

**THE  
UNIVERSITY OF NEW ENGLAND**

**SCHOOL OF SOCIAL WORK**

**STUDENT HANDBOOK**

**Online Program Option**

**2011-2012**

**716 Stevens Ave  
Portland ME 04103  
(207) 221-4513**

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 our students. The University of New England's Student Handbook also provides added information pertaining to the operations of the University with policies governing issues and areas not covered here. Contact Joel Pelletier in the UNE Student Affairs Office by e-mail at: [jpelletier@une.edu](mailto:jpelletier@une.edu) for a copy of the UNE Student Handbook. 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.

***Program Goals:***

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 MSW student organization was founded in response to the need for involvement in the creation and maintenance of policies, procedures and the structure of the School of Social Work. This involvement now takes the form of active participation in the School Meeting, the policy and decision-making body for the School and on a variety of committees with faculty and administration. Student Representatives have voting power on most School committees and at all School Meetings (with the exception of admissions, peer review and educational review decisions). Advocacy, students' rights, and peer support are basic functions of this organization and respected activities in the School. Student Representatives act as liaisons between administration, faculty and students.

The Student Organization is involved in designing and planning a variety of educational and social events. Student Representatives play an active role in planning the graduation each year.

Every student is a member of the MSW Student Organization; no dues or applications are required. All on campus and online students are welcomed and encouraged to become involved in this endeavor to unite. Because it is only as strong and active in school affairs as the constituency it represents, the Student Organization encourages students to become active members.

## **COURSE OF STUDY AND STUDENT STATUS**

Students may undertake their graduate education in the School of Social Work 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.

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.

Students who have not met the admission requirement for an undergraduate course in human biology must complete this requirement either prior to taking classes or by the end of the first semester of class work. Students cannot apply the credit received from the human biology course toward their graduate social work credit requirements.

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 (560 hours with 1.5 hours weekly supervision by

an MSW) of the University of New England School of Social Work foundation year. If the student is admitted with less than 600 hours of field equivalency, additional field hours may be required while enrolled in the UNE School of Social Work.

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.

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. Transfer credit earned from a completed graduate program of study in another discipline.

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

Procedures to apply for transfer credits: 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**

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) concentration and organization and community practice (OCP) concentration. 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.

