

**THE UNIVERSITY OF NEW ENGLAND**  
**School of Social Work**  
**Student Handbook**  
**2022-2023**

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## Contents

UNE School of Social Work Overview .....	3
Commitment to Justice, Diversity, and Inclusion .....	3
Chosen Names and Pronouns .....	4
Vision, Mission, and Values.....	5
Vision.....	5
Mission .....	5
Values.....	5
Program Goals.....	5
Program Outcomes .....	6
Course of Study and Student Status .....	7
Curriculum.....	8
Curriculum Progression Timelines: .....	9
Traditional Campus Program Requirements .....	9
Traditional Track (2-year Full-time) .....	10
Traditional Track (3-year Part-time) .....	10
Traditional Track (4-year Part-time) .....	11
Advanced Standing Campus Program Requirements.....	11
Advanced Standing Curriculum .....	12
Advanced Standing Track: .....	13
Field Education.....	13
Field Placement Hours:.....	14
Directed Studies & Independent Studies.....	15
Transfer Credit .....	15
Student Organization .....	16
Student Advising .....	16
Academic Advising .....	16
Change of Advisors .....	17
Academic Integrity Policy and Academic Standards.....	17
Academic Policy .....	17
Attendance and Course Participation.....	18
Grading.....	18
Grade Point Average (GPA).....	18

Grade Standards .....	18
Student Evaluation and Progression.....	20
Evaluation of Assignments and Academic and Field Performance .....	20
Comprehensive Student Review.....	20
Student Development Committee Review .....	21
1. Responsibilities of the Committee Chair:.....	21
2. Responsibilities of the Committee: .....	21
3. Responsibilities of the Academic Advisor/Field Seminar Instructor/Field Advisor .....	22
4. Responsibilities of the Student:.....	22
5. Responsibilities of Program Director:.....	22
6. Responsibilities of the Associate Dean(s):.....	22
Expectations for Professional Behavior .....	23
Violations of Professional Behavior Standards.....	23
Guidelines for Information Sharing .....	23
University Administrative Policies and Procedures .....	25
Change of Enrollment Status: Leave of Absence; University Withdrawal .....	25
Leave of Absence .....	25
Medical Leave of Absence .....	25
Reinstatement .....	25
Medical Leave of Absence Reinstatement .....	26
University/Course Withdrawal Procedures .....	26
Appeals, Grievances, and Complaints (Other than academic progression) .....	26
Support, Remediation, and Learning Assistance .....	26
UNE Judicial System and Academic & Disciplinary Appeals Policies .....	27
Student Access Center .....	27
APPENDIX .....	28
UNE Contact Info.....	28
UNE SSW Phone numbers .....	28
For Social Work faculty and staff contact information, please visit ( <a href="https://www.une.edu/wchp/socialwork/people">https://www.une.edu/wchp/socialwork/people</a> ). .....	28
University Contacts:.....	28
Academic and Technical Standards .....	29
Academic Program Standards.....	29
Technical Standards .....	29

## UNE School of Social Work Overview

The School of Social Work is accredited to offer the Bachelor of Social Work (B.S.W) degree and the Master of Social Work (M.S.W.) degree by the Council on Social Work Education. This handbook provides curricular information and policies and procedures specific to the Master in Social Work (MSW) program. There is also a broader Institutional [UNE Student Handbook](#) that outlines general information pertaining to the operations and policies governing the University as a whole. Students should be familiar with both handbooks.

**Program Description:** The MSW Program prepares people for advanced professional practice in the field. M.S.W. graduates learn to understand the potential for individual and collective human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development, and evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

The M.S.W. degree offers graduates the opportunity to play active roles in health/clinical mental health, alcohol and substance abuse, poverty, and public welfare, women's and children's services, domestic violence, homelessness, corrections, applied arts and social justice and other emerging areas of service delivery. The program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. The values and commitments embedded in the School's Mission Statement permeate our work in every area.

### Commitment to Justice, Diversity, and Inclusion<sup>1</sup>

Social workers are committed to social justice, antiracism<sup>1</sup>, and inclusion. The UNE School of Social Work recognizes these as active values that require all of us to advocate for equality in every aspect of our personal and professional practices. Enacting these values is a process, one to which the UNE School of Social Work is dedicated. Long standing beliefs and ethics<sup>2</sup> will be challenged during the course of your professional education as you forge a social work identity. We acknowledge that as a School and society much needs to be done to rectify injustices of the past and to achieve social inclusivity and antiracist practices in the present and for the future. At the School we strive to create a learning culture that encourages constructive and respectful exchange; one that supports brave and authentic conversations<sup>3</sup> that may make some of us feel

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<sup>1</sup> For all UNE policies on diversity, equity, and inclusion, please refer to the [UNE Student Handbook](#).

uncomfortable knowing that this discomfort is where important change and progress is made. At the same time, we do our best to foster a sense of belonging within the School community. We invite students to be honest and curious; to question and contribute to strengthening the School's commitment to antiracism, LGBTQ+ rights, recognition of historic and current racial and ethnic trauma, and our obligation to be culturally and linguistically responsive. We must hold one another accountable to ensure that together, we take the steps necessary to co-create a dynamic culture of inclusion that extends beyond the School and into our respective communities.

1. Antiracism is the idea that racial groups are equals in all their differences—that there is nothing right or wrong or predetermined with any racial group. Antiracist ideas argue that it is racist policies, not racial difference, that is the root cause of racial inequities. (From: Ibram X. Kendi (2019). *How to be an Antiracist*. New York: One World).
2. Social Work Codes of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>; <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>
3. Brave conversations support honest, open, and challenging dialogue about difficult and often controversial subjects.<sup>2</sup>

### Chosen Names and Pronouns

The University of New England School of Social Work is committed to fostering an inclusive environment for every student, staff member, faculty member, or guest that participates in our community. An initial step in this process is to recognize and acknowledge the significance of pronouns and gender inclusive language in our classrooms and university culture as a whole. In practice, this may look like faculty members sharing their own pronouns in person and on their syllabi, as well as creating space for students to share chosen names and pronouns in the classroom as they desire. The School of Social Work pledges to create an affirming environment by respecting chosen names and pronouns in classrooms, meeting spaces, and throughout the university. We also aspire to eliminate gendered language. We will work to include examples, case studies, research, and literature featuring voices of transgender and gender-nonconforming people. As we commit to learning together, The UNE School of Social Work acknowledges that these changes align with our mission and vision for a more inclusive and affirming community for all. Please view, *Creating an Affirming and Inclusive Classroom, Things to Consider*, in our [Appendix](#).

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<sup>2</sup> From Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. New York: Penguin Random House.

# University of New England School of Social Work

## Vision, Mission, and Values

### Vision

The University of New England School of Social Work envisions a world where social workers are at the forefront of advocating with individuals and communities for human dignity and social inclusion by mobilizing efforts to end inequities, exploitation, and violence.

### Mission

To provide transformative and collaborative learning that embraces the values of social inclusion and promotes enhanced quality of life for individuals and communities.

### Values

Our values promote social inclusion conceptualized as actions taken to improve quality of life, access to equitable resources, enhancement of human bonds within the context of cultural diversity and engagement of people, populations and communities to fully participate in society.

