UNIVERSITY OF NEW ENGLAND

School of Social Work Student Handbook

BSW Program
2018-19

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SCHOOL OF SOCIAL WORK

The School of Social Work at the University of New England is in candidacy to become accredited by the Council on Social Work Education to award the Bachelor of Social Work (BSW) degree in 2019. The School prepares its students for generalist practice in Social Work.

The School of Social Work is a professional school within the Westbrook College of Health Professions and offers both a Masters of Social Work (MSW) and Bachelors of Social Work (BSW) with special requirements that have resulted in policies and procedures unique to its functioning within the University of New England. This Handbook has pertinent information to the BSW program and describes resources and the policies and procedures particular to the School of Social Work and the University of New England (UNE). The UNE *Student Handbook* provides additional information pertaining to the operations of the University with policies governing issues and areas not covered here. All UNE social work students should be familiar with both handbooks.

EQUAL OPPORTUNITY POLICY

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

NONSEXIST LANGUAGE POLICY

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

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

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[1] 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[2] 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.

1. "The process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society." 2013, World Bank Publication

References:
1. Inclusion Matters The Foundation for Shared Prosperity, World Bank 2013;
2. The Promotion of Social Inclusion, The Charity Commission, England and Wales, 2001; Australian Institute of Family Studies, 2011;
3. Dimensions of Social Inclusion and Exclusion In Yukon, Rachel Westfall, Senior Statistician, Yukon Bureau of Statistics., on behalf of the Office of Social Inclusion, Department of Health and Social, 2010.

SSW PROGRAM OBJECTIVES

Graduates of the UNE School of Social Work (SSW) will demonstrate knowledge, skills, and leadership in the following seven program objectives. Associated with each of these objectives are the competencies specified by our accrediting body, the Council of Social Work Education (insert website address here).

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

The University of New England Bachelor's in Social Work degree prepares generalist social work professionals for employment in an array of human service, mental health, and health care settings. BSW-prepared social workers acquire critical thinking and problem-solving skills to work effectively with a range of individuals and diverse populations. In addition, the program instills values that foster students' commitment to cultural and social responsibility and advocacy for social and economic justice. BSW graduates are committed to lifelong learning and to working in partnership with others to improve the quality of life for all people.

Experiential education is realized through two sequential Field Practicum courses; BSW 410 and BSW 440. Both courses provide 450 hours over two semesters in agency/organization settings.

BSW students participate in the undergraduate Westbrook College of Health Professions (WCHP) core curriculum in their freshman and sophomore years (See Below for Progression Plan). Formal BSW coursework begins in the spring of the sophomore year with the course SSW 200 Introduction to Social Work. Starting in the junior year, students enroll in core social work courses including Human Behavior and Social Work Theory I & II, Social Welfare Policy & Advocacy I & II, Research for Evidence-Based Practice, and Ethics in Social Work Practice. In the senior year, students enroll in Social Work Practice With Groups & Communities, Advanced Social Work Methods I & II, and are placed in community

organizations Field Practicums consisting of 2 consecutive semesters of supervised practice in approved settings such as youth programs, hospitals, mental health clinics, or schools, to name a few. Each semester includes 225 hours of professionally supervised field practice experience in conjunction with a field-integrating seminar.

BSW Curriculum Progression Plan

Fall 1 - Freshman		
English Composition	ENG 110	4
Intro to Psychology	PSY 105	3
General Biology	BIO 104	4
First Year Experience	IHS 130	3
University Undergraduate	ART	3
LAC (writing/math) if needed	3 credits	
Subtotal		17

Fall 2 - Sophomore		
Political Science Elective	PSC	3
Abnormal Psychology	PSY 205	3
Personal Health & Wellness	EXS 120	3
Ethics for Interprofessional Practice	IHS 310	3
University Undergraduate	SGA	3
Subtotal		15

