors are available by e-mail or by phone and consult regularly with one another to monitor and assess students' performance, motivation and aptitude for social work practice. All campus-based advisors post scheduled office hours and welcome their advisees to contact them beyond scheduled advising meetings.

ACADEMIC ADVISING

Academic advisors allocate a considerable amount of time to advise students in order to orient them to the School of Social Work and assist them as necessary with any special learning needs, issues and opportunities. Academic advisors advise students regarding career goals and plans, maintain contact with course instructors to monitor academic performance, work with students to help improve academic performance, provide professional development support and serve on Educational Review committees when academic performance or ethical conduct is in question. Academic advisors also advise students on academic concentration choices for the advanced year. Academic advisors are available to consult with students to address problems affecting their academic performance and are the **"**first line of defense" when there are academic problems.

Instructors inform academic advisors when a student receives a grade of C+ or below at the end of each semester. Advisors will then report to the Chair of the Student Development Committee any students with two or more grades of C+ or below or any single grade of C- or below.

Students are expected to consult their academic advisors as soon as convenient after the time of admission and prior to registering online. Students also are expected to consult their academic advisors at least once each semester prior to course registration to help select courses that meet students' individual needs and career goals.

(On campus students only) New students will be mailed registration packets in early May or thereafter with instructions about how to go online to register for courses.

(Online students only) For more information about academic advising in the online program, visit https://sites.google.com/a/une.edu/mswadvising/
(Note: you must be logged into Google with your UNE username and password to view the Academic Advising site. Access from outside accounts will not be permitted.)

CHANGE OF ADVISORS

Although students are assigned academic and field advisors at the time of their admission to the School of Social Work, if students find that they have a stronger connection to the scholarship, teaching or professional focus of another faculty member, they may change Field and Academic Advisors at any time. However, in some circumstances, a preferred change of advisors may not be possible due to the number of advisees a faculty member currently has, other faculty workload demands or other professional or personal demands.

- To change an academic advisor, students should consult with their academic advisor and explain the desired change. Students then submit a Request for Change of Academic Advisor Form to the Chairperson of the Admissions Committee.

- To change a field advisor, students should consult with their field advisor and explain why a change is desired. Students then submit Request for Change of Field Advisor Form to the Field Director.

- An academic or field advisor may initiate a change based on professional or personal circumstances (e. g. sabbatical, medical leave). In the event of an advisor-initiated change, students will be assigned to a new advisor for the remainder of their enrollment in the program.

ONLINE PROGRAM FIELD PLANNING

Field planners are responsible for helping students secure a field placement. They work closely with the students to ensure that the placement site offers an educationally sound foundation or advanced year experience. Listed below are specific steps in the field planning process:

1. Six months prior to field placement beginning, students are notified by email to complete the Orientation to Field and Field Planning, facilitated by the field planner.
2. The Field Orientation course runs for four weeks and consists of Module One: Roles, Responsibilities, and Importance of Field Education; Module Two: Finding the Best Fit with the Agency, Field Instructor, Setting, and Population; and Module Three: Interviewing and Preparing for the Placement. Module Four: Field Planning takes place during the 5 months following the Orientation course. (Due to the nature of field planning and the course schedule, the Field Orientation course runs concurrently with another course.)
3. Upon completion and passing of the course, the student has a virtual (online) meeting with his/her field planner to discuss field placement planning.
4. Within 8 weeks after meeting with the Field Planner and after weekly contact with the Field Planner, the student:
   a. Finds a placement

b. Completes and submits the Field Placement Proposal and Agreement form, Field Instructor Form (filled out by the Field Instructor, and including a resume), and the Clinical Affiliation Agreement with signatures

c. Returns the forms to the field planner through Blackboard, Module Four of Orientation

d. Sets up a 3-way virtual (online) meeting with the field instructor and field planner once all forms are submitted and edited as necessary after feedback from Field Planner

5. Once a placement is confirmed, the field planner is responsible for all official communications with the agency and Field Instructors regarding training sessions, calendar changes, etc.

6. The field planner meets with the seminar instructor to insure a smooth transition from field planning to the integrating seminar/field practicum.

7. The student must have a placement by the time field begins. If any concerns arise in the process, the student will meet with the field planner and academic advisor to develop a plan to secure a placement, and to determine interim steps (e.g. leave of absence). If a second attempt does not result in a field placement, an Educational Review will be convened to determine appropriate recommendations and could result in dismissal from the program.

8. If a field placement ends prematurely, the student is expected to work closely with her/his instructor of Field Seminar and secure a new placement within four weeks. Failure to do so may result in an Educational Review. In some cases the student may have to request an Incomplete.

ONLINE PROGRAM FIELD ADVISING

Field advisors guide students throughout their UNE SSW tenure regarding any or all field issues. Field advisors:

- Are members of the UNE SSW Field Education Faculty
- Are assigned to students when they begin their MSW program.
- Answer field policy questions and field education scheduling questions and conflicts
- Support all faculty and Academic Advisors regarding field policies and student field concerns

Field advisors should be contacted about field policy questions, field education scheduling questions or general support around the field component of the MSW education.

ON CAMPUS PROGRAM FIELD ADVISING

Field advisors spend a considerable amount of time with each student to identify areas of interest to insure that the student's educational objectives are met in their choice of an internship. Field advisors conduct weekly seminars with their advisees. Field advisors guide students through the field placement selection process, answer questions regarding field policies, assist students in managing problems that arise in field placements and serve on Educational Review Committees when issues related to field education are in question. Field advisors are the first source of support for any field-related problem. Field advisors arrange field visits to field placement sites with students and their field instructors at least once per semester to assess the fit of the placement, review students' progress and to provide consultation and recommendations. Field advisors also meet with students and field instructors as needed when problems arise in the field placement. Field advisors are responsible for assessing students' performance in field placement and submit the final grade (P/F) for each of their advisees each semester.

Students will meet with field advisors at the time of admission and begin the field planning process in order to secure a field placement in a timely manner.

ACADEMIC STANDARDS

ATTENDANCE AND PARTICIPATION

Graduate education is demanding and exacting. In campus-based and on-line programs, students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation.   Absences can and do occur, but students should whenever possible inform their instructors in advance if they know they will be absent. To make up work missed in event of illness or excused absences, students must negotiate special arrangements with the course instructor.