Towards this end:

- We promote culturally informed practice that is respectful of the complexity and diversity of people's lives and circumstances.
- We recognize that social exclusion prevents people from full and just participation in their communities as a consequence of inequities, discrimination and disadvantage arising from adversity in early life and continuing across the life course.
- We practice social responsibility by raising public awareness of social exclusion, challenging discrimination and acting with and on behalf of groups, populations and communities.
- We support person-centered collaborative practices and partnerships that bring together diverse workers and community members to meet the best interests of individuals, families and groups.

### Program Goals

Prepare competent master-level professional social workers who at every system level provide leadership to:

- Promote social inclusion to enable people, populations, and communities to fully participate in society.
- Create person-centered collaborative and sustainable relationships across diverse communities and practice settings.

- Develop and apply ethical reflection, critical consciousness and shared decision-making based on social work values and with consideration of the broader contexts of the world in which we live.

These goals are integrated into the social work curriculum. Through their presence in courses, fieldwork internships, and internal School governance we bring our mission statement to life.

### Program Outcomes

Graduates of the UNE School of Social Work (SSW) will demonstrate knowledge, skills, and leadership in the following seven program outcomes. Associated with each of these outcomes are the [competencies specified by our accrediting body, the Council of Social Work Education \(CSWE\)](#).

1. Practice social inclusion to enable people, populations, and communities to fully participate in society, enhance human bonds in the context of cultural diversity and ensure improved quality of life and equitable resource distribution.  
*EPAS Competencies 2, 3 & 5*
2. Engage in culturally-informed relationship building respectful of the complexity and diversity of contexts and circumstances. *EPAS Competency 2*
3. Utilize theories of human behavior, social systems and social inclusion when offering interventions with people and their environments.  
*EPAS Competencies 7, 8, & 9*
4. Promote ethical reflection, critical consciousness and shared decision-making based in social work values and with consideration of the broader contexts of the world in which we live. *EPAS Competency 1*
5. Balance the roles of helpers, activists, and advocates through collaboration with communities to build healthy and sustainable resources.  
*EPAS Competencies 3, 5, & 6*
6. Engage as critical consumers and producers of research and evaluation applied to clinical and community practices. *EPAS Competencies 4, 8 & 9*
7. Practice person-centered and collaborative community partnerships across diverse settings. *EPAS Competency 6*

## Course of Study and Student Status

Each student is assigned both an Academic Advisor and a Field Advisor. Academic Advisors meet with students regularly to help guide them through degree programming. Field Advisors meet with students to identify and secure their field placements (for more on Field Education, visit the [Field Education section of this handbook](#).) To prepare for meetings with your advisors, please review the degree requirements as outlined in this document. It is important to remain up to date on your academic progression plan to ensure that you will meet all graduation requirements. You may run a degree evaluation on yourself at anytime in UOnline (contact UNE Registrar's office with questions).

The MSW Program is offered fully on-campus or fully asynchronously online. This handbook pertains to the campus-based program. Students in the campus-based program option complete their M.S.W. in 2-years as a traditional full-time student or in 3-4 years as a part-time student. Students who have graduated from an accredited B.S.W. program can apply for Advanced Standing and complete their M.S.W. in just 1 year (full time) or 2 years (part time). Occasional campus-based M.S.W. courses are offered in a hybrid format that blend online learning with classroom experiences *within individual courses*. Hybrid courses are not to be confused with blending on-campus courses with online courses within the online M.S.W. option. It is not possible for students to take both online courses via the online program option and campus-based courses via the campus-based program option at the same time. Hybrid courses are offered as part of the campus-based option only.

The UNE SSW offers advanced clinical education with certificate options in **Applied Arts and Social Justice, Trauma-Informed Practice and Aging and Diversity\***. M.S.W students are required to complete 64 credit hours of graduate course study. Additionally, students are required to complete two separate Field Placements (internships) that consist of four semesters of supervised practice in approved social work settings. Students are required to complete 400 hours their generalist year (12-14 hrs/wk) and 500 hours their specialization year (~16-18 hrs/wk). Advanced Standing students complete 32 didactic credit hours and 1 field placement consisting of 2 semesters (500 hours annual total/~16-18 hrs/wk). Students coming from programs outside of UNE are required to take SSW 526 (Integrating Clinical/Community Practice Frameworks) as a requirement of the M.S.W. program. Students coming directly from **UNE's B.S.W. program** are exempt from taking SSW 526 and take another elective in its place.

\*Students must be entering their specialization year Fall 2022 to qualify for Aging and Diversity Certificate



## Curriculum

The curriculum is shaped by our School's Vision and Mission Statement, as well as our guiding values. Our program outcomes aim to prepare students to become activist practitioners engaged in advanced clinical practice. Our approach reflects the philosophical tenets of social inclusion that promote social responsibility, reflexivity, and advocacy as critical skills differentiating social work practice from other professional practices. Implicit in the Mission Statement is viewing students as both recipients and producers of knowledge and as integrated and collaborative members of larger learning communities charged with improving the quality of life for all people, especially those perceived as vulnerable or disenfranchised.

Courses in the generalist year provide an integrated, contextualized social work perspective on policy, practice, and knowledge production and the specialization year content focuses on advanced clinical practice.

### Certificates:

- **Applied Arts and Social Justice:** Integrates expressive arts with community activism and/or clinical transformation and healing.
- **Trauma-Informed Practice:** Explores trauma-informed theories, neuroscience implication, impact on workers, and methods of self-care.
- **Training in Aging and Diversity (TRIAD):** Provides coursework supporting social work practice with diverse, vulnerable aging populations, while helping to create new solutions and comes with \$10,000 stipend. **\*latest qualifying students must be entering their specialization year by Fall 2022.**

All courses are taught within a framework of equity, respect for diversity, and social inclusion that prepares students with the knowledge and skills for advanced practice with individuals, families and groups across multiple settings. Major curricular content is designed to provide horizontal and vertical flow between the generalist and specialization years. The learning environment is experiential, interactive, and respectful with students encouraged to bring their knowledge and real world experience into the classroom.