Fall 3 - Junior		
Human Behavior & Social Work Theory I	SSW 300	3
Social Welfare Policy & Advocacy I	SSW 310	3
Health & Wellness in an Aging Society	HWOS 341	3
Advanced Studies Elective		3
Elective		3
Subtotal		15

Fall 4 - Senior		
SW Practice w/Groups & Communities	SSW 460	3
Advanced Social Work Methods I	SSW 400	3
Field Practicum & Seminar I	SSW 410	6
Elective		3
Subtotal		15

Spring 1 - Freshman		
Statistics	MAT 120	3
Introduction to Sociology	SOC 150	3
Speech	SPC 100	3
University Undergraduate	EXPLOR	3
Subtotal		12

Spring 2 - Sophomore		
Introduction to Social Work	SSW 200	3
Lifespan Development	PSY 250	3
Global Health	PUB 300	3
Macroeconomics	BUEC 203	3
Human Behavior Elective		3
Subtotal		15

Spring 3 - Junior		
Human Behavior & Social Work Theory II	SSW 320	3
Social Welfare Policy & Advocacy II	SSW 330	3
Research for Evidenced Base Practice	SSW 340	3
Ethics in Social Work Practice	SSW 350	3
Elective		3
Subtotal		15

Spring 4 - Senior		
Advanced Social Work Methods II	SSW 430	3
Field Practicum & Seminar II	SSW 440	7
Elective		3
Substance Abuse & Prevention	HWOS 434	3
Subtotal		16

TOTAL FOR DEGREE 120

EXPERIENTIAL LEARNING

Consistent with CSWE policy, the School of Social Work **does not** offer credit for "life experience" under any circumstance. Applicants may illustrate in their application essay how volunteer, work-related, or personal experiences contributed to their desire and qualifications to enter the social work field. Such information can be used to strengthen their essay but would not be considered for credit.

TRANSFER CREDIT

Courses completed at another accredited college can be transferred to this degree program. Transferred courses must be reasonably close in scope and content to the required courses offered at UNE in order to count as equivalent. Otherwise, some courses may transfer as general electives. All courses to be transferred must have been completed within a five year time frame. See Undergraduate Admissions for other restrictions applied.

Internal Transfer Students at the University of New England who are enrolled in another major or are undeclared may apply for admission into the Bachelors of Social Work by completing a change of major form and scheduling an interview with the BSW Program Director.

CURRICULUM

The curriculum provides WCHP core curriculum and generalist social work practice content (See BSW Degree Requirement and Progression Plan above). Courses in the curriculum for the social work major are organized to promote horizontal and vertical integration through a logical flow within and between required coursework. In addition to readiness to engage with course material, students are expected to bring relevant service learning and life experiences into the classroom to enrich the learning environment.

FIELD PLACEMENT

The School is committed to excellence and views BSW field education as intrinsic to that commitment. Supervised field practicums provide students with opportunities to apply classroom knowledge in their work with individuals, families, groups and communities leading to an enhanced understanding of generalist social work practice. Students gain evidence-based/informed knowledge and skills that promote relationships grounded in mutuality, compassion and dignity; support and enhance individual and collective self-determination; and influence social, economic and political systems supportive of human rights, resource access, and opportunities to achieve social inclusion.

To become an effective generalist social work practitioner, BSW students work directly with individuals, families, groups, organizations, and communities. They collaboratively engage at every client system level to define goals, assess needs, formulate plans, and develop interventions. The field practicum provides opportunities for experiential learning which complements didactic and interactive classroom learning. Field practicums are supervised by BSW or MSW field instructors who meet specific requirements aligned with CSWE and School of Social Work standards. Coursework and field practicums are well-aligned and reflect the Mission and Values of the School.

