

UNIVERSITY OF NEW HAMPSHIRE

DEPARTMENT OF SOCIAL WORK

BS IN SOCIAL WORK POLICY MANUAL



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DEPARTMENT OF SOCIAL WORK

The Department of Social Work's undergraduate program offers both a major and a minor in social work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the liberal arts and in the knowledge, skills and value base of social work. Through the mastery of core competencies, social work graduates apply their education working with diverse individuals, families, groups, organizations and communities. In addition, the program prepares qualified students to pursue graduate education in schools of social work and graduate programs in other human service fields.

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in- environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the creation of conditions that realization of 14 human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (CSWE, 2022, p.14)

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and meets rigorous academic standards in retaining accreditation. Social Work majors pursue a program that encompasses the professional social work foundation of social welfare policy and services, social work practice, human behavior in the social environment, and research. Course content on theories and practice models that inform intervention, values and ethics, human rights and social, economic and environmental justice are integrated throughout the curriculum.

To connect the theoretical and conceptual contribution of the classroom with the work world, students must complete 40 human service hours prior to their entering the semester in which they apply to field (for most students this will be fall of their junior year; for a few it will be senior fall). These experiences must be post high school, approved by their faculty advisor and documented with a signed note attesting to the hours and activities engaged in at the program/agency. This documentation will be maintained in the student file. In addition, students will complete a 450 -hour social work internship over two terms during the senior year. The senior internship placement in the final year of the baccalaureate program is arranged between the student and the field education coordinator. Evaluation of this senior internship placement is one tool that measures student achievement of program competencies. In compliance with CSWE accreditation standards, the BSSW program does not grant social work course credit for life experience or for previous work experience.

Development and implementation of the undergraduate curriculum is directed by the Accreditation Standards of the Council on Social Work Education. The Educational Policy and Accreditation Standards (EPAS) identify nine core competencies that all social work program alumni should demonstrate. The competencies are as follows:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Access Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(CSWE, 2022, p.8-13)

A copy of the Educational Policy and Accreditation Standards can be accessed at:
[https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-\(EPAS\).pdf](https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf)

Social Work majors earn a B.S. in social work. Graduates are eligible for practice in a variety of social work settings throughout the United States. In addition, qualified graduates may be eligible for advanced standing in MSW programs At UNH and throughout the country.

Mission of the Undergraduate Social Work Program

The mission of the Undergraduate Program of Social Work at the University of New Hampshire is to educate baccalaureate students for generalist professional social work practice that is responsive to the social welfare and social service needs of the people of New Hampshire, the New England region and beyond. Consistent with the overall purposes of the profession, the program educates social work students to work effectively with diverse individuals, families, groups, organizations, and communities to optimize human potential for productive participation in society. Specifically, students in the baccalaureate program are educated for:

1. Practice that is social systems and client/environment oriented.
2. Practice with a strengths-empowerment perspective toward the achievement of social, economic, and environmental justice.
3. Practice that is sensitive and responsive to diversity and limitations on human rights.
4. Practice that is knowledge and research-based.
5. Practice that seeks to reduce poverty and improve the quality of life for all, domestically and globally.

Explanation of Social Work Mission Directives

The following program directives link the underlying philosophy of the program with the purposes and values of social work and the Core Competencies as outlined by CSWE.

Specifically, the program emphasizes the following:

- **Practice that is social systems and client/environment oriented:** Social Work professionals must be knowledgeable about systems and interrelated aspects of the environment to work for constructive change.
- **Practice with a strengths-empowerment perspective toward the achievement of social, economic and environmental justice:** practice must be flexible and responsive to strengths and recognize the dignity and integrity of individuals, families, groups and communities. People must be partners in designing the focus of services and, ultimately, the solutions that lead to greater health and independence.
- **Practice that is sensitive and responsive to diversity and human rights:** To be effective, social work practice must be broad-based and flexible. Practitioners must consider a multiplicity of factors inherent in understanding behavior and creating change including age, income level, gender, ability, education, sexual preference, marital or job status, cultural and ethnic heritage and other factors. Social workers must possess knowledge, values and skills to identify, accept and interact with a wide range of factors in order to meet the needs of the people served.
- **Practice that is knowledge and research based:** Social work practice must be solidly based on knowledge and research from social work and related fields. Furthermore, as practitioners, social workers must learn to develop and disseminate new knowledge.
- **Education for practice that seeks to eliminate poverty and improve the quality of life for all:** Quality of life is a measure of the well-being felt by an individual, group, or community. Understanding quality of life issues is critical for effective social work practice.

Baccalaureate Program Goals

BSSW program goals were developed to respond to the social welfare and social service needs of the State of New Hampshire and the region. BSSW goals are also shaped by the 2022 EPAS and are as follows:

1. To provide quality education to prepare graduates for entry-level generalist practice consistent with the purposes of the social work profession,
2. To prepare graduates with the knowledge, values, skills and cognitive and affective processes for effective generalist practice with client systems of all sizes and types.
3. To prepare graduates to practice with diverse populations,

4. To prepare graduates knowledgeable about the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change,
5. To prepare graduates for practice consistent with the values and ethics of the profession.
6. To prepare those seeking graduate education in social work or related human service fields with a solid foundation,
7. To prepare graduates for career-long professional growth and development.

DEPARTMENT ADMINISTRATION

The Department of Social Work is administered by the Department Chairperson with six program administrators reporting to the chair: Associate Chair, BSSW Program Director, MSW Program Director, MSW Program Coordinator-Durham Option, MSW Admissions Coordinator, MSW Internship Director, and BSSW Internship Coordinator. These seven individuals comprise the Departmental Administrative Team for overall administration of the department and its programs.

There are 13 department committees that study program issues/challenges, research solutions and recommend action to the faculty as a whole. There are student representative positions on all committees except for the MSW Admissions and Promotion and Tenure Committees. Students interested in serving on one or more of these committees should contact the Undergraduate Program Director or the Student Organization of Social Work (SOSW). Following is a brief summary of the activities of these committees:

New in 2024: BSSW Student Advisory Committee: This committee is co-chaired by the Program Director and 1-2 undergraduate students. The committee meets monthly to discuss student ideas and concerns. Such topics could include ideas for program electives, when courses are offered, and proposed curricula changes. Students from across the program are encouraged to take part in advisory committee meetings.