Curriculum Progression Timelines:

Traditional Campus Program Requirements

(64 Credits)

GENERALIST COURSES	
Course	Credits
SSW 501: HBSE I	3
SSW 502: HBSE II	3
SSW 503: Social Work Research	3
SSW 504: Action Research for Social Work Practice	3
SSW 510: Social Work Practice I	3
SSW 511: Social Work Practice II	3
SSW 505: Social Policy and Advocacy	3
SSW Elective*	3
SSW 520: Field Practicum I /Seminar	4
SSW 522: Field Practicum II /Seminar	4
<b>TOTAL</b>	<b>32</b>
SPECIALIZATION COURSES	
Courses	Credits
SSW 552: Advanced Clinical Practice I	3
SSW 553: Advanced Clinical Practice II	3
SSW 565: Leadership, Administration and Supervision	3
SSW 585: Substance Use: A Social Work Perspective	3
SSW 597: Advanced Psychosocial Assessment (APA)	3
SSW Elective*	3
SSW Elective*	3
SSW Elective*	3
SSW 580: Field Practicum III/ Seminar	4
SSW 582: Field Practicum IV/ Seminar	4
<b>TOTAL</b>	<b>32</b>
<b>PROGRAM TOTAL</b>	<b>64</b>

Electives	
SSW 598 Ageism and Geront. Practice with Older Adults	SSW 613 Adv. Trauma-Based Practice
SSW 602 Empowering Cultural Education	SSW 642 Narrative Therapy
SSW 650 Trauma Informed Theory/Practice	SSW 633 SW Practice with Children Adolescents and Families
SSW 628 Creative Arts and Social Work Practice	
SSW 620 Spiritual Dimensions of Social Work Practice	<i>*Elective offerings vary per semester and year depending on popularity and student numbers. Some students may require prerequisites. Work with advisor to select the appropriate electives and remain on track to graduate</i>
SSW 564 Prog. Dev & Comm Practice	
SSW 627 Psychopharmacology: Drugs/Behavior	
SSW 670 Grief, Loss, Death & Dying	
SSW (TBD): Strengths-Based CBT	

Traditional Track (2-year Full-time)

<b>Fall 1 – 16 credits</b>	<b>Spring 1 – 16 credits</b>	<i>Summer</i>
SSW 501: HBSE I SSW 503: Social Work Research SSW 510: Practice I SSW 505: Social Policy and Advocacy SSW 520: Field I	SSW 502: HBSE II SSW 504: Action Research for SW Practice SSW 511: Practice II SSW 522: Field II SSW Elective*	<i>APA and select electives are often offered over the summer. If a student wishes to take courses in the summer they should work with their advisor prior to summer registration to select the appropriate courses and remain on track to graduate.</i>
<b>Fall 2 – 16 credits</b>	<b>Spring 2 – 16 credits</b>	
SSW 585: Substance Use: A SW Persp. SSW 552: Advanced Clinical Practice I SSW 597: APA SSW Elective* SSW 580: Field III	SSW 553: Advanced Clinical Practice II SSW 565: Leadership, Admin. & Sup. SSW Elective* SSW Elective* SSW 582: Field IV	<i>*Students pursuing certificates tailor electives to fit certificate requirements</i>

Traditional Track (3-year Part-time)

Students on the 3 & 4 year part time tracks have flexibility with their course progression. **Part-time students DO NOT do a field placement or take field seminar in their first year and must adhere to prerequisite criteria when selecting courses (i.e. generalist vs. specialization courses) but they have some flexibility in choosing order of generalist courses.** Below we have outlined the *recommended* course progression for part-time students. Students should work with their advisors to select the appropriate courses and remain on track.

<b>Fall 1 –9 credits</b>	<b>Spring 1 – 9 credits</b>	<i>Summer</i>
SSW 501: HBSE I SSW 503: Social Work Research SSW 505: Social Policy and Advocacy	SSW 502: HBSE II SSW 504: Action Research for SW Practice SSW Elective*	<i>APA and select electives are often offered over the summer. If a student wishes to take courses in the</i>

<b>Fall 2 – 10 credits</b>	<b>Spring 2 – 10 credits</b>	<i>summer they should work with their advisor prior to summer registration to select the appropriate courses and remain on track to graduate.</i>
SSW 510 Practice I SSW Elective* SSW 520 Field I	SSW 511: Practice II SSW Elective* SSW 522: Field II	
<b>Fall 3 – 13 credits</b>	<b>Spring 3 – 13 credits</b>	<i>*Students pursuing certificates tailor electives to fit certificate requirements</i>
SSW 552: Advanced Clinical Practice I SSW 585: Substance Use: A SW Persp. SSW 597: APA SSW 580: Field III	SSW 553: Advanced Clinical Practice II SSW 565: Leadership, Admin. & Sup. <b>(no prerequisite required)</b> SSW Elective* SSW 582: Field IV	
<b>NOTE about field:</b> Students must either have <i>already completed</i> or <i>be currently enrolled</i> in practice series (SSW 510/511) in order to begin their field placement.		

[Traditional Track \(4-year Part-time\)](#)

Students on the 4-year track break year three into two years (see above) and do their field placement in year 2 and year 4. They should work with their advisor to select appropriate course and remain on track.

[Advanced Standing Campus Program Requirements](#)

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

1. Graduation from a CSWE accredited BSW program within seven (7) years of enrollment in the School of Social Work is preferred; exceptions may be made on a case-by-case basis depending on work experience and the quality of the application materials.
2. One application reference must speak to applicant’s academic ability within the BSW program
3. Evidence of field placement with M.S.W supervision- Field evaluations must be submitted documenting the grade and hours completed in the BSW field placement. If the applicant’s BSW program is not able to supply the original Field Evaluations, a letter must be provided confirming that the

- student received a passing grade and the number of field hours documented.
4. Students admitted into Advanced Standing for the campus-based option must enroll in the required SSW 526 – Integrating Clinical/ Community Practice Frameworks 3-credit course to be completed in August prior to starting the fall semester. UNE’s 4+1 students (i.e. Advanced Standing students graduating from UNE’s BSW program) are not required to take this course.
  5. A “B” or better in all BSW courses is strongly preferred.

Advanced Standing Curriculum

(32 Credits)

Courses	Credits
<b>SSW 526: Integrated Clinical &amp; Community Practice*</b>	3
SSW 552: Advanced Clinical Practice I	3
SSW 553: Advanced Clinical Practice II	3
SSW 565: Leadership, Admin. & Sup.	3
SSW 585: Substance Use: A SW Persp.	3
SSW 597: Advanced Psychosocial Assessment	3
SSW Elective**	3
SSW Elective**	3
SSW 580: Field Practicum III/ Seminar	4
SSW 582: Field Practicum IV/ Seminar	4
<b>*SSW 526 is a BRIDGE course for AS students entering the MSW program from outside institutions. UNE’s BSW 4+1 students will take an elective in the place of SSW 526</b>	<b>TOTAL 32</b>
<i>**Students pursuing certificates tailor electives to fit certificate requirements</i>	

Advanced Standing Track:

<b>Summer 1 – 3 credits</b>	<b>Fall 1 – 16 credits</b>	<b>Spring 1 – 13 credits</b>
SSW 526: Integrated Clinical and Community Practice OR SSW Elective (4+1 students)  <b><i>SSW 526 is a BRIDGE course for AS students entering the MSW program from outside institutions. UNE's BSW 4+1 students take an elective in the place of SSW 526 and may choose WHEN to take this elective.</i></b>	SSW Elective* SSW 585: Substance Use: A SW Persp. SSW 552: Advanced Clinical Practice I SSW 597: APA SSW 580: Field III	SSW Elective* SSW 553: Advanced Clinical Practice II SSW 565: Leadership, Admin. & Sup. SSW 582: Field IV  *UNE BSW 4+1 students may take elective here if they did not take one in the summer

**Part-time AS students on the 2-year track must work with their advisor to select the appropriate courses and remain on track to graduate.**

**Field Education**

Students are required to adhere to the UNE School of Social Work Field Education Policies and Procedures Manual.