In their senior year, BSW students complete 450 hours of field practicum over 2 consecutive semesters typically for 16-17 hours weekly in their field practicum site. In addition to their 450 practicum hours, students participate in a weekly integrating seminar. The seminars are intentionally small to provide opportunities for in-depth discussion of field-related issues. Field education practicum are supported by classroom curriculum that is completed before or simultaneously with the field placements. Each student in a field practicum has a Field Seminar Instructor who is directly involved as a liaison to the fieldwork placement. Contact between the School and field instructors prioritized and maintained via field visits by phone, video, or in person at least once each semester, and more frequently, if necessary.

INDEPENDENT STUDY

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

ACADEMIC POLICIES

STUDENT ADVISING

The UNE School of Social Work views advising as an essential component of education to ensure students' academic and field success. Each student admitted to the BSW program is assigned a social work faculty advisor and in the junior year, a field planner. Students are required to meet with their BSW faculty advisors at the beginning and end of each semester to make sure their progression plan is on track. All faculty advisors are available to students through in-person appointments or by email, text, or phone. Faculty consults regularly with one another to monitor and assess ongoing student performance, motivation, and aptitude for social work practice.

Faculty advisors post scheduled office hours and welcome their advisees to contact them beyond scheduled advising meetings. Advisement includes:

- Orientation to the School
- Expectations of the BSW program
- Support and mentorship as a burgeoning social work professional
- Assistance with program planning
- Learning needs/accommodations (Student Access Center)
- Resource and referral (e. g. Counseling Services)
- Information about uniprofessional and interprofessional learning and service opportunities

Faculty advisors maintain contact with course instructors to monitor and assist with student academic performance, provide professional development, and serve on Educational Review Committees when academic performance or ethical conduct is in question.

In addition to the assigned Social Work faculty advisor, students can access the UNE Academic Advising Center which assists students in the early phases of their education (freshman and sophomore years) to determine, develop and implement realistic educational and career goals. The BSW program and its faculty advisors partner with UNE's Advising Center.

CHANGE OF ADVISORS

Although students are assigned academic advisors at the time of admission to the School of Social Work, if a student wishes to change to another academic advisor an Application for Change of Advisor must be completed and submitted to the Registrar's office. However, in some circumstances, a change of advisor may not be possible due to the number of advisees a faculty member currently has, other faculty workload demands or other professional or personal demands.

FIELD PLANNING AND ADVISING

Field faculty work closely with every BSW student to identify areas of fieldwork interest and to ensure that educational objectives are met in their choice of a field practicum. Students meet with field faculty at the beginning of Spring semester of their junior year to initiate the field planning process. Field faculty guide students through the field practicum selection process, answer questions regarding field policies, and assist students in managing problems that arise in field practicums and related matters.

Students are required to participate in a weekly integrating seminar course. Seminar instructors are the first source of support for any field-related problem. Seminar instructors arrange field visits to practicum sites with students and their field instructors at least once per semester to assess the fit of the placement, review student's progress, and to provide consultation and recommendations. Field faculty also meet with students and field instructors as needed when problems arise in the field practicum. Seminar instructors are responsible for assessing students' performance in field practicum and submitting the final grade (P/F) for students each semester.

ACADEMIC STANDARDS

ATTENDANCE AND PARTICIPATION:

BSW education is demanding and exacting. Students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Absences can and do occur, but students are expected to inform their instructors when they know they will be absent. The syllabi for each course clarifies expectations and requirements when absences occur.

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

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

NOTE: Fractional numeric grades are rounded at the discretion of the instructor

GRADE POINT AVERAGE (GPA):
Equivalent quality points assigned to grades are as follows:

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

Grade Standards:
Below are links to UNE's Policies and Regulations and the UNE Student Handbook:
UNE Academic Policy and Regulations for undergraduate students
UNE Student Handbook

In addition to the policies and regulations provided above, the BSW program policies are as follows:

1. Syllabi include course assessment and grading rubrics
2. Information pertaining to grading criteria, program progression policies, and grievance policies is included in both the School of Social Work BSW Student Handbook and the University Student Handbook. Students are strongly encouraged to review these prior to and during their orientation period, and as needed throughout their time at UNE. BSW academic advisors are responsible for reinforcing standards and helping students achieve academic success in their courses.
3. Students' academic standing is noted as follows:
   - The student who is attempting six credits or more and whose grade point average (GPA) for any semester falls below 1.70 or whose cumulative grade point average is below the minimum acceptable level is automatically placed on probation.
   - A student placed on academic probation will be granted one fall or spring semester or summer term to raise his/her cumulative GPA to the minimum acceptable level and will be required to achieve a minimum GPA of 1.70 for the semester.
   - Failure to meet both of these criteria results in automatic dismissal from the University for "academic deficiency".
4. A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity.
5. The minimum cumulative semester-end grade point averages are:

First Year - 1.70
Fall of Second Year - 1.70
Spring of Second Year - 1.80
Fall of Third Year - 1.80
Spring of Third Year - 1.90
Fall of Fourth Year - 1.90

NOTES: A minimum cumulative grade point average of 2.00 is required for graduation from UNE. Higher levels of minimum acceptable semester and/or cumulative GPA may be established by individual departments or academic programs. The BSW program benchmarks are listed in #6 below.

6. BSW Benchmarks: Students selecting the BSW program must meet certain benchmarks. Prerequisites for progressing into the core social work curriculum in the junior year include:

   - A "C" or better in Introduction to Psychology (PSY 105) and Introduction to Sociology (SOC 150)
   - A "C" or better in Introduction to Social Work (SSW 200)
   - Students will be given two chances to earn a "C" or better in the aforementioned required coursework.
   - Additionally, students must receive a C or better in the following courses to remain in the program: PSY 205 - Abnormal Psychology, PSY 250 - Lifespan Development, and PUB 300 - Global Health and all social work courses. Students will be given two chances to earn a C or better in the aforementioned required coursework.

   Contingent Conditions
   - Students admitted to the BSW program are assumed to be ready to undertake the core undergraduate curriculum. Advisors assigned to students may identify needs for remediation or other contingencies at which time they work with the students to address additional coursework that is needed.

7. A Comprehensive Student Review consisting of all BSW faculty occurs mid-semester and shortly before the end of the semester. The review is a venue for faculty to share academic concerns that have not yet reached probationary or dismissal criteria. Students are notified by a BSW faculty member when minor concerns are first noted. A Comprehensive Student Review is initiated when problems persist. A BSW faculty member notifies the student and student advisor/field planner of the circumstances that prompted the review and its time and date. Content and action steps are documented and shared with the student in writing and are reviewed by the BSW Program Director.
8. BSW students may have grievances regarding grades or other issues. A student grievance with a faculty member is first addressed directly with the faculty member. If a student is not satisfied after this meeting they can request a review by contacting the BSW Program Director (PD). The PD has the discretion to address the concern

directly, or to form a grievance committee. Questions about procedural options should be directed to the PD. Grievances or complaints about other aspects of the program may be brought to a faculty member or the PD by an individual student or through student class representatives. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the UNE Student Handbook.

ACADEMIC INTEGRITY POLICY OF THE UNIVERSITY OF NEW ENGLAND

"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:

- Cheating, copying, or the offering or receiving of unauthorized assistance or information.
- Fabrication or falsification of data, results, or sources for papers or reports.
- Actions that destroy or alter the work of another student.
- Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
- 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 WCHP Dean's office.

EXPECTATIONS FOR PROFESSIONAL BEHAVIOR:

The School of Social Work values professional behavior at all levels of practice - when students are in the field, service learning opportunities, and during exchanges in the classroom and in all UNE learning environments. Student professional behavior should embody the UNE SSW vision, mission, and values and the culture of the School.