Committee on Ethnic, Racial and Gender Equity (CERGE): To promote Racial/Ethnic and Gender Equity through advancing changes in departmental culture, ongoing curriculum review, and ongoing training and support of all faculty, staff, and students. Meetings are generally scheduled once a month.

Curriculum Committee: This committee is responsible for program compliance with the CSWE Educational Policy and Accreditation Standards through periodic review of program mission, goals, outcome data, syllabi and texts. This committee also reviews new course proposals and program curricula changes. Meetings are generally at least three times a semester and generally occur via ZOOM.

Department Academic Standards Committee

This committee reviews and makes decisions regarding all requests made by either faculty or students for variance in department academic affairs policy. It meets on an as

needed basis- some years it rarely meets; other years it is quite busy. It also serves as the Department Appeals Committee for student grievances or in case of termination of social work student status for professional incompetence, behavior or ethical conduct or academic issues. The committee is made up on the BSSW and MSW Program Directors, three faculty members, undergraduate student representative and graduate student representative.

Department Advisory Council: Comprised of members of the professional social work community and allies, this committee advises the Department Chair and Program Directors on issues affecting or potentially affecting achievements of the department's mission, and goal. The Advisory Board meets four times during the academic year from 9-10:30am on Fridays.

Faculty Meeting: The faculty meets semi-monthly during the academic year Thursdays from 12:40- 2:00 pm. Both an undergraduate and graduate student representative have a seat on this governing body.

Internship Advisory Council: The purpose of this committee is to involve agency field instructors, students and faculty in developing and maintaining quality social work field experiences for baccalaureate and MWS students. This committee meets approximately two times a year and is comprised of a representative group of field instructors and student representatives.

HBSE Content Area Committee: The Human Behavior and Social Environment meets on an as needed basis, usually about twice a semester to discuss and revise HBSE content in the BSSW and MSW programs.

MSW Admissions: This committee reviews and makes recommendation on admissions policies, procedures and criteria. Members of this committee also assist with the admission review process. Faculty only serves on this committee.

Policy Content Area Committee: The policy committee usually meets on a Tuesday or Thursday between 12:40- 2:00pm and meets at least 4 times a year. This committee assesses content, policies and outcomes of undergraduate and graduate policy/services courses, including changes in texts and focus and content.

Practice Content Area Committee: The purpose of this committee is to review the content and policies connected to all baccalaureate and MSW practice classes, including texts and changes in focus and content.

Promotion and/or Tenure: Faculty on this committee review material submitted by faculty being considered for promotion and/or tenure and make recommendations for or against Promotion and/or Tenure.

Research Content Area Committee: The Research Committee meets on an as needed basis, usually about twice a semester to discuss, review, and revise research course content.

Student representatives are actively sought for all committees except for the Promotion and Tenure and MSW Admissions committees.

Students interested in serving as a student representative on one of these committees should contact the Chair of the Student Organization of Social Work (mailbox in the department office) or the Undergraduate Program Director early in September of each academic year.

Social Work Department Anti-Racism Statement

Mission Statement

The UNH Department of Social Work is committed to the pursuit of social justice and dismantling systems of oppression through education, scholarship, research, and community outreach that foster the ongoing development of critical consciousness and steadfast engagement in reflective practice.

Anti-Oppressive Practice

The UNH Social Work Department strives to operate from an Anti-Oppressive Lens and promote Anti-Oppressive Practice (AOP) in both the classroom and in internship placements. Anti-Oppressive Practice (AOP) is one of the central social justice-oriented approaches in social work. It recognizes the structural origins of oppression and promotes social transformation by utilizing critical theories including feminist, Marxist, postmodernist, indigenous, poststructuralist, anti-colonial, and anti-racist theories, among others (Baines, 2011). More information can be found here: [Anti-Oppressive Practice \(AOP\) — Critically Infused Social Work \(criticallyinfusedsw.com\)](http://criticallyinfusedsw.com)

IDEA² Framework - UNH Department of Social Work ©

The IDEA² Framework is a living, active framework grounded in the principles of social justice, and is used to organize the way we demonstrate principles in social work. IDEA² is not designed to be finite or static, but to evolve with the ever-changing definitions that represent our unique social work populations. It is designed to be a stable framework that guides the curriculum of social work and social justice to ensure that students have the tools to engage in equitable practice across social work settings.

Inclusion requires us to ask the questions “Has everyone been heard? Has everyone been seen? “Is it a place that promotes belonging and acknowledges and seeks to minimize harm?” Inclusion is the active and intentional process of creating environments where individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization.

Diversity asks the question “Who’s in the room?” It insists that individuals holding different identities (i.e., age, class, race), are acknowledged and valued. Diversity means

difference across the mosaic of various social dimensions. These include, but are not limited to: age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex assigned at birth, sexual orientation, and tribal sovereign status. Diversity also recognizes and embraces the intersectional identities (define online) that individuals can hold.

Equity asks the question “Who is trying to get in the room, but cannot?” and “Whose presence in the room is under persistent threat of erasure?” Equity requires fair and just inclusion of all individuals. Equity exists when marginalized groups have equal access to opportunities, power, participation, and resources. Equity promotes justice and fairness in procedures, processes, practices, and policies. Actively addressing equity issues requires ongoing reflection and an understanding of the historical causes of outcome disparities in our society and action to remedy imbalances.

Antiracism asks the question “Whose culture is being ignored or marginalized?” and “What conditions are perpetuating white supremacy?” Antiracism is an active process of identifying, interrogating, and challenging racism and redistributing power in an equitable manner. This is done by changing policies and practices within systems and organizations, as well as critically evaluating the validity of one's own beliefs, values, assumptions, attitudes, behaviors, and understanding how an historically oppressive system may have influenced those values.

A person who practices anti-racism is someone who works to become aware of:

- How racism affects the lived experience of people of color and Indigenous people;
- How racism is woven into the fabric of society and used as a tool, historically and today, to systematically ignore, marginalize, and justify violence against and oppression of people of color, whether through individual attitudes, public rhetoric, or informally and formally through policies and practices within institutions.
- How we may be knowingly or unknowingly participating in and/or perpetuating racism through individual attitudes, actions, and inactions and what steps to take to eliminate related assumptions, attitudes, and behaviors.