**UNE SSW Field Education: Signature Pedagogy of Social Work**

According to the Council on Social Work Education (CSWE), the school’s accrediting body, “field education is the signature pedagogy” for social work. The intent of field education is to integrate theoretical and conceptual knowledge learned in the classroom with practical, hands on skills in the field practicum setting. These interrelated components of curriculum – classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate CSWE EPAS Competencies.

Experiential learning is essential to social work education and field practicum provide opportunities for students to actively apply knowledge and skills from the classroom to real world practice. In field placements students work directly with individuals, families, groups, organizations and communities at every client system level under the supervision and guidance

of an experienced MSW field instructor. Guided by social work theories and the School's mission to promote social inclusion and antiracist practices, students hone skills for engagement, assessment shared decision-making, and intervention planning skills to address clients' identified problems and circumstances. Students are encouraged as well to learn with and from their clients especially around issues affecting historically oppressed and marginalized populations. Relational theories inform knowledge and skills for practice including mutuality, compassion and dignity. Social work ethics commit us to individual and collective reflexivity to ensure that we are responsive to the needs and desires of service users and communities.

Educational goals, objectives and the sequencing of specific student tasks are outlined in the Field Education manual. (See Field Education Manual). Students and their field instructors (and onsite supervisors, if applicable) develop a Learning Contract from a template, which is approved by the Faculty Seminar instructor/advisor. This contract identifies student activities that will be completed at the field agency/program, and serves as the basis for student evaluations at the end of each semester. The Learning Contract and Evaluation are centered around students' ability to demonstrate achievement in each of the 9 CSWE EPAS competency areas.

#### Field Placement Hours:

Generalist year MSW students are required to complete 400\* hours of field practicum experience (~13-15 hrs/wk). Specialization year and Advanced Standing MSW students are required to complete 500\* hours of field practicum experience (~16-18 hrs/wk). Practicum hours for each placement are completed over two consecutive semesters (Fall/Spring). All students in field placement participate in a weekly field seminar class. The seminar class provides opportunities for students to broaden and deepen their field experience, develop case presentation and conceptualization skills, practice self-awareness, self-reflection and reflexivity, explore ethical issues, and enhance professional identity. Seminar and field practicum are integrated into a single course and are graded as pass/fail. Students must receive a passing grade on both the field evaluation and complete all assignments in the seminar course.

\*Circumstances may alter the required number of field practicum hours in any given year.

#### **Volunteer or Life Experience\*\***

Per CSWE accreditation requirements applicants may not receive academic credit for volunteer or life experience.

\*\* These policies may be subject to change in response to national crises such as COVID-19. Please work closely with your field faculty to stay current with field requirements.

### Directed Studies & Independent Studies

Students who are hoping to take an established course that is not being currently offered may work with a faculty member to complete the course as a **directed study**. Students wishing to create curriculum for a course that does not exist (i.e. sodes not have an established syllabus) may create an **independent study**. Students may take an independent study in place of an elective as long as it does not replicate the content of an existing course and is aligned with the School's Mission and values. It is the student's responsibility to identify a member of the faculty to oversee an independent study project. The student is also responsible for filling out a petition for approval to undertake an independent study that includes a description of study aims, learning objectives, readings and assignments. The petition must be approved by the School Director and the Dean of the Westbrook College of Health Professions. Refer to the Registrar's website for forms. We cannot guarantee all studies will be approved.

### Transfer Credit

Petitions for transfer credits for graduate social work courses are to be submitted at the time of acceptance to the School of Social Work. Up to 9 credits may be transferred for courses deemed equivalent to UNE SSW generalist courses with a minimum grade of "B". Pass/Fail courses will not be accepted for transfer credit. Course electives are not considered for transfer credit nor are courses from programs outside of social work. All courses must have been completed within seven years of your anticipated enrollment in the School. Academic credit is not given for life experiences and previous work experience.

Application for transfer credits must include the following requirements and standards:

1. A professional statement that includes a discussion of why you are requesting transfer to the University of New England School of Social Work.
2. A syllabus for each course being submitted for transfer credit.
3. All admissions requirements/standards
4. Consideration of transfer credit beyond 9 credits and 7-year matriculation may be considered on a case-by-case basis at the time of admission to the School.

The School reserves the right to require transfer students to enroll in SSW 526 Integrating Clinical\Community Frameworks as part of their progression plan. Transfer students must adhere to the degree requirement progression plan in effect at the time of your admission. Note: Individualized provisions may, at times, increase the total credit hours required for graduation from the School of Social Work.



## Student Organization

Students are encouraged to participate in the Student Social Work Organization (SSWO) to voice their opinions, raise pertinent issues; inform ongoing programming to promote positive/needed change, and build community. The SSWSO mission is twofold:

1. To build and foster an inclusive community within the SSW; and
2. To ensure that students are active informants to curricular content and School policy.

SSWO presents uniquely each year with changing leadership, but each year the group meets regularly; leads activities and social events, plans orientation for incoming cohorts, conducts awareness campaigns; and connects with students from across academic disciplines for a range of activities and programs. SSWSO members sit on the WCHP Graduate and Professional Association governing board, which has influence on College and University matters. With the exception of the Student Development Committee and Reappointment, Promotion, and Tenure (RPT) Committee, students are urged to attend and participate in all SSW Committee meetings. 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.

## Student Advising

Advising is foundational to getting the most out of your social work education. Each student is assigned both an Academic and a Field Advisor. Advisors are available to students by e-mail and phone and post regular office hours. Advisors work collectively on behalf of students consulting with one another to monitor and assess students' performance, motivation and aptitude for social work practice. It is recommended that students meet directly with their respective advisors at least once each semester.

### Academic Advising

Academic advisors assist students with career goals and professional development; aid with course selection and address problems affecting their academic and field performance. They also serve on the educational review committee which assists students when academic performance, professional behavior or ethical conduct is in question.

Course instructors collaborate with faculty advisors when students identify learning concerns or when that are at risk for falling below the B- grade threshold. When students cannot meet standards, faculty advisors may schedule an [educational review](#).

## Change of Advisors

Students may request a change in academic or field advisors. The faculty member must consent to the change before it can be officially made. In some circumstances a faculty member may have too many advisees or a demanding workload that precludes them from taking on a new advisee. Once agreed upon, the student is responsible for informing the social work administrative assistant about the change to be sure records are kept up to date. All requests must be approved by the Director of the School of Social Work.

## Academic Integrity Policy and Academic Standards

### Academic Policy

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.

## Attendance and Course Participation

Graduate education is demanding. It is expected that students will engage in professional behavior that includes academic preparedness, timely submissions of assignments, and participation in class discussions. While we understand illnesses and emergencies occur, instructors expect students to inform them as soon as possible of their absence preferably **before** missing deadlines for online discussions, assignments, and other course expectations. In the event that an instructor identifies that a student is not attending classes and/or logging into hybrid courses, not participating, and/or not meeting deadlines, they will reach out via email and/or telephone. The expectation is that students will respond to this outreach. Additionally, students are expected to schedule vacations and/or other time off during the scheduled holiday or semester breaks.