It is expected that BSW students adhere to standards of professional behavior from the UNE Student Handbook, UNE's Student Conduct System and conduct themselves according to the NASW Code of Ethics (COE) which guides professional conduct of social workers and social work students regardless of their specific roles, responsibilities, and settings. Professional conduct according to the NASW COE includes respect for confidentiality and privacy, cultural awareness and respect for diversity; knowledge of professional boundaries and behaviors; and capacity to work collaboratively and treat colleagues with respect.

It is expected that BSW students will:

1. Read and agree to comply with the policies and procedures outlined in the UNE Student Handbook (pp. 14 – 21).
   - Content: Policies and procedures, including the University Conduct Code, which governs the conduct of all UNE students.
   - Context: Applies to all on-campus and UNE-sponsored off-campus activities, including service learning observations, generalist field practica, and community service.
2. Become familiar with our profession's Code of Ethics (including, but not limited to, NASW and IFSW), and to uphold these standards as well as standards for professional behavior in all relevant settings.
3. Embody the UNE SSW vision, mission, and values. (Please refer to page 3 of the UNE SSW Handbook for more details of the UNE SSW vision, mission, and values).
4. Adopt the following standards of professional behavior applicable to students across all health professions. UNE BSW students adopt the following standards of professional behavior applicable to students across all health professions. Students are expected to progressively develop these skills and abilities during their course of study and to endeavor to maintain these standards in all on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service. These specific professional behaviors include the demonstration of:
   - Communication Skills–communicate effectively and respectfully (i.e., verbal, non-verbal, electronically, reading, writing, and listening) for varied audiences and purposes. Communication should be timely, responsive to the requests of faculty, field instructors, peers, and to the School, College, and University as a whole. Students are expected to read all communications posted by the School of Social Work and are responsible for staying abreast of current and ongoing information pertinent to their roles as graduate and professional students.
   - Interpersonal Skills– interact effectively and respectfully with clients, families, colleagues, other healthcare professionals, and community members.
   - Cultural Sensitivity–show interest in and curiosity about different cultural perspectives/circumstances, practice respect, and acknowledge diversity.
   - Problem Solving– recognize and define problems and resolve conflicts respectfully.
   - Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
   - Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
   - Critical Thinking–question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from irrelevant information.
   - Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

- Commitment to Learning– self-directed learning and continually seek and apply new knowledge, behaviors, and skills.
- Health and Wellness – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in life balance.

Further, students are responsible for seeking clarification of any aspect of the UNE Student Conduct System.

They are responsible to reach out to their respective BSW program advisors to clarify or ask questions about professional conduct as it pertains to the NASW Code of Ethics and UNE Student Handbook. BSW students in field practicum are expected to familiarize themselves with the policies and procedures of host institutions and to act in accordance with those guidelines. Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.

ADDITIONAL PROCEDURES

CHANGE OF ENROLLMENT STATUS (REQUESTS FOR LEAVE OR WITHDRAWAL)

1. Leave of Absence (LOA): An LOA can be recommended by the SDC or Academic Advisor or be initiated as a student request. Students who desire to request a LOA are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, the LOA form is completed by the student, signed by the Advisor, and submitted to the Program Director, who has final approval. Leaves of absence can be requested for academic, medical or other personal reasons, and are ordinarily granted for a period not to exceed one year. The petition form is available at: http://www.une.edu/registrar/upload/leaveabsence.pdf). Forms should be typed. Handwritten forms may be returned.
2. 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 business or financial aid office for more information.
3. Withdrawal: Students wishing to withdraw for any circumstance must complete the required University Withdrawal Form . Official withdrawal also requires approval by the Program Director. Forms should be typed. Handwritten forms may be returned.
4. Dismissal from BSW Program: If a dismissal is determined, an email and certified letter will be sent from the BSW Program Director informing the student that they have been dismissed from the BSW program. A copy will be sent to the administrative assistant who will save the correspondence in the student's electronic

file. Students have a right to appeal dismissal from the BSW Program to the Dean of the Westbrook College of Health Professions.