Anti-oppression asks the question “Whose safety is being minimized and/or threatened?” “Whose ideas and cultural beliefs are not taken seriously?” and “Who is being exploited?” Oppression is a phenomenon that disempowers, marginalizes, silences, exploits, subordinates, and even eradicates certain individuals or social groups, to further empower and/or privilege the oppressing socially dominant group. In contrast, an anti-oppressive framework includes actions which provide equitable approaches and practices to actively challenge and ultimately upend systems of oppression.

IDEA2 Framework

Confidentiality and Mandatory Reporting of Sexual Violence or Harassment: The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's **Title IX Coordinator** (Bo Zarycky, Bo.Zarycky@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact SHARPP (Sexual Harassment & Rape Prevention Program) at (603) 862-7233/TTY (800) 735-2964. For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#) .

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or visit the CREO website. Anonymous reports may be submitted.

CURRICULUM

The Department of Social Work offers a major course of study which leads to a Bachelor of Science degree. It is an accredited program, based on standards established by the national accreditation board, the Council on Social Work Education. As such, the program:

- 1) Satisfies requirements for a Bachelor of Science degree in the College of Health and Human Services;
- 2) Provides content in the areas of:
 - a) ethical and professional behavior;
 - b) antiracism and anti-oppressive practice;
 - c) advancing human rights and social, economic and environmental justice;
 - d) practice-informed research and research-informed practice;
 - e) policy practice;
 - f) engagement, assessment, intervention and evaluation of practice with individuals, families, groups, organizations and communities.
- 3) Provides an educationally-directed internship experience, as the Capstone requirement.

Academic Program

Social Work majors are required to take thirteen major courses: SW 424, 501, 525, 550, 551, 622, 623, 625, 630, 740, 740A, 741 and 741A. Student must maintain a C or higher in these required courses. In addition, students are expected to complete three courses

from the disciplines of anthropology/sociology and human biology, and one from a group of courses addressing diversity. The determination of which course to take within these categories is made by the student, in consultation with the student's advisor, from an approved departmental list. Many of these liberal arts foundation courses may also fulfill Discovery requirements. Social Work students are required to complete 40 human service hours post High School and before applying for their senior internship (generally the fall they are enrolled in SW 622).

Students wishing to minor in Social Work are required to take SW 424, SW 525 and any three other courses offered by the department, excluding SW 740/740A and SW 741/741A. Students interested in either a major or minor in Social Work should consult with the Undergraduate Program Director, Gretchen Bean in Pettee Hall, room 241, (603)862-4551, or via email at gretchen.bean@unh.edu.

Major Requirements

Students majoring in Social Work must complete major as well as University Discovery requirements for the Bachelor of Science degree described in the Undergraduate Catalogue at the time of their admission to UNH. In addition, students must complete three distribution requirements in identified disciplines and forty hours of human service as approved by the students' advisor. Following are the thirteen required major courses in the BSSW Program:

SW 424 ***Introduction to Social Work*** (*Offered Fall and Spring*)

Introduces the learner to the field of social work with emphasis on the "person-in-environment" and attention to a range of practice approaches to understanding and assisting of the human condition. An overview of the history, values, and ethics of the profession. Includes various fields of practice in which social workers are employed. Includes various fields of practice in which social workers are employed. 4 credits.

SW 501 ***Research Methods in Social Work*** (*offered Fall and Spring*).

This course introduces students to practitioner-researcher role in social work. The class includes critical evaluation of, and introduction to research including project design, survey and evaluative methodologies. The course introduces students to statistics used in research process. Each student completes an individual research project. Satisfies Discovery requirements for Social Science and Inquiry. Writing Intensive. 4 credits.

SW 525 ***Introduction to Social Welfare Policy: History of Social and Economic Justice*** (*Offered Fall and Spring, and generally offered in JTerm and Summer*)

An overview of the history and current status of social welfare policy in the United States. Considers the origins, development, and analysis of significant policies, values, attitudes and other issues related to the social welfare system and the delivery of service.

Focuses on policy analysis from a social and economic justice perspective. Satisfies Discovery requirements for Historical Perspectives. 4 credits.

SW 550 ***Human Behavior and Social Environment I (Offered Fall only) ****

Introduces human behavior and development as it influences and is influenced by multiple factors in the social environment, including individual genetic and biological composition, race, gender, age, socioeconomic status, ethnicity, geographic location, physical appearance, and ability. How these factors operate throughout the life cycle. Provides a knowledge base and perspective to understand a client's behavior, attitude, and values in relation to the attitudes and values of the social work professional and the larger society. Satisfies Discovery requirement for Social Science. 4 credits.

SW 551 ***Human Behavior and Social Environment II (Offered Spring only)***

Agents of socialization that most significantly affect family, group, and organizational development and behavior within an ecosystems framework. Particular attention is paid to the influence of class, gender, race, ethnicity, religion, age, sexual orientation and other aspects of diversity on development and behavior of larger systems. Satisfies Discovery requirement for Social Science. 4 credits.

SW 622 ***Social Work Practice: Interventions with Individuals and Families (Offered Fall only)***

Introduces methods and practice. Basic principles, values, and ethics, interviewing skills, problem assessment, and contracting of social work practice with individuals and families are studied. Skills training in lab sessions. Prerequisite: SW 424 with a minimum grade of C or permission of instructor. Must have junior or senior status. Writing Intensive. 4 credits. Open to minors on a space available basis only.

SW 623 ***Social Work Practice II: Interventions with Groups, Organizations and Communities (Offered Spring only)***

Continuation of SW 622. Delineation and study of intervention and change strategies differentiated with individuals, groups, and communities. Prerequisite: SW 622 and SW 424 with minimum grades of C. Writing intensive. 4 credits. Open to minors on a space available basis only.