## Grading

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

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

### Grade Point Average (GPA)

Equivalent quality points assigned to grades are as follows:

<b>A+</b>	N/A	<b>B+</b>	3.5	<b>C+</b>	2.5	<b>D</b>	1.00
<b>A</b>	4.0	<b>B</b>	3.0	<b>C</b>	2.0	<b>F</b>	0.00
<b>A-</b>	3.75	<b>B-</b>	2.75	<b>C-</b>	1.75		

## Grade Standards

1. A minimum GPA of 3.0 (both cumulative and per term/semester), 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 commonly will result in the student being placed on academic probation and a referral to the student’s Faculty Advisor. It **may** also result in referral to the Student Development Committee for an educational review. Students will remain on probation until they return to good standing with both a cumulative and term/semester GPA of 3.0.
2. Students on probation who fail to return to good standing will be dismissed from the

program when it is determined that they will not be able to complete the program with the required cumulative GPA of 3.0.

3. A 'B-' or better or Pass in a Pass/Fail course is required for **all required** (non-elective) courses. If a student falls below this standard they will be referred to their Advisor. A student who receives a grade of 'C+' or below or Fail in a required course must retake the course and receive a 'B-' or higher grade in a graded course or Pass in a Pass/Fail course. If the student does not receive a 'B-' or higher or Pass in the second attempt of the required course, they will be dismissed from the program as the student will not be able to meet the curricula requirements. Students will have one chance to retake a required course.
4. Earning below a grade of 'B-' in an elective course will result in referral to the student's Faculty Advisor. A grade below a 'B-' will not postpone the student's progression in the program, but will affect the cumulative and term/semester GPA requirement of 3.0.
5. Students who get an 'F' or 'WF' in an elective course are required to retake an elective in its place. It can be the same elective OR they can choose to take another elective. If the student decides to retake the same elective for a second time, they must receive a 'B' or better in that course. Any course can only be taken twice. If the student does not receive a 'B' or better the second time taking the same elective, the course will not count towards their elective requirements. The student will need to take a different elective and receive a passing grade in order to meet the requirement.
6. Students who receive an 'F' or 'WF' in any course will be referred to their Advisor who will determine if an educational review with the Student Development Committee (SDC) is necessary. A 'WF' is given when a student withdraws from a course after the deadline to avoid academic penalty and is failing the course at that time.
7. Students who receive more than one 'WF' or 'F' will be automatically dismissed from the program. No educational review will be held for the second 'WF' or 'F'. A 'WF' will be treated the same as an 'F'.
8. Students who receive a 'WF' or 'F' in the first part of a sequenced course (i.e., HBSE I and II) will not be able to progress to the second part of the sequenced course until the first one is repeated and a grade of 'B-' or better is achieved.

### Student Evaluation and Progression

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes:

1. Regular instructor evaluation of assignments and performance;
2. Program-level review through regularly scheduled Comprehensive and/or other Student Reviews; and
3. Student Development Committee (SDC) reviews as needed.

Comprehensive reviews are the responsibility of full-time faculty of the SSW. The SDC is comprised of a minimum of two faculty members. The Program Director does not serve on the SDC. 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 make recommendations for action when a student has failed to maintain academic and professional behavior standards, whether in class, clinical setting, or community.

### Evaluation of Assignments and Academic and Field Performance

Student assessments are ongoing, based on evaluation of assignments, classroom participation, and field practicum performance. Instructors address concerns with the students in a timely fashion. Students are encouraged to reach out to their instructors should they have questions or are experiencing academic challenges

### Comprehensive Student Review

At a predetermined time or times in each semester and/or term (but no later than mid-semester or mid-term), the faculty of the SSW conduct comprehensive reviews of student performance. Students in good academic standing continue to progress without restriction or intervention toward graduation. Students who are not performing to standard; are at risk of failing courses, or are experiencing difficulties in their field placement are referred to their faculty or field advisor respectively. If academic problems cannot be resolved through advisement, students may be referred for an educational review. The review process is meant to provide support to students and to conduct collaborative problem-solving so that students can successfully progress through the program.

Educational reviews may result in the following:

1. Referral for advising: Students are required to consult with their respective faculty member to review and mediate challenges. The content and action steps mutually determined during advising are documented and shared with the student.
2. Referral to Student Development Committee: If a resolution cannot be reached at the level of the faculty advisement, or if there remain outstanding concerns, the matter is then referred for a formal educational review conducted by the Student Development Committee.

## Student Development Committee Review

Student Development Committee (SDC) reviews are intended to support students' academic progression, and are required in cases where a student is failing to maintain academic standards, may be engaging in professionally questionable behavior, or is suspected of violating academic integrity. An SDC review can be recommended by any faculty member, including the student's Academic Advisor, Field Seminar Instructor/Field Advisor, Director, or by the faculty as a whole as an outcome of the Comprehensive Student Review. To ensure the greatest chance for a successful outcome, educational and professional behavior concerns should be identified as early as possible and the SDC Review process initiated promptly. Through the review process, the SDC is responsible for examining the concerns cited, evaluating their merits, determining student status, and recommending a course of action.

### 1. Responsibilities of the Committee Chair:

- a. The SDC Chair (or co-chairs) oversees the educational review process, ensuring sufficient SDC members are available to convene and facilitate educational reviews. As part of overseeing the review process, the SDC chair (or co-chairs) will ensure that the educational review procedures are updated as needed and properly adhered to.

### 2. Responsibilities of the Committee:

- a. The SDC is responsible for supporting faculty advisors in the scheduling and notification of all involved parties when a formal SDC Review is required. When the purpose of the review includes clinical or fieldwork concerns, efforts are made to include the relevant parties from the clinical or fieldwork site.
- b. The SDC develops recommendations for a plan of action to guide students to achieve educational/behavioral goals. Recommendations may include assistance with achieving educational objectives (e.g., remediation, use of the Student Academic Success Center); employing alternate academic or fieldwork pathways (e.g., extending field work hours beyond normal expectations, retaking a course); or other suggestions for student remediation and retention. The plan of action outlines successful outcomes (e.g., removal of probationary status) and describes consequences should the student fail to comply with or achieve the stated goals (e.g., probation, dismissal from program.) The SSW director must approve SDC recommendations prior to sending them to the student. Academic advisors work with students to meet recommendations and successfully complete the MSW program.
- c. The SDC develops recommended outcomes and an action plan within two (2) business days following the meeting and communicates this to the School Director in writing. The Director reviews the report and seeks clarification if

needed. The Director then communicates the action steps to the student in writing via email within five (5) business days.

### 3. Responsibilities of the Academic Advisor/Field Seminar Instructor/Field Advisor

- a. The referring party, or Field Seminar Instructor/Field Advisor, is responsible for notifying all involved parties including the student when a formal SDC Review is required and the reasons for it. When the reasons include clinical or fieldwork concerns, efforts are made to include the clinical supervisors or other field-related parties.
- b. The Academic Advisor /Field Seminar Instructor/Field Advisor gather pertinent information to address SDC concerns from those involved with the student.