## UNE Online MSW Curriculum Delivery Structure

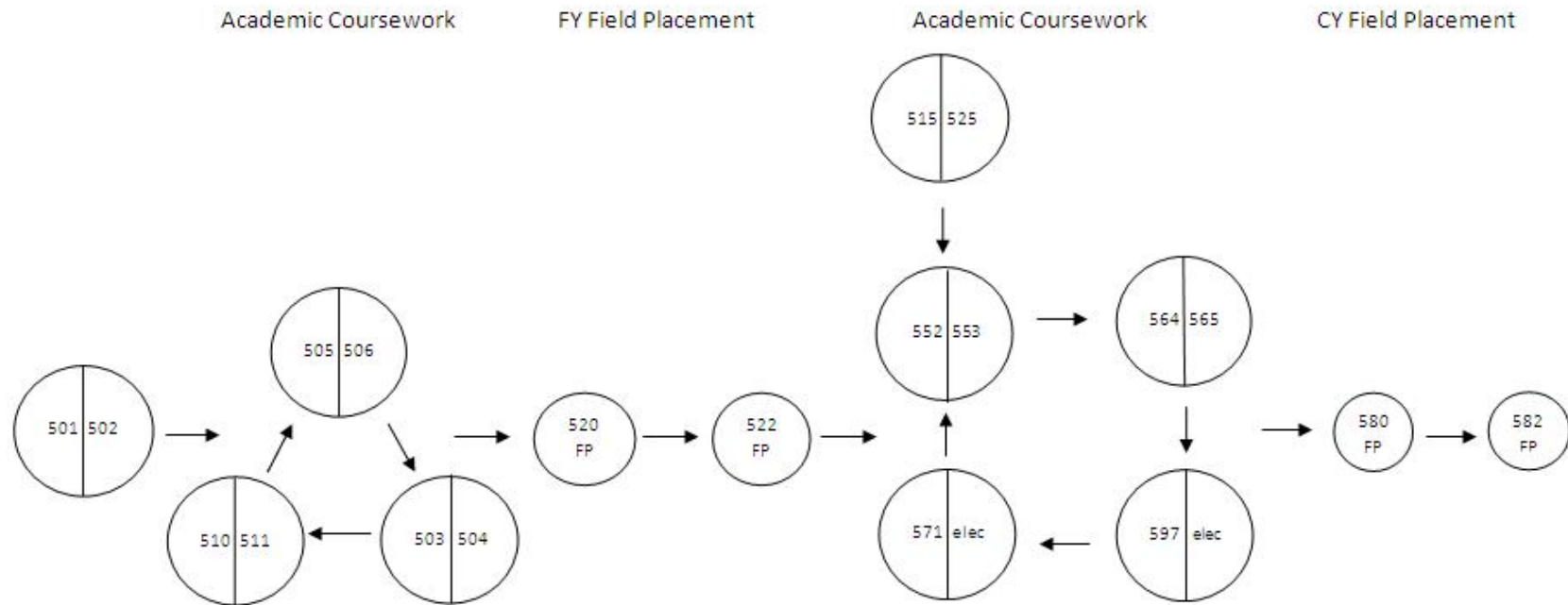
**Entry Point for:**

**Traditional (non-BSWs)**

**Advanced Standing (for BSWs)**

**Foundation Year**

**Concentration Year**



Semester = 16 weeks

2 – 8 week courses (3 credits/course) per term or 1 – 16 week Field Placement course (4 credits/FP)

Field Placement = 280 hours per semester which averages 17.5 hours per week + seminar

**TRADITIONAL TRACK MASTER OF SOCIAL WORK**  
**RECOMMENDED PLAN OF STUDY - SUMMER 2011 START**

**Degree Requirements:**

**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 571	Required: SW Practice with Groups	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

**Program Requirements: 64 credits**

**\*All courses are 8 weeks long (2 per semester) EXCEPT Field Practicums, which are 16 weeks long.**

SUMMER 2011	FALL 2011	SPRING 2012	SUMMER 2012
Summer A-SSW 501 Summer B-SSW 502	Fall A-SSW 510 Fall B-SSW 511	Spring A-SSW 505 Spring B-SSW 506 And Orientation to Field Education	Summer A-SSW 503 Summer B-SSW 504

FALL 2012	SPRING 2013	SUMMER 2013	FALL 2013
Fall A&B- Field Practicum SSW 520	Spring A&B- Field Practicum SSW 522	Summer A-SSW 597 Summer B-Elective	Fall A-SSW 571 Fall B-Elective

SPRING 2014	SUMMER 2014	FALL 2014	SPRING 2015
OCP: Spring A- SSW 564 Spring B- SSW 565 IFG: Spring A- Elective Spring B- Elective Orientation to Field Education	OCP: Summer A-Elective Summer B-Elective IFG: Summer A-SSW 552 Summer B-SSW 553	Fall A&B-Field Practicum SSW 580	Spring A&B-Field Practicum SSW 582

**-Course offerings are subject to change.**

**ADVANCED STANDING MASTER OF SOCIAL WORK**  
**RECOMMENDED PLAN OF STUDY - SUMMER 2011 START**

**Degree Requirements:**

<b>IFG</b>	<b>OCP</b>
SSW 515 SSW 525	SSW 515 SSW 525
SSW 552 * SSW 553 * SSW 597 ** SSW 571 Elective Elective Elective Elective SSW 580 SSW 582	SSW 564 * SSW 565 * SSW 571 Elective *** Elective Elective Elective Elective SSW 580 SSW 582

\* Students in one concentration can take the required courses of the other concentration as electives.

\*\* Required for IFG Concentration. OCP students can take this as an elective.

\*\*\* 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.

Summer 2011	Fall 2011	Spring 2012
Summer A- SSW 515 Summer B- SSW 525	OCP: Fall A-Elective Fall B- Elective IFG: Fall A-SSW 552 Fall B-SSW 553	Spring A- SSW 597 Spring B- Elective

Summer 2012	Fall 2012	Spring 2013	Summer 2013
Summer A- SSW 571 Summer B- Elective Or Summer B- Elective And Orientation to Field Education	OCP: Fall A- SSW 564 Fall B- SSW 565 IFG: Fall A- Elective Fall B- Elective	Spring A&B-Field Practicum SSW 580	Summer A&B-Field Practicum SSW 582

*-All course offerings are subject to change*

## **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 the 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 are in a field practicum for 560 hours per academic year. Normally students are in the field 20 hours a week. In addition to spending 560 hours working in field placements, students participate in a 3-hour integrating seminar every other week. 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 advanced year, field placements are provided for students by concentration interests. Each student in a field practicum has a Field Advisor who is directly involved as a liaison to the field work placement; field visits via phone, video conference, or in person will take place at least once each semester, and more frequently, if necessary.