SW 625 ***Social Welfare Policy in a Global Context (Offered Spring only)***

Builds on the curricular content covered in Introduction to Social Welfare Policy (SW 525). Both courses view social welfare policy as the framework from which social work services are developed and delivered. This course examines the macroeconomic context for policy analysis and advocacy and integrates policy and practice through student research and analysis of specific social problems. Policymaking is analyzed in legislative, community, organizational, and global environments emphasizing advocacy in the pursuit of social and economic justice. Prerequisite: SW 424 and SW 525 with

minimum grades of C. Must have junior or senior status. Open to minors on a space available basis only. 4 credits.

SW 630 *Race Equity in Health and Human Services*

The course will explore the social construction of individual and group racial and ethnic identities and their relationship to oppression, prejudice, discrimination, and powerlessness in social and interpersonal contexts and their impact on individuals, families, groups, organizations and communities. Students will have an opportunity to examine their own experiences of both privilege and oppression. Students will learn to critically examine theories, concepts, and models of practice for racial and cultural bias. Registration approval required.

SW 740 *Social Work Field Experience I (Offered Fall and Spring)*

Majors are placed in a social welfare setting for a minimum of 225 hours; individual arrangements with faculty coordinate. (No credit toward a minor). Must have senior status (90+ earned credit hours). Prerequisite: SW 622 with a minimum grade of C and permission. Co-requisite: SW 740A. Special Fee. (Not open to minors). 4 credits. Cr/F.

SW 740A *Social Work Field Experience I: Seminar*

This weekly seminar, held concurrently with Social Welfare Experience I, integrates the internship experience with social work theory and concepts learned throughout the curriculum by class discussion, exercises, readings and written assignments. Seminar I provides an opportunity for orientation to the internship placement, an overview of internship requirements, review of the NASW Code of Ethics, and use of small group discussion for problem solving. Students learn to use supervision effectively, to participate in the helping process, and to manage their own stress. Students learn to assess the impact of policy on the client system, agency and worker and to use research to inform practice. Pre-requisite: SW 622 with a minimum grade of C and permission. Co-requisite: SW 740. 4 credits.

SW 741 *Social Work Field Experience II (Offered Spring and Summer)*

A continuation of SW 740 with a minimum of 225 hours required in this term. Must have senior status. Prerequisite: SW 740/740A with minimum grades of C. Co-requisite: SW 741A. Special fee. Capstone Designation. 4 credits. Cr/F.

SW 741A *Social Work Field Experience II: Seminar*

This is a continuation of Social Welfare Internship Experience I: SW 740A and builds upon the concepts presented in the student's first internship practice seminar. This seminar meets weekly for two and a half hours and is held concurrently with the internship placement. It is designed to integrate the internship experience with social

work concepts through class discussion, reading and written assignments. Topics include but are not limited to, understanding and using agency structure to enhance client interactions, preparing client assessment and other documents, enhancing the client-worker therapeutic interaction, effective use of supervision, effective use of self in practice, prevention of burn-out, termination with clients and with agency staff, and values and ethics. This is the Capstone course in the curriculum. Pre-requisite: SW 740/SW 740A with minimum grades of C. Co-requisite: SW 741. 4 credits.

NOTE:

The Department of Social Work does not grant social work course credit for life experience or previous work experience.

*Students who have successfully completed FS 525 with a C or better PRIOR to admission to the social work department, may waive SW 550 assuming appropriate life span content is covered.

**Students who have successfully completed with a C or better, Psych 502 or Soc 601, may waive SW 501 but may need to take a 1 credit Independent Study (SW 795) with one of the SW research faculty during their first year in the program.

Distribution Requirements

To insure a solid liberal arts foundation, all Social Work majors are required to take one course from each of the following three subject areas. Courses marked with an asterisk (*) will also fulfill general education requirements or Discovery requirements for a baccalaureate degree. Students, in consultation with their advisor, may petition to substitute other relevant courses not included on the lists below.

ANTHROPOLOGY or SOCIOLOGY (Choose One)
ANTH *411 Global Perspectives on the Human Condition: An Introduction to Anthropology
ANTH *500 Peoples and Cultures of the World
SOC *400 Intro to Sociology
SOC *515 Introductory Criminology
SOC *520 Family
SOC*525 Juvenile Crime and Delinquency
SOC 535 Homicide
HUMAN BIOLOGY (Choose one)
ZOOL *401 Human Biology (offered bi-annually in spring)
BMS *507 Human Anatomy and Physiology I (offered fall or summer)
BMS *508 Human Anatomy and Physiology II
DIVERSITY REQUIREMENT (Choose 1)
ANTH 625 Sexuality in Cross-Cultural Perspectives

CMN 567 Gender, Race, and Class in the Media
ENGL #549 In the Groove: African American Music as Literature
ENG 550 Introduction to the Literature and Culture of Race
SW/GERO 500 I'm Old, So What! An introduction to aging in the United States
HIST 440A Martin Luther King, Jr., and the Struggle for Racial Justice
HIST 505 African American History
HIST 532 Modern Latin America
INCO 505A Becoming a Problem Solver
PHIL 510 Philosophy and Feminism
RMP 444A Taking the "Dis" out of Disability
SOC 645 Class, Status and Power
SOC 745 Race, Ethnicity, and Inequality
SW 660 Exploring Issues in Housing and Homelessness
SW 715 Affirming Practice with Lesbian, Gay, Bisexual, Transgender, Queer+ People
WS 401 Introduction to Women's Studies
WS 405 Gender, Power and Privilege
WS #444 Trans/Forming Gender
WS 444A Race Matters
WS 632 Feminist Thought

Social Work Electives

SW 500 *I'm Old, So What! An Introduction to Aging in the United States*

This is the first of two mandatory courses for the GERO Minor, but any student may take it as an elective. It introduces the learner to the field of gerontology (the study of how people age). It explores the biological, psychosocial, and cognitive changes within the context of society. The history of ageism and its influence on how it has affected the individual, families, and society is presented. The range of independence among older people is examined. Various disciplines that work within the field of gerontology are reviewed. Lectures, novels, films and guest speakers help to examine growing old in the U.S. 4 credits.

SW 565 *Introduction to Child Life*

When facing acute, chronic, or life-threatening illness and traumatic injuries, children and families have unique needs within the medical system. The purpose of this course is to provide an introduction to the theory and practice of the child life profession and family centered care. Topics include children's emotional reactions to hospitalization, use of play, preparation, and family support, designing healing environments, and specializations within the field. 4 credits.