GRADING

All programs in the Westbrook College of Health Professions (WCHP) use the following scale to determine grades:

A	94-100	B-	80-83	D	64-69
A-	90-93	C+	77-79	F	<64
B+	87-89	C	74-76		
B	84-86	C-	70-73		

NOTE: Fractional numeric grades are rounded at the discretion of the instructor
NOTE: Standards for Pass in Pass/Fail courses are determined by each program.

GRADE POINT AVERAGE (GPA)

Equivalent quality points assigned to grades are as follows:

A	4.0	B-	2.75	D	1.00
A-	3.75	C+	2.5	F	0.00
B+	3.5	C	2.0		
B	3.0	C-	1.75		

GRADE STANDARDS

1. A minimum GPA of 3.0 (both cumulative and per term), or "Pass" in each Pass/Fail course, is required for good standing in any graduate program in WCHP. Falling below that standard at any time will result in a referral to the Student Development Committee (SDC) for a review and placement on Academic Probation at a minimum (see III.C.2.b.*i*). Failure to return to good standing within the timeframe determined by the SDC will result in dismissal from the program.

2. A "B –" or better is required for all required (non-elective) courses. A student who receives a grade of below a B- in a required course must retake the course and receive a B or higher grade. If the student does not receive a B or higher the second time in a required course, the Student Development Committee will recommend dismissal from the program. Students will have one chance to re-take a course.

3. Students who are required to re-take an elective course due to an unsatisfactory grade can either re-take the same elective or take another elective in its place. The student must receive a B or higher grade when retaking or replacing a previously taken elective or the SDC will recommend dismissal from the program. Any course can only be taken twice.

4. A course grade of "C+" or below in a graded course or "Fail" in a Pass/Fail course, will result in an immediate referral to academic advising for review and may result

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in a delay in the student's progress, placement on probation, and/or additional consequences and specific requirements as recommended by the SDC. The advisor will determine a course of action that may include a referral to the SDC for review. Any WF/F will result in an automatic referral to the SDC for an educational review.

5. Students who receive more than one WF/F will be automatically dismissed from the program. No educational review will be held for the second WF/F. A WF will be treated the same as an F.

6. Students who receive a WF/F in the first semester of a two semester course may not take the second semester of that course until the first semester is repeated and a grade of B or better is achieved, or the failing grade is otherwise resolved.

CONDUCT EXPECTATIONS

Students enrolled in WCHP are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations.

1. The UNE *Student Handbook* access: UNE *Student Handbook*
   a. Content: Policies and procedures, including the University Conduct Code, that governs the conduct of all UNE students.
   b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical practica, and community service.

2. Students are expected to be familiar with the Code of Ethics for their chosen profession and to uphold these standards in all relevant settings; National Association of Social Workers: http://www.naswdc.org/pubs/code/default.asp

3. Professional Behavior Expectations: The following describes standards of professional behavior applicable to students across the health professions. Students are expected to progressively develop these skills and abilities during their courses of study and to endeavor to maintain these standards in all on-campus and UNE-sponsored off-campus activities, including clinical and   fieldwork experiences and relevant community service.
   These specific professional behaviors include the ability to demonstrate:
   a. Communication Skills- communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
   b. Interpersonal Skills – interact effectively with patients and clients, families, colleagues, other health care professionals, and community members.
   c. Cultural Sensitivity – be aware of, respect, and acknowledge cultural differences.
   d. Problem Solving – recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
   e. Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
   f. Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
   g. Critical Thinking - question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences

and assumptions; and distinguish relevant from irrelevant information. Utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

    h. <u>Use of Constructive Feedback</u> – seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

    i. <u>Commitment to Learning</u> – self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

    j. <u>Health and Wellness</u> – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in work/life scenarios.

4. Facility-specific policies and procedures: Students are expected to be familiar with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. (Refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.)

5. Professional Attire: Students are expected to dress appropriately to the professional context and institutional setting, whether on campus, community, or clinical setting. Usually this means "business casual" attire unless the clinical facility or fieldwork setting, or a specific event requires alternate attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their clinical instructor, site supervisor, or faculty member about specific dress code expectations or requirements at a particular facility or for a specific event.

6. Safety expectations: The delivery of safe and competent care and related services underpins all aspects of professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students are expected to demonstrate behaviors that uphold those standards. Failure to do may result in a referral for academic advising and/or a referral to the Student Development Committee. (See III.C.)

CONDUCT VIOLATIONS

All allegations of improper, unethical, or unprofessional conduct will result in an immediate referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, which states that "Any University employee or student may file a misconduct complaint against a University student if there is a reasonable, good faith belief that a violation has occurred.") Depending on circumstances, a confirmed conduct violation may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) dismissal from UNE. In all cases, students will receive written notice regarding the nature of the conduct violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to conduct violations will become part of the student's permanent record.

STUDENT PROGRESSION

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes: regular instructor evaluation of assignments and performance; a programmatic level review through regularly scheduled Comprehensive Student Reviews; and through Student Development Committee (SDC) Reviews as needed. (Please Note: Referrals for advising ordinarily occur as soon as a concern arises, and are not held for the Comprehensive Student Review.) Comprehensive reviews are the responsibility of the full faculty of each program. Each program also has a Student Development Committee (SDC), comprised of a minimum of three faculty members. Program Directors cannot serve on the SDC, but membership can include faculty from other college programs. The primary function of the SDC is to conduct reviews of student performance in order to assess whether a student can progress in a program, make a determination of student status, and to make recommendations for action when a student has failed to maintain academic and professional standards, whether in class, clinical setting, or community.

EVALUATION OF ASSIGNMENTS AND PERFORMANCE

The most sensitive and detailed assessment of student progress is that conducted on an everyday basis through the evaluation of assignments and student performance of classroom and clinical performance. To enhance success, performance concerns should be addressed with the student by the instructor as soon as they arise and not held for mid-term reviews, or end-of term grades. This may also lead to involvement of the student's advisor and/or the Student Development Committee as determined by the faculty member.