### 4. Responsibilities of the Student:

- a. The student must participate in the SDC Review process. This includes providing information as requested and playing an active role in the development of the action steps. If the student does not respond to notification of an educational review or fails to participate without sufficient explanation, these factors will be taken into consideration by the SDC and reflected in its recommendations.
- b. A student has the right to appeal to the WCHP Dean's Office decisions affecting progression following the process outlined in the [UNE Student Handbook](#).

### 5. Responsibilities of Program Director:

- a. The Program Director has a unique role as a member of the faculty while also providing administrative oversight for all program functions. The Program Director reviews SDC recommendations making sure that all policies and procedures have been followed. The Program Director communicates directly with members of the SDC if they need clarification or have concerns about logistics imposed by the recommendations and plan of action.
- b. The Program Director either approves the plan as is or requests modifications to the SDC members.
- c. Once recommendations are approved, the Program Director communicates the recommendations to the student in writing via email.
- d. The Program Director then communicates in writing the outcome to the student.

### 6. Responsibilities of the Associate Dean(s):

- a. The Associate Dean(s) serves as a consultant to the SDC and Program Director regarding policies and procedures on an as-needed basis.

## Expectations for Professional Behavior

All UNE students 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.

It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the [UNE Student Handbook](#):
  - a. Content: Policies and procedures, including the University Conduct Code, which governs the conduct of all UNE students.
  - b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical practice, and community service.
2. Read and adhere to the [UNE SSW Academic and Technical Standards](#) included in the [Appendix](#).

### Violations of Professional Behavior Standards

Improper, unethical, or unprofessional conduct will result in a referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, including the determination of other conduct issues, as described in the [UNE Student Handbook](#).) Depending on circumstances, a confirmed violation of professional behavior standards may result in:

- a. Remediation prior to progressing further in the program,
- b. Receiving a failing grade in a course, or
- c. Dismissal from the program.

In all cases, students will receive written notice regarding the nature of the professional behavior violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to professional behavior and/or conduct violations will become part of the student's permanent record.

### Guidelines for Information Sharing

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.

It is important to remember that social media is not private; no matter how strict one may be with privacy settings. Students should maintain the highest level of professionalism and should keep in mind that any post may eventually be seen by coworkers, bosses, friends, family, faculty, program and university administration, and even future employers.

Use of social networking sites can have legal ramifications. Comments made regarding interaction with patients or clients or that portray you or a colleague in an unprofessional manner can be used in court or other disciplinary proceedings. 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.

Under no circumstances should photos of patients or clients be displayed online. Remember, even if you have permission, such photos may be downloadable and forwarded by others. Online discussions of specific patients or clients should be avoided, even if all identifying information is excluded.

Social media posts that denigrate your peers, instructors, or administrators is unacceptable. Please refer to the [NASW Code of Ethics](#) for further guidance, as well as remember that your online activity may be subject to other UNE policies, including but not limited to the following:

- Student Code of Conduct
- Nondiscrimination, harassment, and bullying policies
- Information security policies
- Acceptable use policies.

## University Administrative Policies and Procedures

### [Change of Enrollment Status: Leave of Absence; University Withdrawal](#)

#### [Leave of Absence](#)

Students can submit a request for a [Leave of Absence \(LOA\)](#) from the MSW program for up to one academic year. LOAs beyond one year may be granted by the WCHP Dean in cases of illness (a letter from a health professional is required) or military service. A student who does not return from a Leave of Absence within either the agreed upon time frame or within one academic year will be administratively withdrawn from the University. Reinstatement to the University after a Leave of Absence will require written communication from a student's official UNE email address stating they wish to be reinstated as a student for a given term.

- A student who is on leave and has borrowed federal and/or private loans may be required to begin repayment while on leave. If leave is granted, a letter of authorized leave of absence is issued to the student and a copy included in the student's record.
- The period of authorized leave of absence is counted as a part of the time allowed for completion of degree requirements. Students may not complete any [degree requirements](#) in any semester for which they have been granted a leave of absence. Students must be registered in the semester in which the final degree requirements are completed, as well as in the preceding semester.

For more information, visit [LOA, Reinstatement, and University Withdrawal Policies](#).

#### [Medical Leave of Absence](#)

Sometimes a student may need to interrupt academic studies for medical reasons. The University can assist a student who is deciding on taking a medical leave and advise about the necessary steps to return to the MSW program. A student's request for leave of absence for medical reasons must be reviewed by Student Health Services or its designee. The University of New England also reserves the right to require an involuntary medical leave of absence if it determines that a student's continued enrollment would create a significant risk to the health and safety of the student or others.

#### [Reinstatement](#)

Reinstatement to the University after a leave of absence will require written communication from the student's official [UNE email](#) stating they wish to be reinstated as a student for a given term. In some cases, if leave exceeds allotted leave time the student will need to contact Admissions to complete a readmission application. If a readmission is required this will change the student's catalog year and possibly their degree requirements.

### [Medical Leave of Absence Reinstatement](#)

A student seeking to re-enroll after a medical leave must demonstrate to the University that the student's health permits successful completion of studies. Documentation will generally include information from the student's medical providers as well as an assessment by UNE Student Health Services or its designee. The decision whether to permit a student to re-enroll is in the sole discretion of the University.

### [University/Course Withdrawal Procedures](#)

University Withdrawal: Students wishing to withdraw from the University for any circumstance must complete the required [Graduate Withdrawal/Leave of Absence form](#). Official withdrawal also requires approval by the Program Director.

Course Withdrawal: Students wishing to withdraw from a course after the “drop” deadline has passed must submit a [Course Withdrawal form](#) to their instructor for signature. The instructor will give a grade of “W” if the request to withdraw is done before the deadline to avoid academic penalty. If the withdrawal is requested after the deadline to avoid academic penalty, the instructor will give a grade of “WP” or “WF” to denote whether the student was passing or failing the course at the time of withdrawal. Withdrawal from a course may have financial consequences and students are encouraged to contact the [Financial Aid Office](#) for more information.

### [Appeals, Grievances, and Complaints \(Other than academic progression\)](#)

Appeals, grievances, or complaints about aspects of the program, except for academic progression, may be brought to a faculty member or the Program Director 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 appeal, complaint, or grievance to the WCHP Dean’s Office or other relevant administrative unit as per the guidelines in the [UNE Student Handbook](#).

### [Support, Remediation, and Learning Assistance](#)

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or professional behavior concerns. 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 SDC 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/Field Advisor, the Program Director, 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 plan's specified timelines. 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 \(SASC\)](#). 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.

### [UNE Judicial System and Academic & Disciplinary Appeals Policies](#)

Please consult the UNE Student Handbook: [UNE Student Handbook](#).

### Student Access Center

The Student Access Center (SAC) works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students. Please visit [SAC's website](#) to learn more about the services they offer and how to request for accommodations.

## APPENDIX

### UNE Contact Info

#### UNE SSW Phone numbers

For Social Work faculty and staff contact information, please visit (<https://www.une.edu/wchp/socialwork/people>).