SW 611 ***Behavioral Health and Wellbeing***

This course provides an overview of behavioral health and wellbeing through a social justice lens. While students will learn about the traditional approach to behavioral health including the diagnosis and assessment of “mental illness”, they will also explore contemporary perspectives that view our behavioral health as inseparable from our bodies, families, communities, and other social determinants of health. 4 credits.

SW 660 ***Exploring Issues in Housing and Homelessness***

This course examines the meaning we attach to shelter in our society, and will examine multiple perspectives on the issues of housing and homelessness. The course will begin with a macro perspective and will draw on economic, humanistic, and historical perspectives to respond to this question, is housing a right? Students will also examine community development approaches to housing and their neighborhood effects. The course will conclude with an in-depth look at the complexities of homelessness. 4 credits.

SW 697 ***Special Topics in Social Welfare***

Seminar for advanced majors. Topics may include: Alcohol and Alcoholism, Drugs and Chemical Dependency, Income Maintenance, Health Care, Child Welfare, Aging, Mental Health, or Developmental Disabilities. or study travel experiences. May be repeated for different topics. May be repeated up to 1 time. 4 credits.

SW 702 ***Aging and Society***

This course is designed to formalize students with biological, psychological, and sociological perspectives of aging and social services and policies for older people. This course covers a broad range of theories and contemporary issues in the field of aging. It also focuses on the strengths and limitations of existing programs and policies such as Social Security, Medicare, Medicaid, Supplemental Security Income, and other community services. Comparisons to developments in other countries will be made throughout the course to provide a broader context for understanding aging and programs/policies in the U.S. 4 credits.

SW 704 ***Adolescents with Emotional and Behavioral Challenges***

This course focuses on the characteristics and needs of youth with emotional and behavioral challenges based upon socio-cultural and ecological theories, and provides exposure to family- and youth-driven practices and approaches that represent System of Care values and principles. 4 credits.

SW 705 ***Child and Adolescent Risks and Resiliency: Program, Policy and Practice***

Examination of the major policy and program questions of child welfare with a focus on child care and protection, adoption and foster care, juvenile delinquency, service delivery, and concepts of treatment in public and private programs. 4 credits.

SW 707 *Child Maltreatment*

This course introduces students to advanced concepts in child welfare with an emphasis on child maltreatment assessment and child protective services. The course addresses emerging assessment practices, data informed child protective service provision, the role of technology in child welfare practice, and workforce development. 4 credits.

SW #710 *Social Work and the Digital Age*

This course focuses on the ever-changing landscape of technology as it relates to the Social Work field. Students will explore topics such as telehealth, online communities, assistive technology as well as digital advocacy. Ethical implications of the integration of technology into Social Work will be explored throughout the course. Students will work independently or collaboratively at a distance to create a multi-media project focused on a topic of interest within Digital Social Work. 4 credits.

SW 712 *Understanding Developmental Disabilities*

Analysis of the complex social contexts of people with developmental disabilities. Explores and questions traditional approaches and the current system. Examines family and community services and resources. Prerequisite: Junior or senior status or permission. 4 credits.

SW 713 *School Social Work*

The course examines the school as a social institution that serves to educate and socialize children into US society and the role of the social worker in the school setting. Readings, activities, and discussions provide practical skills and theory for school social work practice. The course content addresses the history of school social work integrating social work values into a school setting, systemic needs within school settings, the importance of networking and professional collaboration, and working with diverse and at-risk youth and their families. Students also examine the role of school social workers in helping students, schools and families adjust to and cope with trauma, special education needs, and related topics. Prerequisite: Junior or senior status or permission. 4 credits.

SW 715 *Affirming Practice with Lesbian, Gay, Bisexual, Transgender, Queer+ People*

This course addresses the task of clinical practice with lesbian, gay, bisexual, transgender, queer, questioning, asexual, intersex, two-spirit, genderqueer, pansexual, and beyond (LGBTQ+) people on both personal and professional levels for the social worker. The class makes use of personal narratives, as well as theoretical and clinical practice readings. Students are expected to explore and examine their own attitudes, beliefs, and assumptions about LGBTQ+ people. 4 credits.

SW 721 ***International Social Work***

This course introduces the growing field of international social work. It addresses the impact of globalization on social work practice, provides an overview of the social work profession around the world, and considers current challenges and suggested ways social workers can contribute to solutions. Human rights and globalization are dominant themes underlying international social work and serve as unifying concepts for examining various global issues. The focus of the course is on global social issues with particular attention to human rights, development, racism, status of women and children, climate change, immigrants and refugees, HIV/AIDS, and aging populations. Linkages between international and domestic social work practice are emphasized, making the course relevant to all students and their future practice. 4 credits.

SW 770 ***Intimate Partner Violence***

This course examines intimate partner violence or domestic violence from its historic roots to the present. In accordance with an historical and contextual approach, the course examines theories that explain and describe the phenomenon, research that attempts to define it, as well as social policies, social movements, and intervention from a social work perspective. Intimate partner violence, cuts across ethnics, racial, and class boundaries and impedes a victim's wellbeing and social participation. 4 credits.

SW 785 ***Study Abroad: Comparative Social Welfare Systems***

Students examine the historical development of social welfare in another country including an analysis of the underlying values and attitudes that dictate practice and policy decisions. Includes agency site visits, lectures, themed readings, and visits to important cultural sites. Junior or Senior status. Special fee. 4 credits.

SW 795 ***Independent Study in Social Service***

Independent work under department faculty guidance. Enrollment by permission only through arrangement with specific faculty. May be repeated with a different focus to maximum of 8 credits. Prerequisite: 12 credit hours in Social Work or permission.

Variable 1-6 credits. Graded.

An Independent Study Contract is found as Appendix A.

SW 796 ***Independent Study: Teaching Assistantship***

Participating students provide leadership and supervision for small groups of social work majors in social work practice simulations. Student teaching assistants work closely with, and under the direction of, department faculty. May be repeated to a maximum of 8 credits. Prerequisite: Senior status, 16 hours in Social Work and permission. Variable 1-6 credits. Cr/F.