COMPREHENSIVE STUDENT REVIEW

At a pre-determined time or times in each term, (but no later than mid-term,) the online faculty will conduct a comprehensive review of student performance. Students' standing will be noted as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the program option and UNE. Students in good standing may continue to progress without restriction toward graduation.

2. Probationary Standing: Students who remain on probation as a result of a prior SDC Review. Progress or concerns should be noted and discussed as needed at this time. Probationary standing will occur when a student receives a GPA below a 3.0 at any time, receives a WF/F or below a B- in a required course. All other cases, such as professional/academic behavior or integrity will be determined on a case by case basis.

3. New Concern(s) Identified: Any concerns newly identified by the Comprehensive Student Review will be referred for Advising for resolution.

   a. Referral for Advising: When initial or minor concerns are first noted by a faculty member *at or prior* to the Comprehensive Student Review, or a student receives a C+ or below, the relevant faculty member(s) will notify the student and the student's academic and/or field advisors as appropriate to review the circumstances in person with the student. The content and action steps determined at any such meeting will be documented and shared with the student in writing within two business days.

   b. Referral to Student Development Committee: If a resolution cannot be reached at the level of the Advisor or the concerns are substantial in nature, the matter is referred to the SDC for a formal Review. Significant concerns may include academic performance (e.g. falling below a 3.0 GPA for semester or cumulative, C- or below in course, or "Fail" in a pass/fail course), receiving a WF, or professional conduct. (See below.)

STUDENT DEVELOPMENT COMMITTEE REVIEW

SDC reviews are intended to support students' academic progression, and are required in cases where a student is failing to maintain academic standards in the classroom or field, is accused of engaging in professionally inappropriate behavior, or is accused of plagiarism or other violation of academic integrity. A SDC review can be recommended by an advisor or other faculty member, Director of the School of Social Work, or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged breach of ethical conduct, any aggrieved or responsible party may request that an SDC Review be conducted. Through the review process, the Student Development Committee is responsible for examining the concerns cited, evaluating their merits, determining student status, and recommending a course of action.

Responsibilities of the Committee Chair:
The SDC Chair is responsible for notifying all involved parties including the student when a formal SDC Review is required and the rationale for it. Academic Advisors or Field Advisors will contact the student directly about the concerns and schedule the educational review. Upon final notice, the Academic Advisor or Field Advisor will send an attached formal letter from the SDC chair(s) notifying the student of the scheduled review. When the rationale includes clinical or fieldwork concerns, every effort will be made to include the relevant parties from the clinical or fieldwork site in the meeting.

Responsibilities of the Committee:
The SDC, with the support of the Academic Advisor or Field Advisor, is responsible for gathering all pertinent information relevant to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors. The process is outlined in the SDC Pre-educational review form.

The following elements are included in the final Educational Review Letter:
  i.   Review of Student status: current status, any history of concerns and prior steps taken to address them.
  ii.   Current concerns; a detailed review of the current situation
  iii. Identification of desired educational and behavioral outcomes
  iv.   Determination of status (probation, etc.)
  v.   Specification of recommended and/or required steps to be taken to achieve stated outcomes (what)
  vi.   Identification of responsibilities (who)
  vii. Expected dates of actions including completion (when)
  viii. Consequences for success (e.g. removal or probationary status) or failure to comply with or achieve the stated goals (e.g. probation, dismissal, or other.)

   A. Determination of Student Status:
       • Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. Students placed on probation will receive a letter from the Director of the School of Social Work outlining the conditions of probation and the steps required to return to good standing. Barring any exceptional circumstances, students who do not return to good standing within the specified time frame will be dismissed from the program.
       • Return to good standing: Once a student has successfully completed the criteria specified in the SDC Review to the satisfaction of the SDC, the Committee will inform the Director of the School of Social Work who will send a letter to the student indicating return to good standing.
       • Dismissal: Students may be dismissed for a variety of reasons, including but not limited to (1) unacceptable academic performance; (2) failure to remove probation status; or (3) a conduct violation.

   B. Recommending Actions steps: The SDC will develop and recommend a plan of action to be taken to achieve stated outcomes, including the identification of responsible parties and expected dates of actions. This may include helping a student achieve educational objectives (e.g., remediation, use of the student academic success center); employing alternate

pathways to achieve educational objectives (e.g. extending field work hours beyond normal expectations, retaking a course); or specifying other terms for a student to remain in the program. The plan of action also describes the consequences for success (e.g. removal of probationary status) or failure to comply with or achieve the stated goals (e.g., probation, dismissal, or other.)

C. Timetable: The SDC decision regarding student status and recommended action steps are made within two (2) business days following the meeting(s) and communicated to the Director of the School of Social Work in writing. The Director of the School of Social Work reviews the report and seeks clarification if needed. The Director of the School of Social Work then communicates the action steps to the student in writing within five (5) business days.

D. Scheduling: To insure the greatest chance for a successful outcome, educational and conduct concerns should be identified as early as possible, and the SDC Review process initiated promptly. Except in rare exceptions, this means a minimum of 2 weeks prior to the end of the current semester or term.

If a student is dismissed from the program, he/she may re-apply after one year.

Responsibilities of the Student: The student is responsible for participating in the SDC Review process. This includes providing information as requested and playing an active role in the development of the action steps. The SDC will send an email providing information on the review process, including scheduling of the review. If the student does not respond within one week to this email from the SDC, the meeting will be scheduled without the students' input. In the event that illness or other significant extenuating circumstances preclude a student from attending an Educational Review, the student must notify the Chair that is convening the Review. If there is a failure to correspond with the Chair, a review will take place in the student's absence.

Responsibilities of the Director of the School of Social Work: The Director has a unique role as a member of the faculty while also providing administrative oversight for all program functions. In the case of SDC Reviews, the Director will review the determination of status by the SDC to ensure that policies have been followed and procedures implemented. In the case that the Director believes that there are any potential concerns about the process, such as procedural irregularities or additional information that should be considered, the Director will communicate these concerns to the SDC for reconsideration. The SDC's recommended action steps will be reviewed by the Director for logistical viability (faculty workload, support services, etc.). The Director will then either approve the plan as is or recommend modifications to the SDC. Following this step, the SDC's determination of status and recommended action steps will again be forwarded to the Director, who then communicates the outcome to the student.