All students receive copies of the UNE School of Social Work Field Education Manual before they go into their field placement via an attachment to an e-mail from their Field Advisor.

## **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**

### **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.

Both advisors consult frequently with each other to monitor and assess students' performance, motivation and aptitude for social work practice. All advisors are available by e-mail or by phone.

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, who have any concerns about a student, should notify the academic and field advisor at the time they speak to the student.

Academic advisors review all of their advisees’ grades at the end of each semester and report to the Chair of the Student Development Committee any students with two or more grades of C+ or below.

Students are expected to consult their academic advisors as soon as convenient after the time of admission. 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.

After the first registration students are expected to consult with their academic advisors prior to registering online.

#### 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 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 meetings 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 consult 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 consult with field advisors at the time of admission and begin the field planning process in order to secure a field placement.

#### 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.

### **CLASS PARTICIPATION/GRADING SYSTEM/COURSE INCOMPLETES/COURSE WITHDRAWAL**

Students are expected to participate in all classes for which they have registered. To make up work missed in event of illness or excused absences, students must negotiate special arrangements with the course instructor.

The School of Social Work has a letter grading system: A, A-, B+, B, B-, C+, C, C- and F. Students are expected to maintain a "B" ( 3.0 ) average over the course of their study. Students with less than a GPA of 3.0 will be placed on academic probation. Students must have an overall GPA of 3.0 with a grade of "B" or better in 80% of their coursework in order to receive their Master's Degree.

Grades given are under the full authority of the instructor. Unless there is evidence of prejudicial activity on the part of the instructor, a grade may not be grieved to the Director. Students who receive an F in the first term of a two term sequenced course may not take the second term of that course until the first term is repeated or the failing grade is otherwise resolved. It is the instructor's responsibility to inform students and their academic advisors if a grade of C+ or below will be assigned for a course. **Academic advisors and filed advisors review all of their advisees' grades at the end of each semester and report to the Chair of the Student Development Committee any students with two or more grades of C+ or below.**

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 office of the SSW administrative assistant. 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.

#### Course Withdrawal Policy

A student may withdraw from a course without academic penalty with a grade of W at any time during the first two-thirds of the semester. If withdrawal occurs after that date, 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.

### **ACADEMIC PROBATION & DISMISSAL**

The student is expected to maintain passing grades in all coursework and fieldwork. Any student who fails two or more classes will be dismissed from the program. This includes the field practicum.

Whenever a student receives an “F” in one course or a grade of “C+” or lower in 2 or more courses, the student's academic performance will be reviewed by the School of Social Work via an Educational Review. Students are expected to maintain professional ethical standards of behavior and can be dismissed for violations of these standards. Upon identification of such behavior, an Educational Review will be conducted to examine the violation. Educational Reviews are conducted by the School of Social Work’s Student Development Committee.

*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 is one example of academic dishonesty, which the School of Social Work takes very seriously. 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. Any student found to have committed plagiarism will at minimum receive a grade of “F” on the assignment and at maximum may be dismissed from the University of New England. Details of UNE’s Academic Integrity Policy may be found in the UNE Student Handbook. Appeal procedures beyond the School of Social Work are clearly presented in the UNE Student Handbook and in this handbook below.

### **EDUCATIONAL and ETHICAL/PROFESSIONAL CONDUCT REVIEWS**

The Educational Review process exists to support students’ academic progression through the School of Social Work. Educational Reviews are one of the mechanisms the School of Social Work uses in its attempt to find ways for students to successfully meet their learning objectives. Educational Reviews are also used to review concerns about academic, ethical and professional performance. The Student Development Committee is charged with conducting Educational Reviews in order to examine any identified academic, ethical, or professional performance concerns, understand their merit, and recommend a course of action. **An Educational Review is required in cases where a student is failing a course or has received a Grade of “C+” or lower in 2 or more courses (not including W, WP, or WF), is accused of engaging in professionally inappropriate behavior or has failed a course because of plagiarism.** An Educational Review will not be held when a student receives a second F, as two Fs results in automatic dismissal from the program.