SW 797 *Special Topics in Social Welfare*

Seminar for advanced majors cross-listed with SW 897. Topics may include: alcohol and alcoholism, drugs and chemical dependency, income maintenance, health care, child welfare, aging, mental health, or developmental disabilities or study travel experiences. May be repeated for different topics. May be repeated for a maximum of 12 credits. 4 credits.

SW 798 *Undergraduate Thesis in Social Work*

Collaborating with a faculty adviser, students propose, develop, and implement a thesis research project for both oral and written presentation. The thesis must be a significant research project through which the student independently demonstrates their expertise in a specific topic area. Prerequisite: SW 601 with a minimum grade of D-. May be repeated for a maximum of 6 credits. Variable credits. 2-4 credits per semester; 6 credits total required over two semesters.

SW 798H *Honors Thesis*

Working with an assigned faculty adviser, students propose and develop a thesis project for both oral and written presentation before the end of the semester. 16 hours in social work coursework required. Requires admission to the SW Honors Program and permission. May be repeated for a maximum of 6 credits. Variable credits. 2-4 credits per semester; 6 credits total required over two semesters.

SW 799 *Senior Project*

Working with an assigned faculty adviser, students propose and develop a community project for both oral and written presentation during the senior year. Prerequisite: SW 601 with a minimum grade of C. No credit for students who have taken SW 799H. May be repeated for a maximum of 6 credits. May be repeated up to 3 times. Variable 1-6 credits.

SW 899H *Honors Project*

Working with an assigned faculty adviser, students propose and develop a community project for both oral and written presentation during the senior year. Admission to the SW Honors Program required. Prerequisite: SW 601 with a minimum grade of C. No credit for students who have taken SW 799. May be repeated for a maximum of 6 credits. May be repeated up to 3 times. Variable 1-6 credits.

Human Service Hours requirement

All social work majors are required to complete 40 hours of human service-related experience. Students may participate in multiple placement sites to complete the 40 hours, but one experience must be a minimum of 20 hours to promote a more in-depth and meaningful experience. This experience may be paid or volunteer, and must be approved by the student's faculty advisor. The service hours must be post -high school

and completed prior to applying for SW 740, which generally occurs the semester students are enrolled in SW 622. Numerous opportunities exist on campus for completion of these hours such as being a UNH resident assistant, peer educator at Health Services or advocate/educator for SHARPP as well as off campus opportunities such as working at homeless shelters, extended care facilities, or a food pantries. Experiences that do not qualify include clerical and janitorial support, retail sales, restaurant work and babysitting/nannyng.

Students should get approval from their advisors PRIOR to starting the experience and submit a note from their agency supervisor on agency letterhead or official email attesting to the hours given and the tasks engaged in with a written signature of the program/agency contact. These will be kept in the student's academic file, attached to a summary service record sheet. See Appendix D.

Minor Requirements

A student wishing to minor in Social Work must complete SW 424 and 525 and three other courses offered by the Department of Social Work excluding SW 740, 740A, 741, 741A. Interested students should contact Gretchen Bean, Pettee Hall, Rm. 241, (603) 862-4551, Gretchen.Bean@unh.edu.

Independent Study

Independent studies can be a useful way to pursue a particular body of knowledge or to gain experience in a practice area that may be unavailable in the general curriculum. Credit hours for an independent study are determined by the amount of work being undertaken and will be negotiated by the sponsoring faculty member and the student, with a final review by the Undergraduate Program Director. In all cases, documentation is required of all activities for the independent study.

Students interested in pursuing an independent study must submit an Independent Study Contract (Appendix A) to the Undergraduate Program Director, before the end of the add/drop date for the semester in which the student wishes to engage in the project. The proposal should include the name of the faculty sponsor; whose permission the student should secure before submitting the proposal. The Undergraduate Program Director will review all proposals to ensure that adequate faculty support/supervision is available for successful completion of the project. Review of proposals will pay particular attention to the number of credits being requested in relation to the amount of work being proposed. Students and sponsoring faculty must be careful to negotiate independent study projects that reflect the University standard for credit hours received for effort/work expended. Generally, one credit should equal about 3-4 hours/week of active work. Upon approval, the signed contract will be placed in the student's file.

Independent Study forms are also available on the Department website. Baccalaureate students are limited to 8 credits of independent study (SW 795 and/or SW 796) and,

generally, must be of either Junior or Senior status. The course number for independent study is SW 795: Independent Study in Social Service. Permission required.

International Opportunities

UNH Global, located in Conant Hall, room 310 offers an extensive library of international opportunities for UNH students. These programs include many that are UNH managed, such as the programs in Ghana, London or in Budapest, among others. There are hundreds of others including post baccalaureate fellowships, and research funding opportunities for work abroad. The Department of Social Work encourages students to take a semester abroad or through the domestic exchange program, to study in another part of our country to have a cross-cultural experience. Typically, the best semester to do this is fall or spring of the sophomore year, or spring junior year, although students who are double majoring or who have one or more minors or who entered the social work program late may have to adjust this schedule.

The website for the Center for International Education is: <https://www.unh.edu/global/>

In addition, the Department offers opportunities through SW 785 to enroll in a study/tour to learn about comparative social welfare policy and practice. Historically, this program has taken students to London, Glasgow and Edinburgh, Scotland and Dublin, Ireland/Belfast, Northern Ireland. More recently, students studied in Latvia and the Dominican Republic. These opportunities can be a wonderful way to gain some cross-cultural experience without having the expense and time commitment of a full semester. Generally, offered every other year.

SOCIAL WORK HONORS-IN-MAJOR PROGRAM

Social Work majors with a 3.5 overall GPA at the end of their sophomore year, qualify to participate in the Honors-in-major program. Requirements include: successful completion of any three of the 600- or 700-level social work courses. Students must also have successfully completed SW 501: Research methods. Students earning Honors-in-Major will also complete a 6-credit Honors research thesis or substantial project during the senior year.

Each of the above courses will include supplementary research, reading, and writing for honors students, as negotiated with the instructor. Students interested in this option, should thoroughly read the *Honors Program in Social Work* hand-out, available in the Department office or on our website.