Responsibilities of the Associate Dean(s): The Associate Dean(s) serves as a consultant to the SDC and Director of the School of Social Work regarding policies and procedures on an as needed basis.

Student Appeals: A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the UNE *Student Handbook*.

EXPEDITED EDUCATIONAL REVIEW

In addition to the educational review process outlined above, the school also employs an *expedited Educational Review* in cases when the student: a) fails to participate in a course or b) participate in the planning process with their field planner. Evidence of failure to participate in a course entails not logging into the BlackBoard system and/or not participating in the assigned discussion threads. Evidence of failure to participate in field planning entails not logging into the BlackBoard system and/or failure to respond to phone calls/e-mails from the field planner, not submitting required paperwork, or failure to follow the field planning outline, without having first arranged an alternative plan with the field planner. In either case, three attempts to communicate with the student without a response will result in the following:

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In the case of coursework, the expedited review process is as follows:

1. The instructor contacts the Chair of the Student Development Committee requesting an expedited Educational Review. The instructor also notifies the master teacher and the student's advisor(s).
2. The Chair of the Student Development Committee mails the student a registered letter requesting that the student contact the Chair within five days after the letter has been postmarked (if the student is located internationally, the student must contact the Chair within 20 days after the letter has been postmarked). This letter will also be forwarded to the student by email.
3. The letter will specify that if the student does not respond by telephone within the specified time, the Committee will recommend to the Director of the Online Program that the student be dismissed from the School of Social Work. This recommendation does not require that the Student Development Committee convene an Educational Review.
4. If the student responds to the letter, an Educational Review will be scheduled within one week to determine a plan of action.

In the case of field planning, the expedited review process is as follows:

1. The field planner contacts the Chair of the Student Development Committee requesting an expedited Educational Review. The field planner also notifies the Director of Field Education and the student's academic advisor.
2. The Chair of the Student Development Committee mails the student a registered letter requesting that the student contact the Chair within five days after the letter has been postmarked (if the student is located internationally, the student must contact the Chair within 20 days after the letter has been postmarked). This letter will also be forwarded to the student by email.
3. The letter will specify that if the student does not respond by telephone within the specified time, the Committee will recommend to the Director of the Online Program that the student be dismissed from the School of Social Work. This recommendation does not require that the Student Development Committee convene an Educational Review.
4. If the student responds to the letter, an Educational Review will be scheduled within one week to determine a plan of action in order for decisions to be made in a timely manner regarding a student's ability to continue in the field planning process.

ADDITIONAL PROCEDURES

CHANGE OF ENROLLMENT STATUS (Requests for Leave or Withdrawal)

Matriculating students who wish to change their enrollment status, whether by requesting a Leave of Absence or Withdrawal, must complete the necessary University of New England forms. These processes serve to notify all essential departments at the University and avoid potential problems for the student including: transcript, billing, financial aid, or loan problems. For additional information on these procedures, students are recommended to review the University-wide Student Handbook UNE *Student Handbook*

1. Leave of Absence (LOA): An LOA can be recommended by the Student Development Committee or be initiated as a student request. Students who desire to request a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, a request form is completed by the student, approved by the Advisor, and submitted to the Director of the School of Social Work, who has final approval. Leaves of absence can be requested for academic, medical or other personal reasons, and are ordinarily granted for a period not to exceed one year. In some cases, the School may request specific conditions be met or be in place prior to a students' return. The University's policy on Leave of Absence Tuition Credit is found in

UNE's Graduate and Post Professional Catalog. NOTE: It is the responsibility of the student to contact the School Director to indicate a change of plans.

2. Withdrawal: Students wishing to withdraw from the university for any circumstance must complete the required University Withdrawal Form. A student may withdraw from a specific course without academic penalty with a grade of "W" at any time during the first two-thirds of the term. If withdrawal occurs after the deadline, the grade of WP (withdrew passing) or WF (withdrew failing) will be entered. The grade of WF is computed in the grade point average. To withdraw from a course, a student must complete and sign a Course Withdrawal Form and obtain signatures of the course instructor and the student's Academic Advisor.

3. Request for incomplete: Students are expected to complete all course assignments in a timely fashion. Inability to complete course assignments on time may result in lowering the grade for the course. When a student has reason to believe that she/he may be unable to complete the work for a given course by the end of the term, she/he may apply for an extension by discussing this with the instructor and filling out a Request for Incomplete Form (available from the SSW office). At the time of this discussion, a plan will be agreed upon for completion of the course work, including a date of completion, not to exceed one week following the end date of the course. This form must be completed by the last day of class for the given course.

Copies of this form will be given to the student, the instructor, and the advisor. The original will be kept in the administrative office of the SSW. In exceptional circumstances (death in the family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and co-signed by the Director of the program. Any student who does not follow the above guidelines will receive an "F" for the course.

APPEALS, GRIEVANCES, AND COMPLAINTS OTHER THAN ACADEMIC PROGRESSION

Occasionally, a student may have a grievance regarding another issue. A student grievance with a faculty member should be addressed first directly with the faculty member. If a student is not satisfied following this step, the student should contact the Instructor of Record. If it is the Instructor of Record with whom the student has a grievance, the student should then request a review by contacting the Director of the School of Social Work. The Director has the discretion to address the concern directly, or to form a grievance committee. Questions about procedural options should be directed to the Director of the School of Social Work.

Grievances or complaints about other aspects of the program may be brought to a faculty member or the Director of the School of Social Work by an individual student or through student class representatives. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the UNE Student Handbook.

SUPPORT/REMEDIATION/LEARNING ASSISTANCE

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or conduct issues.   The intent is to increase the likelihood of a student's educational and professional success.   It is a formal process, developed by faculty in conjunction with the student, and formally documented with specific measurable and attainable outcomes.   It may be initiated on the recommendation of a faculty member or required by the Student Development Committee, based on the judgment that the concern has the potential to be successfully addressed through reasonable strategies using available resources.