The process leading up to an Educational Review is as follows:

- A. In a case where a student is not doing satisfactory work in either the classroom or the field placement site:
  1. The referring faculty member or field instructor who has identified unsatisfactory work will notify the student's academic and field advisors. (If the student is in a facilitator's section, the facilitator will contact the lead instructor who will then make an introductory email between the facilitator and the student's academic advisor. The lead instructor will be cc'ed on all subsequent email exchanges between the facilitator and academic advisor.)
  2. The academic and/or field advisor will review any concerns with the referring faculty member and the student.
  3. Where no resolution can be reached at this level of the Review, written notice is forwarded by the academic or field advisor to the School’s Chair of the Student Development Committee requesting that an Educational Review be convened. The lead instructor will be notified of the Educational Review and may or may not attend.
  
- B. In the event that a student has committed some breach of ethical conduct,
  1. Any aggrieved party may request that an Educational Review be conducted.
  2. These requests will be sent to the Chair of the Student Development Committee.
  3. The Chair of the Student Development Committee will notify the student’s academic and field advisors and the student of the requested Review.
  4. Upon notification by the Chair, the advisors and student will meet immediately by phone, via email, or in person to review the circumstances.
  5. If resolution cannot be found among these parties, an Educational Review will be convened.

Educational Reviews are held to discuss unresolved concerns about a student's academic, field, ethical or professional performance and arrive at an appropriate decision about a course of action. The options available include helping students to:

1. Achieve educational objectives (e.g. use of the learning assistance center);
2. Employ alternate pathways to achieve educational objectives (e.g. extending field work hours beyond normal expectations, retaking a course);
3. Terminate from the program; or,
4. Specify the terms for them to remain at the School.

Educational Review steps are:

1. A Review is convened by the Chair of the Student Development Committee.
2. A Review must include at least three of the Committee's members.
3. The Chair of the Student Development Committee notifies the student's Academic and Field Advisors, the referring faculty (both the facilitator and lead instructor) and the student that an Educational Review is required and informs all parties why the Review is being called.
4. In Educational Reviews that are called due to concerns related to Field Instruction, the Chair of the Student Development Committee will schedule a meeting time that allows the student's Field Instructor to participate in the Educational Review.
5. The Committee's decision is made within two business days and is communicated to the student in writing.
6. A copy of the Committee's decision is forwarded to the Director of the School of Social Work.
7. The student may appeal the Committee's decision to the Director in writing within five (5) business days).
8. Appeals beyond the School of Social Work follow UNE Student Handbook Appeals Guidelines and are referred to the appropriate Dean. For more on the appeals process, see the Academic and Disciplinary Appeals Policy below.

An expedited Educational Review will occur in cases when the student fails to participate for over two weeks without having first arranged an alternative plan with the instructor. Evidence of failure to participate in the course entails not logging into the BlackBoard system and/or not participating in the assigned discussion threads. The expedited review process entails:

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 order for decisions to be made in a timely manner regarding a student's ability to continue in coursework, except for rare occasions, the following schedule will be used for calling an Educational Review:

Week 4, Monday 5-7 p.m. EST, Fridays 10 a.m.-12 p.m. EST  
Week 7, Monday 5-7 p.m. EST, Fridays 10 a.m.-12 p.m. EST  
Week 8, Monday 5-7 p.m. EST, Fridays 10 a.m.-12 p.m. EST

## **CHANGES IN ENROLLMENT STATUS**

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.

### To Request a Leave of Absence

UNE Policy Regarding Leave of Absence: A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the Director of the School of Social Work and the Dean of WCHP, and the approval of the Director of Student Affairs. The "Request for Leave of Absence" form is available from the administrative staff of the School of Social Work, the Dean's Office, the Office of Student Affairs, the WCHP Student Administrative Services Center, or the Office of the Registrar. In some cases, the School may request specific conditions be met or be in place prior to a students' return. Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. The student may petition the Dean for an extension beyond one (1) academic year. Students returning from a leave of absence return under the catalog requirements in effect when they return to the program. 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 change of plans.

### To Process a Withdrawal from UNE

UNE Policy Regarding Withdrawal Notification: All matriculated students who wish to withdraw from the University of New England must complete notification documentation available from your respective Program/School Director or Department Chair, Academic Dean's Office, Student Affairs, Student Administrative Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in your respective catalog; b) return of University identification (ID) card to the Office of Student Affairs. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions. All students who voluntarily withdraw or request a Leave of Absence from the University must complete written notification; verbal notification is not sufficient. It is strongly recommended that any student who is receiving financial aid should make an appointment with a Financial Aid representative to discuss related planning. Adjustments to students' financial aid awards will be made according to federal refund policies as well as specific program policies.

Students who withdraw during their first semester at the University and received federal financial aid, may be entitled to a refund under the federal rules labeled "pro-rata" (details are available in the Financial Aid Office).