In addition to the above three courses taken for honors, each program participant will successfully complete a 6-credit honors thesis or project over both semesters of their senior year. Thesis or project proposals should be submitted to the Honors Program Coordinator, Dr. Tarkington Newman, who, in consultation with the Department Chair, will assign a thesis advisor from the faculty.

STUDENT DEVELOPMENT:

ADMISSIONS, RETENTION AND TERMINATION

A. Procedures for Admission

The Department of Social Work seeks to enroll students:

- (1) with a proven record of academic achievement (as evidenced by grades) especially in critical thinking, writing, and oral expression;
- (2) who agree to follow the NASW Code of Ethics,
- (3) who have been active in their own community in some way to improve the overall quality of life for people around them.
- (4) If an internal transfer student, must maintain an overall University GPA of 2.0 or better and a prior semester GPA of at least 2.6.

To facilitate the enrollment of students who satisfy these criteria, the following Policy for Admission and Retention is employed by the Department of Social Work.

1. Internal Transfer Students

(students currently enrolled in a UNH Baccalaureate program who wish to declare a SW major).

The Department accepts new internal transfers through an application, interview, and review process. Applications are available on our website. Applications must be fully completed.

Applicants must have an interview with the Undergraduate Program Director to review their application upon submission of required materials. At this time, the NASW Code of Ethics will be reviewed. Students are expected to sign an agreement to adhere to the Code of Ethics in order for the application to receive further consideration. Any concerns or questions students have about this code should be discussed with the Undergraduate Program Director during admission or, if concerns arise after admission, with their academic advisor. Students are notified in writing of the department's decision within two weeks of completion of the application review.

To enter the SW major as an internal transfer, students must be a degree candidate in good academic standing, with a minimum prior semester GPA of 2.6 and a B or better in a prior SW course. Evidence of outstanding service or community involvement is also considered.

2. External Transfer and First Year Students

Upon admission to the University, the Social Work Department will confer with the student to evaluate possible major transfer credit. Credit from CSWE accredited social work programs will be accepted for like course(s) at UNH upon review and approval of the Undergraduate Program Director. Social Work courses taken at non-CSWE approved

programs will be considered only after careful examination of syllabus, course requirements, bibliographies, and instructor qualifications. On occasion, the Program Director will confer with faculty who teach in and are knowledgeable about core courses in the curriculum to decide to accept transfer credit for a UNH Department of SW core course. In all instances, external courses that are accepted are noted by in the initial academic plan created by the Program Director.

The Department does not grant social work course credit for life experience or previous work experience. Furthermore, credit is not awarded for work not accepted by the University Admissions office.

The NASW Code of Ethics will be reviewed with First year students during the Freshman Advisory class. External Transfer students are expected to sign the agreement form during their initial advising session with their academic advisor (Appendix B).

B. Retention

- 1. A minimum semester GPA** of 2.6 is required to maintain good academic standing within the SW major. This policy becomes effective immediately during the semester that the student declares the major. Majors are required to earn a “C” or better in all major courses.
- 2. Departmental Probation** occurs after one semester below a 2.6 GPA. Should a student then achieve a 2.6 GPA or above, during the probation semester, they will be returned to good academic standing within the Department.
- 3. Academic Exclusion** from the major occurs when a student earns a semester GPA below 2.6 for two consecutive semesters. Exclusion means that the student will not be allowed to enroll in any additional required major courses. A change in major is required.
- 4. First year students and External transfer students**, in their first semester are not subject to departmental academic probation for the first semester to allow for adjustment to university life. However, if the student does not attain the required 2.6 semester GPA at the end of the second semester, they will be placed on departmental probation.
- 5. Readmission following Exclusion:** Any student who has been excluded from the major because of two consecutive semesters below 2.6 may apply for readmission to the major upon submission of evidence of a semester (minimum 12 credit hours) GPA of 2.6 or above immediately preceding the readmission application.
- 6. Repeat Course Rule:** If a student fails to achieve the required "C" or better in Social Work major courses, they may repeat the course once to achieve success.

7. Academic Variance Petition Process: Social Work majors requesting an exception to the program's academic or student affairs policy must complete a written petition stating the reason the variance is being requested with an accompanying rationale. All petitions must include a statement from the student's advisor including the advisor's recommendation and must be submitted to the Undergraduate Program Director. The Academic Standards Committee will meet within two weeks of receiving the completed petition. Petitioning students will be informed in writing about the outcome of their petition within 14 days. A copy of the decision will be placed in the student's academic file. *It is expected that whenever possible, petitions will be handled by the Academic Standards Committee during the academic year. However, during the summer months, the Academic Standards Committee does not meet. In order to provide summer coverage the Department Chair in consultation with the Chair of the Academic Standards Committee shall appoint an ad hoc committee of three (3) members from among Department faculty who, acting with the authority of the Committee and with appropriate available consultation, shall adjudicate the matter and inform the student or faculty member of the decision. Generally this ad hoc committee will include the MSW program director, the BSW program or internship director, and one additional faculty member.* For any variance in policy, it is the student's responsibility to work with their academic advisor, (or another faculty member of their choice) to prepare a complete petition, including all supporting documentation. Petitions must be typed and submitted in a timely manner. If the petitioner is not satisfied with the decision of the Academic Standards Committee they may submit a written appeal to the Department Chair within two weeks of receiving the Academic Standards decision.

This petition can be found online at [undergraduate-petition-variance-academic-policy](#)

If the outcome of an appeal to the Department chair is unsatisfactory to the petitioner, they may then appeal to the Associate Dean of the College of Health and Human Services. This written appeal must be submitted to the Associate Dean within two weeks of receiving the Department Chair's decision.

C. Student Grievance

All members of the UNH Social Work community are encouraged to resolve conflicts informally and directly with the concerned party, in line with social work ethics and values. However, when this is not possible or has been unproductive, students are encouraged to talk with the Department Chairperson. The student may bring a support person of their choosing with them to the meeting but they are expected to speak for themselves during the meeting. The Department Chairperson will respond to the student grievance with their decision, if one is required, within two weeks of the meeting and will notify the student in writing. If no satisfactory outcome occurs, the student can then talk with the Dean of the College of Health and Human Services. Students are invited to

consult with their advisor or another faculty member of their choice when pursuing a grievance.