APPEALS, GRIEVANCES, AND COMPLAINTS OTHER THAN ACADEMIC PROGRESSION

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

SUPPORT/REMEDIATION/LEARNING ASSISTANCE

STUDENT ACCESS CENTER (FORMERLY OFFICE OF DISABILITIES)

UNE seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Any student eligible for academic accommodations due to a documented disability is encouraged to speak with the professor in a timely manner. Registration with UNE Student Access is required before accommodation requests can be granted. Student Access on the Portland campus is located in the lower level of Ginn Hall and may be reached by calling 221-4418. Student Access on the Biddeford campus is located in the lower level of Stella Maris Room 131 and may be reached by calling 602-2815. http://www.une.edu/studentlife/student-access-center

STUDENT ACADEMIC SUCCESS CENTER

The University stresses its responsibility to help students acquire and develop the arts of learning, reading, studying, writing, reasoning, problem solving, and calculating.

Use of these skills is incorporated into the BSW curriculum progression. The Student Academic Success Center on the Biddeford campus is charged with teaching specific learning skills to students. The goal of the SASC is to maximize students' academic success by helping them become confident, independent learns with a solid foundation of basic skills.

The SASC offers several types of programs:

- formal courses in mathematics, writing, and other subjects
- individual academic counseling
- skills workshops
- tutoring services

Each semester, SASC offers a series of workshops designed to improve academic performance and, for freshmen, to aid adjustment to new academic demands. Topics of workshops may include:

- Time Management
- Reading Textbooks
- Taking Lecture Notes
- Memorizing and Applying Information
- Managing Stress
- Working in Small Groups
- Understanding Your Learning Style
- Giving Oral Reports
- Taking Tests

STUDENT POLICIES

GUIDELINES FOR INFORMATION SHARING

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

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Confidentiality within academic settings, i.e., classes, is subject to the following considerations:

1. Discussion of issues within the classroom relates to education and critical analysis – this may include issues in agencies, communities, within the School, and the like. There is no confidentiality in these situations.
2. Confidentiality in classroom discussions is not a condition to be imposed by an instructor, nor should it be associated with confidentiality as in a therapeutic relationship.
3. It should also be acknowledged that students with a disability have the option to record classroom sections rather than use traditional note-taking methods. Students and instructors alike need to be aware of this when revealing confidential information. It may be necessary to turn off a recording device during that session, or students may choose not to disclose confidential information during a taped class.

SOCIAL MEDIA

Facebook, Snapchat, Instagram and other social media sites provide a forum for students to connect, network, and support each other. It is not surprising that social workers are drawn to using this mode of communication!

Here are some "ground rules" for appropriate and professional use of social media established by our School.

1. Take time to explore the Google Doc – "Social Media and Professionalism" prepared by our Reference and Instructor Librarians, Roberta (Bobby) Gray and Beth Dyer by clicking here (http://bit.ly/1A1ixhp).
2. Please refer to the NASW Code of Ethics to guide your communication on Facebook, Snapchat, Instagram or other social media with your peers and future colleagues.
3. Information posted online is part of the public domain and is a reflection of how you conduct yourself in the professional social work arena. We expect our students to conduct themselves professionally at all times.
4. Posting of other student's work without permission may have legal implications and can be experienced by others as disrespectful and unprofessional.
5. Anything you write in an email, text, tweet, or share on social media sites is stored electronically, out of your control and can be copied or distributed without your prior knowledge, or subpoenaed for legal cause.
6. Discussion specifically calling out your peers, instructors, and administrators can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the

professional social work arena and is not consistent with our school policies or the NASW code of ethics.

7. Interpretation, questions or the need for clarification of course materials and syllabi should be directed to instructors for clarification.

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

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

ACADEMIC AND DISCIPLINARY APPEALS POLICY
Please consult the UNE Student Handbook: UNE *Student Handbook*.

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