Withdrawal Refund Policy: Tuition refunds for online/distance education students leaving UNE during a semester are made as follows after deducting any reservation/admission deposit: 40% during the first week, 20% during the second week, and no refund after the second week. Please contact the School of Social Work's administrative offices for details.

## **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. The following are offered as guidelines for faculty in making decisions about

when and how to share information about students with other faculty. It is expected that these guidelines will be part of an on-going dialogue about the responsibilities of faculty and students in integrating the Mission Statement and professional ethics into the educational process.

1. Distinctions should be made between personal issues and information, and those, which affect a student's academic performance; information should be shared only when the purpose of sharing it is to enhance the student's academic and/or professional performance. For example, information about students' frequent lack of participation in class or about a field instructor's unethical behavior may require discussion among faculty; the details of a student's surgery may not.

2. It is preferable to discuss the issue with the student before bringing it to the attention of other faculty. However, there are circumstances in which this may not be possible. For example, a faculty member may wish to discuss a situation with another faculty member to clarify whether the issue is about her or his personal reaction to the student as opposed to an issue about which the student has responsibility.

3. Faculty should make every attempt to support diversity of beliefs, whether expressed formally or informally, as long as they are consistent with the School Mission and the Code of Ethics of the profession. It is the responsibility of faculty to confront beliefs and behaviors, which are antithetical to the Mission of the School and/or the Code of Ethics. It is also the responsibility of faculty to teach confrontation and conflict resolution skills, so that students have the tools to confront others, both at School and in field placement settings. For example, hetero sexist beliefs and behaviors in or out of the classroom require confrontation. Faculty are responsible for role-modeling such confrontational skills both in the virtual classroom and in other School settings so that students can observe how to appropriately challenge each other on such behaviors as well.

***Confidentiality is a privilege that is granted only in very specific situations. The University generally, and the School specifically, is vulnerable regarding the legal issues regarding vicarious liability. Administrative roles and responsibilities regarding the welfare of students, including field experiences, require that faculty be informed of those situations, which pose risk, harm, and discrimination. The only issues, which are confidential, are those that are of a personal nature with no bearing on the student's performance in the classroom or field. All other issues can and should be discussed openly by faculty in attempting to maximize a student's learning and minimize risk at the School. Pleading ignorance or unawareness is not a sufficient defense in a court of law.***

***The purpose of the following section is to clarify who does and who does not have confidentiality in specific academic situations. Ultimately, student concerns do not have the same privilege of confidentiality as client concerns. As adjunct faculty of the School, the same is true for field instructors. Similarly, agencies do not enjoy any privilege of confidentiality. Confidentiality within academic settings, i.e., classes, is subject to the following considerations:***

- a) 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.
- b) 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.

## STUDENT POLICIES

### 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 then can 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)

#### **THE LEARNING ASSISTANCE CENTER**

The Learning Assistance Center (LAC) is located on UNE's Portland Campus in Proctor Hall Proctor Center and can be reached at 207-221-4247, [bedmands@une.edu](mailto:bedmands@une.edu). The LAC offers the following services:

- Individual learning consultations concerning learning styles and specific study strategies,
- Comprehensive tutoring program for the content areas with emphasis on the health professional curriculum
- Professional tutoring in writing,
- Workshops in learning strategies,
- Workshops to assist with preparation for various board examinations,
- Learning strategies presentations,
- Courses in developmental writing,
- A stipend-based, comprehensive intervention program for students who have learning disabilities,
- Courses for students who speak English as a second language (ESL),
- Professional tutoring in English for ESL students,
- Placement testing, and
- Academic Counseling.

The Learning Assistance program offers a comprehensive tutoring program for the content areas, with emphasis upon the sciences, mathematics, and the health professional curriculum. Peer tutoring is provided, on an individual basis, in reading strategies, study strategies, and writing. In addition, individual consultation with Learning Specialists is available to students on an appointment basis. Learning Specialists administer and interpret Learning Style inventories, identify study strategies appropriate for each student's learning styles and his/her specific course demands, and help students develop course-specific learning plans.

## UNE JUDICIAL SYSTEM

The University of New England encourages responsible student conduct through the establishment and publication of clear community standards, through providing consistent feedback on behavior, and through the Judicial System outlined below. Upon receipt of a report by a member of the campus community (faculty, staff, or student), the University Judicial System will be activated. Under most circumstances, the University will proceed with a disciplinary situation at the lowest level appropriate to the offensive conduct. However, the University reserves the right to determine the disposition of a disciplinary matter based upon the presenting information.