#### University Contacts:

Office/Department	Contact Number
Admissions	602-4225
Bookstore	221-4255
Career Services	221-4290
Counseling	221-4550
Dean of Students/Student Affairs	221-4213
Dean (WCHP)	221-4521
Financial Aid	221-4725
Health Center	221-4242
Health and Wellness/Recreation	221-4348
Student Academic Success Center	221-4358
Library (Front Desk)	221-4323
Scholarly Communication	221-4325
Access Services	221-4326
Tutor Coordinator	221-4235
Information Technology	221-4400
Student Access Center	602-2815
Registrar	221-4200
Security (Emergency)	366
(Non-Emergency)	602-2298
Student Accounts/Student Financial	221-4219
Student Life/Student Orgs	221-4472
Title IX	221-4554
UNE Nor'easter ID Card	221-4212
Veterans	221-4305
<i>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.</i>	

## Academic and Technical Standards

Social work education requires simultaneous acquisition of theory and social work practice skills and is a competency-based education that rests upon a shared and accepted view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. (Educational Policy and Accreditation Standards, Council on Social Work Education (CSWE), 2015).

The essential technical standards presented are required for subsequent promotion from year-to-year, and ultimately graduating from the University of New England (UNE) with either a Bachelor of Social Work (BSW) or a Master of Social Work (MSW) degree. These standards pertain to all students enrolled in either the online or on-campus MSW program at UNE.

UNE's social work faculty is committed to fostering relationships with its students that encourage personal and professional growth. Its policies and procedures attempt to reflect this commitment to proactive and supportive communication. At the same time, it is imperative that all students recognize that the primary responsibility for a successful SSW education, both in and out of the classroom, rests with the student.

All students, including students with disabilities, must have the capacity to manage their lives and anticipate their own needs. Situations can arise in which a student's behavior and attitudes resulting from a disability or other personal circumstances present a problem which impairs the student's ability to meet the standards set forth, even after reasonable accommodations have been considered and, if appropriate, made by the program, all students must still meet the requirements set forth by the program.

All applicants, regardless of disability, will be held to the same admission standards, and all enrolled students, regardless of disability, will be held to the same academic standards, understanding that all properly submitted requests for reasonable accommodation will be considered.

Students are expected to maintain these academic and technical standards in all online, on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service.

## **Academic Program Standards**

All students must complete all Social Work program requirements and receive a passing grade in all courses and field practicums to be eligible for graduation. The graduating MSW student must have a cumulative grade point average of a 3.0 or better.

## **Technical Standards**

Throughout the program, students are expected to maintain the technical standards set forth and demonstrate them online and in face-to-face interactions; this includes in their classroom comportment, written and oral assignments, and interactions with peers and faculty; in service learning settings, and in their field practicum and other professional experiences. Student behaviors that fail to demonstrate these standards while in the program will be reviewed and appropriate action (e.g., remediation, counseling, or dismissal) will be taken. Because this expectation is separate from academic achievement, simply maintaining a GPA is not sufficient.

1. **Ethics:** The National Association of Social Workers (NASW) Code of Ethics outlines explicit standards for professional conduct. All students are required to acquire their own copy of the “Code of Ethics”, and are subsequently responsible for reading, understanding, and following all Ethical Principles and Ethical Standards as outlined.

- **Indicators of Concern:**

- Violation of NASW Code of Ethics, relevant laws or policies

2. **Respect for Diversity and Social Justice**

UNE SSW students are expected to:

- a. Exhibit a willingness to relate and work nonjudgmentally across difference with others.
- b. Demonstrate knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression.
- c. Understanding that members of the social work profession must serve all persons in need of assistance, regardless of the person’s age, class, race, gender, religious affiliation, physical or cognitive ability level, sexual orientation, background, or value system.
- d. Demonstrate an interest in different cultural perspectives and circumstances and acknowledge diversity.
- e. Demonstrate the ability to solicit and identify quality sources of feedback, reflect on and integrate the feedback, learn from mistakes and failures and provide meaningful feedback to others (e.g. appropriately discussing and supporting diversity, be responsive to feedback and constructive criticism regarding professional behavior and attitude and understand the seriousness of academic and disciplinary warnings).

- **Indicators of Concern**

- Violation of NASW Code of Ethics, relevant laws or policies.
- Use of discriminatory language or stereotypes.
- Inability to recognize the impact of their own personal values and behaviors on their relationship with others.
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, religion, etc.

- 3. Communication:** Communication includes speech, language, reading, writing, computer literacy, body language, and other, non-verbal cues.

UNE SSW students are expected to:

- a. Ensure that all their communication is timely, respectful\*, with speech free from bias, discriminatory language or stereotyping and responsive to the requests of faculty, field instructors, peers, clients, collaterals, potential and current practicum sites and associated personnel, and to the SSW, WCHP, and the University as a whole.
- b. Read all communications posted by the School of Social Work (SSW); are responsible for staying abreast of current and ongoing information pertinent to their roles as graduate and professional students.
- c. Advocate for themselves in an ethical, direct, respectful and responsible manner using SSW and agency-specific channels for conflict management.
- d. Demonstrate respect for the privacy of their clients; refrain from gathering information about clients from online sources without the client's consent (i.e. Googling client history, accessing client social media); photographing clients; or publishing client information on social media.
- e. Follow relevant laws, field education agency policy, NASW Code of Ethics (1.07) pertaining to social media and in use of technology in all aspects of service delivery.
- f. Maintain awareness of how personal communications using social media could affect professional relationships with clients, colleagues, and agencies.
- g. That their written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence, and consistent use of APA style formatting.

● **Indicators of Concern:**

- Violation of NASW Code of Ethics, relevant laws or policies.
- Use of discriminatory language or stereotypes.
- Written work is frequently vague, shows difficulty in expressing ideas clearly and concisely.
- Student has many errors in the areas of spelling, punctuation, structure, etc. and does not make an effort to show improvement.
- Plagiarizes the work of others.
- Demonstrating disrespectful behavior to self or others.
- Communication is not responded to in a timely manner.
- Public use of social media which depicts self or others in ways that may be viewed as unprofessional or disrespectful

\*Respectful communication is partially explained in the NASW's "Code of Ethics": *Social Workers treat each person, in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity* (p. 5)



### **3b. Respectful Communication**

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

### **3c. Intellectual Communication:**

UNE SSW students are expected to:

- a. Effectively solve problems students must be able to measure, calculate, reason, analyze, comprehend, integrate and synthesize information from the clinical, natural and social sciences in a timely fashion.
- b. Have the ability to use computers for searching, recording, storing and retrieving information.
- c. Specialization year students must have the ability to use critical analysis to understand theory, research, literature, and principles that apply to social work practice and to apply inductive and deductive clinical reasoning to solve complex patient or client problems as necessary.
- d. MSW students must be able to provide a reasoned explanation for likely intervention.
- e. Students must be able to recall and retain information in an efficient and timely manner.
- f. Students must have the ability to incorporate new information from peers, teachers, and literature in formulating treatment plans is essential.

#### **● Indicators of Concern:**

- Limited or no access to computer and/or the internet
- Inability to reasonably explain interventions used for treatment
- Limited ability to incorporate feedback and information from peers, teachers and literature from the field.
- Inability to problem solve without intervention from a faculty or supervisor.

