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

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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

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.

Oreate 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 <u>competencies specified by our accrediting body</u>, 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

Curriculum

guiding values. Our program outcomes aim to prepare students to become activist practitioners engaged in advanced dinical 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 Ourriculum Progression Timelines: Traditional Campus Program Requirements (64 Oredits)

Traditional Track (2-year Full-time)

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

Traditional Track (3-year Part-time)

Sudents on the 3 & 4 year part time tracks have flexibility with their course progression. Parttime students <u>DO NOT</u> do a field placement or take field seminar in their first year and <u>must</u> <u>adhere to prerequisite criteria when selecting courses</u> (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.

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

Spring 2 – 10 credits

summer they should work with their advisor prior to summer registration to select the appropriate courses and remain on track to graduate.

*Students pursuing certificates tailor electives to fit certificate requirements

Advanced Standing Track:

| Summer 1 3 credits | Fall 1 – 16 credits | Spring 1 – 13 credits |
|---|----------------------------|------------------------------|
| SSW 526: Integrated Clinical and | | |
| Community Practice | | |
| OR | | |
| SSW Elective (4+1 students) | | |
| | | |
| SSW 526 is a BRIDGE course for AS | | |
| students ente14 5-\$}\$ \$ | , , | |

Directed Studies & Independent Studies

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 <u>educational review</u>.

Change of Advisors

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

3.

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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 dass, dinical 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 midsemester 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 problemsolving so that students can successfully progress through the program.

Educational reviews may result in the following:

- 1. <u>Referral for advising</u>: 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. <u>Referral to Student Development Committee</u>: 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

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, 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

Expectations for Professional Behavior

All UNE students are expected to conduct themselves according to the following policies, procedures, guidelines, and

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

<u>University Withdrawal</u>: Students wishing to withdraw from the University for any circumstance must complete the required <u>Graduate Withdrawal/Leave of Absence form</u>. Official withdrawal also requires approval by the Program Director. Course Withdrawal

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 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 <u>Student Academic</u> <u>Success Center (SASC)</u>. 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.

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 phnical Standards

UNESSW 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, dients, 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 Station galaxieses of pearsent and a comparison of the school of Social Work (SSW); are responsible 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 Googling cli

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 dients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to

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 dients.
- 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 dinical, 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 dinical reasoning to solve complex patient or dient 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:

- o Limited or no access to computer and/or the internet
- o Inability to reasonably explain interventions used for treatment
- Limited ability to incorporate feedback and information from peers, teachers and literature from the field.
- o 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 dassroom).
- 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.
- o Creates conflict which impedes leaning and/or building effective relationships.
- Uncooperative or unwilling to participate in class or practicum activities.
- o Consistently late on assignments.
- o Consistently late to practicum site.
- Does not sign into Brightspace as frequently as expected or is late or leaves class early.
- o Disruptive to the learning environment.
- o 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

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

Reasonable Accommodations

programs and services while upholding the academic, dinical, 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 cation

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: <u>https://online.une.edu/online-learning/technical-requirements</u>.