## ACADEMIC AND DISCIPLINARY APPEALS POLICY

### I. Definition

An appeal may be initiated by a student when that student perceives that there is:

- i. a reasonable claim of substantive miscarriage of justice;
- ii. relevant new evidence;
- iii. material procedural irregularities;
- iv. imposition of an improper or excessive penalty.

A student appeal will be a process designed to resolve internal differences, not a legal proceeding. Therefore, neither the student nor the University will have an attorney present.

### II. Appeal Process

#### A. Informal Review Process

1. Concerns should be discussed and resolved, if possible, by the parties involved. This should occur as soon as possible so that if the issue is not resolved, a formal review may be requested within the required ten (10) working day period (see Formal Review).
2. It may be useful for the student to seek the assistance of an academic or field advisor or an advisor from the University community. The role of academic and field advisors are to provide personal support for the student and to assist in resolving the concern. If necessary, the academic and field advisors will provide guidance regarding the appeals process.

#### B. Formal Review Process

The student who believes that his/her concern requires a formal review should submit a written petition of appeal to the Dean of the Westbrook College of Health Professions. Academic appeals should be submitted to Dean, disciplinary appeals to the Assistant Dean of Student Affairs for the Westbrook College of Health Professions. Petitions should include a description of the grounds for appeal sufficiently detailed for the Review Committee to decide whether or not to grant a hearing. An appeal should be submitted within ten (10) working days of the event-giving rise to the grievance or, in the case of a formal decision, notification of that decision. The Dean will notify all parties involved, in writing, that an appeal has been filed.

1. Upon receipt of petition of appeal the Dean or designate will make a determination whether grounds, as described in Section "I. Definition," are present in the petition to warrant the formation of a review committee. The Dean or designate will notify the student in writing of a decision within ten working days of the receipt of the appeal. If a committee is to be formed the guidelines under IIC1-IIC4 will be followed.

##### a) Academic Appeal Review Committee

- A faculty member from the student's program,

- A member of the Student Affairs staff who has not served as an advisor to the student
  - Three (3) faculty members from the Westbrook College of Health Professions.
- b) Disciplinary Appeal Student Appeal Board - from Judicial Hearing Officer
- 5 students selected through the Graduate and Professional Student Government Association.
- c) Disciplinary Appeal Review Committee - from the Committee on Discipline or Dean of Students
- Three (3) faculty or administrators, and
  - Two (2) students from the Westbrook College of Health Professions.

Persons may not serve on the Review Committee unless they can be available for the entire hearing process. The Committee will select its own Chair.

2. A person may not serve as a member of the Review Committee if he/she is the accuser, is to be a witness for or against the student, or has been involved in any capacity in events leading to the appeal. Should a conflict of interest be perceived by any parties involved, the Review Committee will decide whether any member will be replaced. If necessary, the Dean will appoint a new member within ten (10) working days of receipt of the student's written statement of appeal.

3. In advance of the Committee's first meeting, the Dean will supply each member with copies of the written appeal plus any relevant documentation, any material requested by members of the Committee, and the names of individuals who will be appearing before the Committee. The Dean will also forward the same to the student.

4. Preliminary Meeting of the Review Committee:

- a. During the Fall and Spring semesters the Committee will meet to review the case no later than ten (10) working days after the Dean's receipt of the written statement of appeal. During summer months, the Dean will convene the committee as soon as is practically possible, attempting to operate within the timeframe indicated above and below. The Committee will grant a hearing if/when it has determined that the petition is based upon one or more of the following:
- A reasonable claim of substantive miscarriage of justice;
  - Relevant new evidence;
  - Material procedural irregularities;
  - Imposition of an improper or excessive penalty.
- b. The student/Advisor may be called upon to provide additional information at this meeting, but will not be present when the Committee deliberates whether to grant a hearing.
- c. If the Committee determines that a petition is improperly drafted or insufficiently detailed, it will so inform the student, who will have the right to submit an amended appeal within twenty-four (24) hours.
- d. The Committee may decline to hear a case if none of the criteria set out in II.B.4.a. are satisfied. The Committee will inform the Dean in writing, within fifteen (15) working days of its first meeting, whether a hearing will be granted. The Dean will so inform the student.