Any student who is offered the opportunity to develop a remediation plan, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the Director of the School of Social Work, and other relevant stakeholders. Mandatory remediation plans are

developed and presented by a student in writing to the Student Development Committee for approval. The terms specified in an approved plan must be successfully completed within the specified time lines of the plan. Failure to successfully complete the terms of a mandatory remediation plan will result in dismissal from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center: http://www.une.edu/studentlife/portland/sasc. The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated into an educational review in order to enhance achievement of the stated goals.

STUDENT POLICIES

GUIDELINES FOR INFORMATION SHARING

The School of Social Work is committed to promoting mutuality and collaboration, combating oppression and respecting human dignity and human diversity. We recognize that each situation that calls for a policy on information sharing is unique, as are the needs and situations of individual students. We further recognize that professional education requires attention to the student's integration of the values of the profession and professional conduct as well as her/his cognitive learning.
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Confidentiality within academic settings, i.e., classes, is subject to the following considerations:

1. Discussion of issues within the classroom relates to education and critical analysis – this may include issues in agencies, communities, within the School, and the like. There is no confidentiality in these situations.

2. Confidentiality in classroom discussions is not a condition to be imposed by an instructor, nor should it be associated with confidentiality as in a therapeutic relationship.

3. It should also be acknowledged that students with a disability have the option to record classroom sections rather than use traditional note-taking methods. Students and instructors alike need to be aware of this when revealing confidential information. It may be necessary to turn off a recording device during that session, or students may choose not to disclose confidential information during a taped class.

SOCIAL MEDIA

Facebook and other social media sites provide a forum for students to connect, network, and support each other. It is not surprising that social workers are drawn to using this mode of communication! Here are some "ground rules" for appropriate and professional use of social media established by our school.

1. Take time to explore the Google Doc – "Social Media and Professionalism" prepared by our Reference and Instructor Librarians, Roberta (Bobby) Gray and Beth Dyer by clicking here (http://bit.ly/1A1ixhp).
2. Please refer to the NASW Code of Ethics to guide your communication on Facebook or other social media with your peers and future colleagues.
3. Information posted online is part of the public domain and is a reflection of how you conduct yourself in the professional social work arena. We expect our students to conduct themselves professionally at all times.
4. Posting of other student's work without permission may have legal implications and can be experienced by others as disrespectful and unprofessional.

5. Anything you write in an e-mail, text, tweet, or on social media sites is stored electronically, out of your control and can be copied or distributed without your prior knowledge, or subpoenaed for legal cause.
6. Discussion specifically calling out your peers, instructors, and administrators can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the professional social work arena and is not consistent with our school policies or the NASW code of ethics.
7. Interpretation, questions or the need for clarification of course materials and syllabi should be directed to instructors for clarification.

We know the pride online and on-campus students have in their choice to be part of the UNE learning environment. We call upon all of you to consider how to represent yourself and our program in all aspects of your academic and professional lives.

We also call your attention to our LinkedIn social work group that you might consider. To join this group,

1. You should create an account on LinkedIn: www.linkedin.com
2. Add the following group, "University of New England School of Social Work." This group will assist you with networking with peers and alumni at the University of New England.

OFFICE FOR STUDENTS WITH DISABILITIES

The Office for Students with Disabilities (OSD) exists to provide the qualified student with a disability equivalent access to, and equal opportunity in, the educational environment. A major goal of the OSD is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a disability; however, it need not provide the most comprehensive or expensive accommodation requested by the student.

The determination and provision of a reasonable accommodation generally is achieved through dialogue and planning among the OSD, the student, and individual faculty members. Students' needs will vary according to the requirements of a particular course and the nature and severity of the disability. Accommodations, therefore, can take many forms, and generally fall into three broad categories: teaching and learning; demonstrating knowledge; and meeting academic requirements. Examples of each are show below.

TEACHING AND LEARNING
- Use of tape recorders for lectures
- Use of taped textbooks
- Use of peer note takers
- Use of American Sign Language interpreters, or a transliterator
- Use of particular types of desks or other furniture
- Relocation of classes for accessibility
- Use of Readers

DEMONSTRATING KNOWLEDGE
- Exam modifications, e.g., extended time, oral exams, readers, use of a computer for essays and short answer tests.
- Extended time for written projects.
- Nontraditional ways to demonstrate knowledge, mastery, or competence.

MEETING ACADEMIC REQUIREMENTS
- Course substitution, if possible.
- Permitting extra time to complete course requirements.

INITIATING AND FACILITATING CONTACT

A student with a disability can voluntarily self-disclose his or her disability at the time of application to UNE or at any point while enrolled at the University. Upon self-disclosure, the student will be asked to register with the OSD and provide documentation of the disability. The OSD and the student then will work together to determine the necessary reasonable accommodation(s). The OSD and the student will communicate this information to the student's instructors. Questions concerning the nature or need of the accommodation should be directed to the OSD. In the event that an accommodation is denied, the request will be reviewed through the established Academic and Disciplinary Appeals Policy as outlined in the current student handbook.

A faculty member neither can suggest the presence of a disability to account for poor academic performance, nor ask a student if he or she has a disability. Should an instructor suspect that a student has a disability that negatively affects scholastic performance, the instructor can ask the student if he or she knows the cause for the academic difficulty and whether the University can do anything to help. The instructor can then refer the student to appropriate campus resources, e.g., the Learning Assistance Center or the Counseling Center.

Both UNE and the student have responsibilities to ensure equal educational opportunities. While the University stands ready to provide reasonable accommodations, the student must make an effort to avail him or herself of all services and modifications.

THE STUDENT'S RESPONSIBILITIES
- If accommodation is being sought, notify the OSD of the disability.
- Provide documentation of the disability.
- Request accommodations and auxiliary aids in a timely fashion.
- Work collaboratively with the OSD to determine the reasonable accommodations.
- Meet with faculty members early in each semester to discuss his or her needs.
- Monitor his or her own academic performance.

THE UNIVERSITY'S RESPONSIBILITIES
- Respond to the student's request for services.
- Provide reasonable accommodations.
- Ensure that reasonable accommodations are available to the student at the proper time.
- Bear the cost of an accommodation if it does not result in fundamental alterations in program requirements or pose an undue administrative or financial burden on the institution. (UNE Student Handbook)

UNE JUDICIAL SYSTEM

Please consult the UNE Student Handbook: UNE *Student Handbook*.