### **4. Openness and Willingness to Learn:**

UNE SSW students are expected to:

- a. Demonstrate an openness to learning new ideas and perspectives.

- b. As required by the demands of professional practice, be flexible and adaptable in new situations and as circumstances change.
- c. Assume the stance of learning with humility (e.g. avoid relying solely on current or past professional or personal experiences to inform your decision-making in the field and in the classroom).
- d. Demonstrate a willingness to effectively communicate your learning needs.

● **Indicators of Concern:**

- Monopolizes class discussion(s).
- Constantly complains about class workload to the point that it impedes the class process.
- Uses classroom tools, such as the discussion board, to make personal complaints or to lobby for personal issues.
- Creates conflict which impedes learning and/or building effective relationships.
- Uncooperative or unwilling to participate in class or practicum activities.
- Consistently late on assignments.
- Consistently late to practicum site.
- Does not sign into Brightspace as frequently as expected or is late or leaves class early.
- Disruptive to the learning environment.
- Uses derogatory language or makes demeaning remarks.
- Unable or unwilling to accept feedback.
- Responds in a defensive manner.
- Consistently argumentative.
- Academic misconduct.
- Takes little initiative in exploring areas of learning growth.

**5. Professional and Behavioral Conduct:**

Each SSW student enrolled at UNE is expected to:

- a. Behave in responsible, reliable and dependable manner (e.g. manage time well; be on time for class; be on time for assignments, meetings and appointments; plan ahead and follow through with commitments; cooperate with person(s) in charge of programs; and take responsibility for absences or missed assignment(s).
- b. Provide notice to faculty and/or person(s) in charge of programs when not able to follow through with commitments including assignments, class attendance and participation, and other responsibilities required by the program.
- c. Demonstrate personal integrity, honesty, and self-discipline (e.g. be consistent and truthful, to show appropriate personal control; take on tasks that they can manage; be honest in reports and self-evaluations).
- d. Project a professional image, both online and in person, in manner, dress, grooming, speech and interpersonal relationships.

- e. Recognize their personal limitations and biases, whether they are intellectual, physical or emotional and to strive to overcome them.
- f. Demonstrate the professional and emotional maturity to manage tensions and conflicts which occur among professional, personal, and family responsibilities, seeking professional help if necessary (e.g. acknowledge the conflict with all parties and work to resolve misunderstandings; get needed help from student support, tutors, counselors, learning assistance professionals and other qualified persons; show ability to prioritize appropriately one's personal, professional, and academic expectations and activities).
- g. Demonstrate the ability to exercise sound judgement and to function under pressure (e.g. request help when needed and to avoid endangering others; respect the difference between a licensed social worker and a social worker in training; remain focused on the task at hand; remember that as an SSW student they are representing UNE SSW and the social work profession to the greater community at large).
- h. Demonstrate compassion and respect towards others (e.g., work cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status; and respect the privacy and individual choice of others).
- i. Demonstrate consistent respect for administrators, faculty, staff, students of the University, as well as all personnel associated with current or potential practicum sites, clients, patients, families and collaterals.
- j. Familiarize themselves with the policies and procedures of field sites for their clinical or field work placements and to act in accordance with those guidelines. Students should refer to the relevant policies of the specific institution and/or consult with clinical field instructors or supervisors.
- k. Be informed of, and follow all Federal and State laws and agency policies regarding confidentiality and mandatory reporting.
- l. Demonstrate the ability to solicit and identify quality sources of feedback, reflect on and integrate the feedback, learn from mistakes and failures.

● **Indicators of Concern:**

- Violation of NASW Code of Ethics, relevant laws or policies
- Creates conflict which impedes leaning and/or building effective relationships.
- Uses classroom tools, such as the discussion board, to make personal complaints or to lobby for personal issues.
- Uncooperative or unwilling to participate in class or practicum activities.
- Consistently late on assignments.
- Consistently late to practicum site.
- Does not sign into Blackboard as frequently as expected or is late or leaves class early.
- Disruptive to the learning environment.
- Uses derogatory language or makes demeaning remarks.
- Difficulty in listening (e.g. overly sensitive, externalizes blame, distorts communication).

- Unable or unwilling to accept feedback.
- Responds in a defensive manner.
- Consistently argumentative.
- Monopolizes class discussion(s).
- Constantly complains about class workload to the point that it impedes the class process.
- Unwilling or unable to develop an understanding of people different from oneself.
- Inability to separate their personal values from professional values and responsibilities.
- Inability to recognize the impact of their own personal values and behaviors on their relationship with others.
- Discriminatory behavior or harassment towards others on the basis of race, gender, age sexual orientation, disability, religion, etc.
- Physical action directed at clients, faculty, staff, colleagues, or fellow students.
- Academic misconduct.
- Takes little initiative in exploring areas of learning growth.

## **6. *Self-Understanding***

UNE SSW students are expected to:

- a. Uses self-disclosure appropriately (e.g. students seem to have an insight, and self-awareness, and has resolved the issue they are sharing).
- b. Appears to be able to handle discussion of uncomfortable topics.
- c. Deals appropriately with issues which arouse emotions.
- d. Demonstrates an awareness of one's own personal limits and biases.
- e. Understands the effect of one's own behavior on others.
- f. Seeks supervision and feedback from others.
- g. Willing to examine, assess and reconcile (if need be) the relationship between their own personal values and their alignment with the professions ethics as outlined in NASW's Code of Ethics.

### ● ***Indicators of Concern:***

- When engaged in self-disclosure, the student appears to be working through unresolved issues and/or avoiding client issues.
- The student appears to overreact to or resent feedback (e.g. takes it personally).
- Appears unwilling or unable to control emotional reactions.
- Verbal or physical threats directed towards clients, faculty, staff, coworkers, or students.
- Demonstrates impaired judgement, decision-making, or problem-solving skills.
- Consistent failure to demonstrate ability to form effective client/social worker relationship.

### Reasonable Accommodations

- Are intended to provide students with disabilities equal access to the University's programs and services while upholding the academic, clinical, and technical standards of the MSW program.
- Are provided only to the extent that such accommodation does not fundamentally alter the academic and/or technical standards of the BSW or MSW program or interfere with the rights of other students.
- Do not exempt BSW or MSW students from completing certain tasks deemed essential.
- Are considered on a case-by-case basis and determined by the UNE Student Access Center in consultation with SSW faculty through the University's accommodations application process.

### Continued Enrollment Requirements:

- **HIPAA:** Students must follow UNE HIPAA requirements to attend practicum.
- **Background checks:** Practicum sites may request background checks. Information obtained in background checks may inhibit students from completing generalist or advanced field practicums and thus may delay or hinder graduation. The University does not pay for these checks.
- **Drug Screening:** Practicum sites may request drug screens. Information obtained in drug screens may inhibit students from completing generalist or advanced field practicums and thus may delay or hinder graduation. The University does not pay for these tests.
- **Transportation:** All students must provide their own transportation to practicum sites and interviews. Students must be willing to travel a reasonable distance for their practicum.
- **Technology:** Students enrolled in the online MSW program are required to comply with the Technology Requirements for Online Programs, as outlined here: <https://online.une.edu/online-learning/technical-requirements>.