5. The Hearing:

- a. If a hearing is granted, the Dean's Office will notify the student, in writing, of the time and means of contact. The student may participate in meetings where information is presented and witnesses are called. The student may have an Advisor present, from the University community, but not legal counsel. Neither the student nor Advisor may be present for Committee deliberations. All meetings will be conducted in confidence.
- b. The Committee will focus on information relevant to the appeal and not to rehearing the original case. All information upon which a decision will be based must be introduced into evidence at the proceedings before the Committee; the decision will be based solely upon such information. The Committee will focus on fact-finding and protecting both University and student rights. It may call witnesses of its own and/or hear witnesses provided by the student and by other principals involved. The Chairperson may limit the number of witnesses to be heard, and may require statements in advance. Individuals, however, cannot be compelled to testify. The Committee may also require the Dean to produce University, student, or other records as permitted by law.
- c. An attempt will be made to tape actual hearings; deliberations will not be recorded. If the hearing cannot be tape recorded, it will not affect the validity of the proceedings.
- d. Unless deadlines have been extended by the Dean, the final findings and recommendations of the Committee will be forwarded to the Dean no later than thirty (30) working days subsequent to the Committee's first meeting. The report will consist of a summary of the hearings, evidence presented, and recommendations of the Committee.
- e. The Dean will make a decision and report it to all parties involved within ten (10) working days of receipt of the Committee's findings and recommendations. The decision of the Dean will be final. (See UNE Student Handbook.)

## CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

As adopted by the 1979 NASW Delegate Assembly and revised by the 1996 NASW Delegate Assembly.

### PREAMBLE

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

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

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

Service  
Social justice  
Dignity and worth of the person  
Importance of human relationships  
Integrity  
Competence

The constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### ETHICAL PRINCIPLES

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

#### **Values: Service**

Ethical Principles: Social workers' primary goal is to help people in need and to address social problems.

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

#### **Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These

activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

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

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

**Value: Importance of Human Relationships**

Ethical Principle: Social workers recognize the central importance of human relationships.

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

**Value: Integrity**

Ethical Principle: Social workers behave in a trustworthy manner.

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

**Value: Competence**

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

### FACULTY/STAFF LISTING

Last name	First name	Office #	WCC- Extension	e-mail address
Adjunct Office		Hersey 410	4510	
Anderson	Wanda	207-468-8979		<a href="mailto:wanderson4@une.edu">wanderson4@une.edu</a>
Ayer	Nancy	Hersey 405	4502	<a href="mailto:nayer@une.edu">nayer@une.edu</a>
Chance	Bob	Hersey 417	4513	<a href="mailto:rchance@une.edu">rchance@une.edu</a>
Boudman	Judy	207-455-8096		<a href="mailto:jboudman@une.edu">jboudman@une.edu</a>
Coha	Amy	Hersey 421	4504	<a href="mailto:acoha@une.edu">acoha@une.edu</a>
Cohen	Marcia	Hersey 404	4505	<a href="mailto:mcohen@une.edu">mcohen@une.edu</a>
Dunn	Kerry	Hersey 412	4364	<a href="mailto:Kdunn5@une.edu">Kdunn5@une.edu</a>
Gray	Betsey	Hersey 423	4508	<a href="mailto:egray@une.edu">egray@une.edu</a>
Konrad	Shelley Cohen	Hersey 418	4501	<a href="mailto:scohenkonrad@une.edu">scohenkonrad@une.edu</a>
Lawrence	Danielle	Hersey 427	4542	<a href="mailto:Dlawrence3@une.edu">Dlawrence3@une.edu</a>
Mankowski	Cookie	Hersey 413	4597	<a href="mailto:mmankowski@une.edu">mmankowski@une.edu</a>
McLaughlin	Tom	Hersey 424	4511	<a href="mailto:tmclaughlin@une.edu">tmclaughlin@une.edu</a>
Moore	Vernon	Hersey 407	4223	<a href="mailto:vmoore@une.edu">vmoore@une.edu</a>
Prichard	David	Hersey 425	4512	<a href="mailto:dprichard@une.edu">dprichard@une.edu</a>
Rose	Steve	Hersey 428	4431	<a href="mailto:srose@une.edu">srose@une.edu</a>
Shore	Nancy	Virtual ext.	4504	<a href="mailto:nshore@une.edu">nshore@une.edu</a>
Walker	Vicki	Hersey 427	4503	<a href="mailto:vwalker@une.edu">vwalker@une.edu</a>
Wilson	Martha	Hersey 426	4514	<a href="mailto:Mwilson13@une.edu">Mwilson13@une.edu</a>
Yaffa	Leslie	Virtual ext.		416-528-1115
Vacant Office	Grad Assistants	Hersey 411	4320	
Fax line			221-4719 or--	--797-7225
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	Dr. Martha K. Wilson
Director of Field Education	Ms. Betsey Gray
Director of Online Education	Dr. Tom McLaughlin
SSW Admissions Coordinator	Mr. Bob Chance
Administrative Staff	Ms. Vicki Walker