ACADEMIC AND DISCIPLINARY APPEALS POLICY

Please consult the UNE Student Handbook: UNE *Student Handbook*.

FACULTY/STAFF LISTING

Last name	First name	Office #	Extension	e-mail address
Amato	Cyndi	Hersey 424	4510	camato@une.edu
Anderson	Wanda	207-468-8979		wanderson4@une.edu
Ayer	Nancy	Hersey 405	4502	nayer@une.edu
Boudman	Judy	207-762-0687		jboudman@une.edu
Brooks	Frank	Hersey 413	4597	fbrooks@une.edu
Chance	Bob	Hersey 425	4513	rchance@une.edu
Coha	Amy	Hersey 421	4504	acoha@une.edu
Cohen	Marcia	Hersey 418	4505	mcohen@une.edu
Cruite	Jenna	Hersey 425		jcruite@une.edu
Dunn	Kerry	Hersey 415	4364	kdunn5@une.edu
Fox	Kelli	Hersey 407	4223	kfox2@une.edu
Gifford	Katharina	Hersey 404	4542	kgifford@une.edu
Gray	Betsey	Hersey 423	4508	egray@une.edu
Konrad	Shelley Cohen	Hersey 327	4501	scohenkonrad@une.edu
McLaughlin	Tom	Hersey 428	4511	tmclaughlin@une.edu
Mitchell	Seth	Hersey 404	4557	smitchell9@une.edu
Owens	Craig	Hersey 428	5045	cowens@une.edu
Power	Lori	Hersey 410	4493	lpower@une.edu
Prichard	David	Hersey 417	4512	dprichard@une.edu
Rondina	Ellen	207-229-8797		erondina@une.edu
Shore	Nancy	Virtual ext.	4504	nshore@une.edu
Storch	Amy	Virtual ext.	4396	astorch@une.edu
Walker	Vicki	Hersey 427	4503	vwalker@une.edu
White	Mary	207-540-3228		mwhite5@une.edu
Wozniak	Danielle	Hersey 426	4514	dwozniak@une.edu
Yaffa	Leslie	416-528-1115	V. 4486	lyaffa@une.edu
Fax line		207-221-4719		
Conference Room		Hersey 408	4545	

For all of the above faculty extensions, the prefix 221 may be placed before the extension listed in order to dial directly from an outside line.

School Administrative Staff:

Director	Danielle Wozniak
Associate Director	David Prichard
Director of Field Education	Kelli Fox
Associate Director of Online Education	Cyndi Amato
Faculty & Student Support Specialist	Bob Chance
Faculty & Student Support Specialist	Jenna Cruite
Staff Assistant	Vicki Walker
Staff Assistant	Seth Mitchell
Administrative Assistant	Katharina Gifford

Mailing Address:	University of New England
	School of Social Work
	716 Stevens Avenue
	Portland, ME 04103
Main Switchboard	207-797-7261
Automated Line	207-797-7688

PORTLAND CAMPUS NUMBERS AND SECURITY

Admissions	4225
Bookstore	4255
Counseling	4233
Dean of Students	602-2372
Dean (CHP)	4265
Financial Aid	602-2342
Health Center	4242
Health Center (After Hours)	602-2516 or 282-1516
Learning Assistant Center (LAC)	4247
Library (Front Desk)	4330
(Interlibrary Loans)	602-2386
(Journals)	602-2318
(Reference)	602-2363
Media	4322
OSD (Disabilities)	4418
Registrar	4200
Security (Emergency)	366
(Non-Emergency)	602-2298
Student Accounts (Hersey)	4200
Student Activities	4269
Student Affairs	4212

The area code 207 and the exchange prefix 221 (except for those numbers having a 602 prefix) must be added to the above numbers when calling from an outside line.

TRADITIONAL STANDING (Online)
RECCOMMENDED PLAN OF STUDY
64 CREDITS REQUIRED

Foundation Courses			Advanced (Concentration) Courses		
Course #	Course Title	Credits	Course #	Course Title	Credits
SSW 501	HBSE I	3	SSW 552	IFG: Contemp. Theories of SW with Individuals and Fam.	3
SSW 502	HBSE II	3	SSW 553	IFG: Adv. SW Practice with Families	3
SSW 503	Social Work Research I	3	SSW 564	OCP: Program Development and Community Practice	3
SSW 504	Social Work Research II	3	SSW 565	OCP: Administration and Supervision	3
SSW 510	Social Work Practice I	3	SSW 597	IFG Required/OCP Elective: Advanced Psychosocial Assessment	3
SSW 511	Social Work Practice II	3	SSW 514	**Program Evaluation	3
SSW 505	Social Welfare Policy I	3	IFG Elective	IFG requires 4 electives	12
SSW 506	Social Welfare Policy II	3	OCP Elective	OCP requires 5 electives	15
SSW 520	Field Practicum I /Seminar	4	SSW 580	Field Practicum III/ Seminar	4
SSW 522	Field Practicum II /Seminar	4	SSW 582	Field Practicum IV/ Seminar	4

- All courses are 8 weeks long (2 per semester) EXCEPT Field Practicums, which are 16 weeks long.
- Course offerings are subject to change.
- Please note that the Recommended Plan of Study listed here is an example of a student starting the program in the summer of 2012. Plans will vary depending on the starting semester. Please contact your Academic Advisor for your personalized plan of study.
- Students admitted prior to Summer 2013 are required to take SSW 571 Social Work Practice with Groups in lieu of SSW 514 Program Evaluation after completing all foundation courses.