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
Facilities Management	4521
Financial Aid	602-2342
Health Center	4242
Health Center (After Hours)	602-2516 or 282-1516
Housing (also Residence Life)	4267
Learning Assistant Center (LAC)	4247
Library (Front Desk)	4330
(Interlibrary Loans)	602-2386
(Journals)	602-2318
(Reference)	602-2363
Mailroom	4540
Media	4322
OSD (Disabilities)	4418
President	602-2306
Registrar	4200
Room Scheduling	4200
Security (Emergency)	366
(Non-Emergency)	602-2298
Sodexo Food Service	4261
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.

- Mission
- Program Goals
- MSW Curriculum
- Master of Social Work Online Option
- Gerontology & Addictions Counseling Certificates
- Admissions
- Financial Aid & Scholarships
- Presque Isle MSW
- Student Handbook - Online Program
- Student Handbook - On-Campus Program
- Student & Alumni Profiles and Comments
- Student/Alumni Organizations
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- Calendar of Events

UNE Home / Westbrook College of Health Professions / Social Work

## Welcome to the School of Social Work

(container)

The School of Social Work at the University of New England affirms a commitment to the values of human dignity, cultural diversity, individual and collective self-determination, and social justice."

[-School of Social Work Mission Statement](#)

Welcome to the University of New England School of Social Work. We are fully accredited by the Council on Social Work Education to offer the MSW degree.

**On Campus Program:** We encourage you to arrange to meet with a faculty or staff member to find out more about our on campus program, which is located on the Portland Campus.

**Online Option:** The UNE School of Social Work also offers an online Master of Social Work degree option. [Click here to learn more.](#)

### Program Focus

The School of Social Work is proud of its tradition of providing students with a quality professional education through innovative programming. Our philosophy, as stated in our Mission Statement, emphasizes the mutual interaction of knowledge, values, and practice skills with a focus on:

- The strength of the human spirit.
- Cultural diversity.
- Social and economic justice.
- Ending oppression.



(container)

Request Information

Online Application

M.S.W. Video

Listen to our Faculty & Students Discuss the Program

[Click Here](#)

**ALUMNI SPOTLIGHT**

**Jeremy Brown '10**  
School of Social Work

"I mostly enjoy the discussions that students have with each

SPOTLIGHT

## Two Concentrations

The University of New England School of Social Work is accredited by the Council on Social Work Education to offer the Master's Degree in Social Work. It's the only graduate program in social work in the state of Maine that offers concentrations in both individual, family, and group practice and organizational and community practice.

- The individual, family and group practice concentration is designed for individuals who want to develop advanced practice skills with individuals, families, and groups.
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Investigate our website to find in-depth information about our innovative program and read what [students and alumni](#) have to say about their experiences in the program.

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## Welcome to the School of Social Work

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The School of Social Work at the University of New England affirms a commitment to the values of human dignity, cultural diversity, individual and collective self-determination, and social justice."

[-School of Social Work Mission Statement](#)

Welcome to the University of New England School of Social Work. We are fully accredited by the Council on Social Work Education to offer the MSW degree.

**On Campus Program:** We encourage you to arrange to meet with a faculty or staff member to find out more about our on campus program, which is located on the Portland Campus.

**Online Option:** The UNE School of Social Work also offers an online Master of Social Work degree option. [Click here to learn more.](#)

### Program Focus

The School of Social Work is proud of its tradition of providing students with a quality professional education through innovative programming. Our philosophy, as stated in our Mission Statement, emphasizes the mutual interaction of knowledge, values, and practice skills with a focus on:

- The strength of the human spirit.
- Cultural diversity.
- Social and economic justice.
- Ending oppression.



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Listen to our Faculty & Students Discuss the Program  
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#### FACULTY SPOTLIGHT

**Shelley Cohen Konrad, Ph.D., LCSW**  
School of Social Work

"Students in the social work program bring wide and varied

SPOTLIGHT

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#### ALUMNI SPOTLIGHT

Lita Blanchard '10  
School of Social Work

"I have to say that one of the important aspects that drew me to UNE's MSW program is the emphasis on ..."

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