Semester 1	Semester 2	Semester 3	Semester 4
Term A-SSW 501 Term B-SSW 502	Term A-SSW 505 Term B-SSW 506	Term A-SSW 510 Term B-SSW 511 And Orientation to Field Education	Term A-SSW 503 Term B-SSW 504
Semester 5	**Semester 6**	**Semester 7**	**Semester 8**
Term A&B- Field Practicum SSW 520	Term A&B- Field Practicum SSW 522	Term A SSW 564 (OCP) SSW 552 (IFG) Term B SSW 565 (OCP) SSW 553 (IFG)	Term A-SSW 597 (IFG required or OCP Elective) OCP Elective (if not 597) Term B- SSW 514
Semester 9	**Semester 10**	**Semester 11**	**Semester 12**
Term A- Elective Term B- Elective And Orientation to Field Education	Term A – Elective Term B – Elective	Term A & B Field Practicum SSW 580	Term A & B Field Practicum SSW 582

ADVANCED STANDING (Online)
RECOMMENDED PLAN OF STUDY
37 CREDITS REQUIRED

Degree Requirements: OCP			Degree Requirements: IFG		
Course #	**Course Title**	**Credits**	**Course #**	**Course Title**	**Credits**
SSW 515	Integrating Micro & Macro Frameworks	2.5	SSW 515	Integrating Micro & Macro Frameworks	2.5
SSW 525	Introduction to Advanced Practice	2.5	SSW 525	Introduction to Advanced Practice	2.5
SSW 514	Program Evaluation	3	SSW 514	Program Evaluation	3
SSW 564	Program Development and Community Practice	3	SSW 552	Contemporary Theories of SW Practice	3
SSW 565	Administration & Supervision	3	SSW 553	Advanced SW Practice with Families	3
OCP Elective	OCP requires 5 electives	15	IFG Elective	IFG requires 4 electives	12
SSW 580	Field Practicum III/ Seminar	4	SSW 597	Advanced Psychosocial Assessment	3
SSW 582	Field Practicum IV/ Seminar	4	SSW 580	Field Practicum III/ Seminar	4
			SSW 582	Field Practicum IV/ Seminar	4

- Students in one concentration can take the required courses of the other concentration as electives.
- Students in OCP often substitute SSW 597 for one of their electives.
- If fewer than 26 transfer credits are granted additional coursework at UNE may be required.
- Students admitted prior to Summer 2013 are required to take SSW 571 – Social Work Practice with Groups in lieu of SSW 514 Program evaluation.

Semester 1		**Semester 2**	**Semester 3**
Summer A- SSW 515 Summer B- SSW 525		Term A OCP – SSW 564 IFG – SSW 552 Term B OCP – SSW 565 IFG – SSW 553	Term A - SSW 597 (IFG Required or OCP Elective) Elective – (OCP if not 597) Term B- SSW 514

Semester 4	**Semester 5**	**Semester 6**	**Semester 7**
Term A – Elective Term B – Elective And Orientation to Field Education	Term A – Elective Term B - Elective	Term A & B Field Practicum SSW 580	Term A & B Field Practicum SSW 582

-All course offerings are subject to change

TRADITIONAL STANDING - *ACCELERATED OPTION* (Online)
RECCOMMENDED PLAN OF STUDY
64 CREDITS REQUIRED

Foundation Courses			Advanced (Concentration) Courses		
Course #	**Course Title**	**Credits**	**Course #**	**Course Title**	**Credits**
SSW 501	HBSE I	3	SSW 552	IFG: Contemp. Theories of SW with Individuals and Fam.	3
SSW 502	HBSE II	3	SSW 553	IFG: Adv. SW Practice with Families	3
SSW 503	Social Work Research I	3	SSW 564	OCP: Program Development and Community Practice	3
SSW 504	Social Work Research II	3	SSW 565	OCP: Administration and Supervision	3
SSW 510	Social Work Practice I	3	SSW 597	IFG Required/OCP Elective: Advanced Psychosocial Assessment	3
SSW 511	Social Work Practice II	3	SSW 514	**Program Evaluation	3
SSW 505	Social Welfare Policy I	3	IFG Elective	IFG requires 4 electives	13
SSW 506	Social Welfare Policy II	3	OCP Elective	OCP requires 5 electives	15
SSW 520	Field Practicum I /Seminar	4	SSW 580	Field Practicum III/ Seminar	4
SSW 522	Field Practicum II /Seminar	4	SSW 582	Field Practicum IV/ Seminar	4

- All courses are 8 weeks long (2 per semester) EXCEPT Field Practicums, which are 16 weeks long.
- Course offerings are subject to change.
- Please note that the Recommended Plan of Study. Depending on the student, there may be flexibility in this plan which must be discussed and approved by the Academic Advisor.
- Students admitted prior to Summer 2013 are required to take SSW 571 Social Work Practice with Groups in lieu of SSW 514 Program Evaluation after completing all foundation courses.

Semester 1	Semester 2	Semester 3
Term A – SSW 501 Term A – SSW 505 Term B – SSW 502 Term B – SSW 506	Term A-SSW 503 Term B-SSW 504 AND Orientation to Field Education	Term A – Elective (Enrichment) Term A - SSW 510 Term B – SSW 511 Term B – Elective (Enrichment)
Semester 4	**Semester 5**	**Semester 6**

Term A & B
Field Practicum SSW 520
 	
Term B –SSW 514 (or in semester 5, not both)
	Term A & B
	Field Practicum SSW 522
	
	Term B –SSW 514 (or in semester 4, not both)
		Term A – SSW 552 (IFG)
		       SSW 564 (OCP)
		Term B – SSW 553 (IFG)
		       SSW 565 (OCP)
		 AND
		Orientation to Field Education

Semester 7	**Semester 8**	**Semester 9**
Term A - SSW 597 (IFG Req) Elective (OCP) Term A – Elective (IFG & OCP) Term B – Elective	Term A & B Field Practicum – SSW 580	Term A & B Field Practicum – SSW 582

-All course offerings are subject to change

ADVANCED STANDING - *ACCELERATED OPTION* (Online)
RECOMMENDED PLAN OF STUDY
37 CREDITS REQUIRED

Degree Requirements: OCP   Degree Requirements: IFG

Course #	Course Title	Credits	Course #	Course Title	Credits
SSW 515	Integrating Micro & Macro Frameworks	2.5	SSW 515	Integrating Micro & Macro Frameworks	2.5
SSW 525	Introduction to Advanced Practice	2.5	SSW 525	Introduction to Advanced Practice	2.5
SSW 514	Program Evaluation	3	SSW 514	Program Evaluation	3
SSW 564	Program Development and Community Practice	3	SSW 552	Contemporary Theories of SW Practice	3
SSW 565	Administration & Supervision	3	SSW 553	Advanced SW Practice with Families	3
OCP Elective	OCP requires 5 electives	15	IFG Elective	IFG requires 4 electives	12
SSW 580	Field Practicum III/ Seminar	4	SSW 597	Advanced Psychosocial Assessment	3
SSW 582	Field Practicum IV/ Seminar	4	SSW 580	Field Practicum III/ Seminar	4
			SSW 582	Field Practicum IV/ Seminar	4

- Students in one concentration can take the required courses of the other concentration as electives.
- Students in OCP often substitute SSW 597 for one of their electives.
- If fewer than 26 transfer credits are granted additional coursework at UNE may be required.
- Students admitted prior to Summer 2013 are required to take SSW 571 – Social Work Practice with Groups in lieu of SSW 514 Program evaluation.

Semester 1	Semester 2	Semester 3	Semester 4

Term A- SSW 515
Term A - Elective
 	
Term B- SSW 525
Term B – SSW 514
 And
Orientation to Field Education
	Term A – SSW 552 (IFG)
	    SSW 564 (OCP)
	Term A – SSW 597 or elective for OCP
	
	Term B – SSW 553 (IFG)
	    SSW 565 (OCP)
	Term B – Elective
		Term A & B – SSW 580
		Field Practicum
		
		Term A – Elective (OCP or IFG advanced)
		
		Term B – Elective (OCP or IFG advanced)
			Term A & B – SSW 582
			Field Practicum
			
			Can add an elective here if needed.

-All course offerings are subject to change

Master of Social Work (On Campus)
Degree Requirements

Two Year Fulltime Program (64 Credits)

Course Number and Title	Credits
YEAR ONE - FOUNDATION	
Fall Semester	
SSW 501 Human Behavior & the Social Environment I	3
SSW 505 Social Welfare Policy and Programs I	3
SSW 503 Social Work Research I	3
SSW 510 Social Work Practice I	3
SSW 520 Field Practicum I/Seminar	4
Semester Total	16
Spring Semester	
SSW 502 Human Behavior & the Social Environment II	3
SSW 506 Social Welfare Policy and Programs II	3
SSW 595 Capstone I	3
SSW 511 Social Work Practice II	3
SSW 522 Field Practicum II/Seminar	4
Semester Total	16
FOUNDATION YEAR TOTAL	**32**
YEAR TWO – ADVANCED	
Fall Semester	
IFG: SSW 552 Theories for SW Practice w Individuals. & Families	
OR OCP: SSW 564 Program Development & Community Practice *	3
SSW 597 Adv Psychosocial Assessment or an elective**	3
SSW 695 Capstone II	3
SSW xxx Elective	3
SSW 580 Field Practicum III/Seminar	4
Semester Total	16
Spring Semester	
IFG: SSW 553 Advanced Social Work Practice w Individuals & Families	
OR OCP: SSW 565 Administration and Supervision *	3
SSW xxx Elective	3
SSW xxx Elective	3
SSW xxx Elective	3
SSW 582 Field Practicum IV/Seminar	4
Semester Total	16
ADVANCED YEAR TOTAL	**32**
TOTAL TWO YEAR PROGRAM	**64**
*** Students in once concentration can take the required courses of the other concentration as electives.**	
**** Required for IFG Concentration; OCP students can take as an elective.**	

Master of Social Work (On Campus)
Degree Requirements

16 Month Accelerated Program (64 Credits)

Course Number and Title	Credits
YEAR ONE - FOUNDATION	
Fall Semester	
SSW 501 Human Behavior & the Social Environment I	3
SSW 505 Social Welfare Policy and Programs I	3
SSW 503 Social Work Research I	3
SSW 510 Social Work Practice I	3
SSW 520 Field Practicum I/Seminar	4
Semester total	16
Spring Semester (includes January elective)	
SSW xxx January elective	3
SSW 502 Human Behavior & the Social Environment II	3
SSW 506 Social Welfare Policy and Programs II	3
SSW 595 Capstone I	3
SSW 511 Social Work Practice II	3
SSW 522 Field Practicum II/Seminar	4
Semester total	19
FOUNDATION YEAR TOTAL	**35**
YEAR TWO – ADVANCED	
Summer Semester	
IFG: SSW 552 Theories for SW Practice w Individuals. & Families	
OR OCP: SSW 564 Program Development & Community Practice *	3
IFG: SSW 553 Advanced Social Work Practice w Individuals & Families	
OR OCP: SSW 565 Administration and Supervision *	3
SSW 597 Adv Psychosocial Assessment or OCP elective**	3
SSW xxx Elective	3
SSW 695 Capstone II	3
Semester total	15
Fall Semester	
SSW xxx Elective	3
SSW xxx Elective	3
SSW 580 Field Practicum III/Seminar	4
SSW 582 Field Practicum IV/Seminar	4
Semester total	14
ADVANCED YEAR TOTAL	**29**
PROGRAM TOTAL	**64**
* Students in once concentration can take the required courses of the other concentration as electives.	
** Required for IFG Concentration; OCP students can take as an elective.	

Master of Social Work (On Campus)
Degree Requirements

Advanced Standing Program (35 Credits)*
Part-time 2 year enrollment

Course Number and Title	Credits
SUMMER INTENSIVE	
SSW 595 Capstone I	3
FIRST YEAR	
Fall Semester	
SSW 597 Adv Psychosocial Assessment or an elective***	3
SSW 695 Capstone II	3
Elective	3
Semester Total	9
Spring Semester	
Elective	3
Elective	3
Elective	3
Semester Total	9
FIRST YEAR TOTAL	**18**
SECOND YEAR	
Fall Semester	
SSW 552 Cont. Theories for SWP with Individuals & Families or	
SSW 564 Program Development & Community Practice**	3
SSW 580 Field Practicum/Integrating Seminar III	4
Spring Semester	
SSW 553 Advanced SWP with Individuals & Families or	
SSW 565 Administration & Supervision**	3
SSW 582 Field Practicum/Integrating Seminar IV	4
SECOND YEAR TOTAL	
	14
TOTAL CREDITS TAKEN AT UNE	<u>**35**</u>

* 67 Credits including Transferred Credits
** Students in one concentration can take the required courses of the other concentration as electives.
*** Required for IFG Concentration; OCP students can take as an elective.