The Department follows the University Student Rights, Rules and Responsibilities manual for responding to student grievances. The full procedure is found at this link: <https://catalog.unh.edu/srrr/student-policies-regulations/grievance-procedures/>

D. Professional Competency and Ethical Behavior Issues

Upon admission into the social work program, students are expected to maintain academic integrity, professional conduct and ethical standards by adhering to the NASW Code of Ethics and the University of New Hampshire Student Rights, Rules, and Responsibilities. A clear understanding of behavior standards that demonstrate a commitment to the dignity and worth of all people is essential.

Beyond mastering a body of knowledge, social workers must possess and demonstrate professional values, skills and ethical principles. These values, skills and ethics are part of the social work academic enterprise. The NASW Code of Ethics is applicable to students of Social Work as well as professionals. Every new student in the program is expected to thoroughly review the Code of Ethics either during their admission process or during their first semester on campus and upon review, sign a statement agreeing to abide by the principles of this document. This statement is maintained in the student's file. All students are given a copy of the Code of Ethics during the admissions/orientation process that they are encouraged to bookmark. Additional copies are available from the Undergraduate Program Director, the student's academic advisor, and/or the department administrative assistant. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The [UNH Student Rights, Rules and Responsibilities](#) is distributed to all students via email. Students may request hard copies as well. This publication clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents. It can also be accessed electronically at: <https://catalog.unh.edu/srrr/>

Behavioral violations of the Codes of Conduct contained in either of these two documents may be grounds for termination from the social work program. Occasionally, students in the program do not meet or maintain appropriate levels of professional competence and ethical conduct. Whenever a faculty member becomes aware of such concerns, every effort is made to resolve the issue quickly and directly with the student. However, when informal discussion between faculty and student(s) is unproductive, faculty and/or field supervisors may recommend a student be excluded from the social work major.

Criteria for exclusion from the major includes, but is not limited to the following:

- 1) Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice as outlined in the NASW Code of Ethics and/or the UNH Student Rights, Rules and Responsibilities.
- 2) Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty, staff, or students (at school or internship placement).
- 3) Consistent failure to demonstrate effective interpersonal skills necessary for professional helping relationships (e.g. persistent judgmental or discriminatory behaviors or violations of client's rights to self-determination, boundary violations, etc.)
- 4) Consistent with the Americans with Disabilities Act, being unwilling to seek appropriate advice or counseling to address impairments that interfere with the students' ability to function as a social work major in the classroom or in the internship setting.
- 5) Internship termination from two different placements due to professional conduct, including attendance concerns (see internship manual for remediation process).

The Department of Social Work, consistent with the Americans with Disabilities Act, reserves the right to refuse to place or direct students in internship placement work if their physical or mental health status suggests such action is warranted to safeguard clients, agencies, the students themselves, other students or Department faculty and staff.

1. Process for Termination for Compelling Professional Behavior and Ethical Issues

Initially, it is the faculty advisor's role to address issues related to the question of a student's continuance in the Social Work Program. This discussion may also include another faculty member within the department who may be currently teaching the student. It is expected that many concerns of this nature will be resolved informally within the student/faculty relationship. Faculty involved in such discussions should document their meetings with students about issues of professional behavior and ethical issues. This documentation must include the date of the meeting, the stated concern, the intervention, and accompanying plan for monitoring agreed upon changes.

When there is no resolution or expected behavior change, the student or faculty move to the formal departmental grievance process. Following are the steps in this process:

- The concerned faculty member or student petitions the Department Academic Standards Committee (see description of responsibilities and membership on page 7) clearly stating the concern and relating the concern to the Program or Internship Policy Handbook, the NASW Code of Ethics and/or the UNH Student Rights, Rules and Responsibilities. The statement should include the recommendation of the petitioner. The petition should be given to the Undergraduate Program Director.
- *During the Academic year*, the Undergraduate Program Director will call a meeting of the Academic Standards committee within two weeks of receiving the petition. Students may prepare a written document in response to the faculty

petition, stating their view of the situation with any explanation they think would be helpful to the committee.

- *During the summer months*, when the Academic Standards Committee does not meet, petitions shall be forwarded to the Department Chair who, with two available faculty members shall form an ad hoc committee to act with the authority of the Academic Standards Committee to adjudicate the matter and inform the student and/or faculty member of the decision. Whenever possible, the two faculty members will be selected by the time of the last faculty meeting for that academic year.
- The petitioning party involved will be notified in writing when the meeting will be held to act on their petition. They will be invited to present their case to the committee and then will be asked to leave as the committee deliberates.
- Within two weeks of the above meeting, each party to the petition will be informed in writing about the outcome of the petition with a copy of the petition placed in the student's academic file. Occasionally, it may become necessary to extend this time frame for unusual circumstances such as committee members being away, University holidays or a need for additional information before acting on a given petition. In this case, all parties would be informed in writing of this situation with an expected time frame for resolution of the issue.
- If a student or faculty member is dissatisfied with the decision of the Academic Standards Committee, they may appeal in writing, to the Department Chair within two weeks of receiving the committee's decision. Further appeal may go to the Dean of the College of Health and Human Services and final appeal may be made to the office of the Provost and Executive Vice President for Academic Affairs.

E. Academic Advising

Each social work major is assigned a faculty advisor from among the core department faculty. It is the expectation of the department that students and advisors meet at least once every semester to review academic and professional development. Although it is ultimately the students' responsibility to ensure they have met all necessary requirements for graduation, advisors work closely with students to monitor progress

Students are encouraged to meet with advisors more often so that a relationship may develop to enhance the student's education. Advisors must be part of all academic planning, including study abroad, domestic exchange, and independent study options.

All advisors will use the information in the shared drive advising folder, student electronic folder, and degreeworks to assist students in their planning and will make conference notes in myWildcatSuccess after each advising meeting.

Students are advised to check their email daily and “like” our Facebook or Instagram page, and the BSSW Canvas site as news of department events and unique opportunities are sent to all undergraduates on a regular basis.

Successful advising requires that all parties be responsible for knowing the full range of University and Department requirements for graduation – both students and faculty!

F. Career Planning/Professional Advising

Students will discuss their career aspirations with faculty advisors during the regularly scheduled advising meetings. Discussing career options early in the educational process is encouraged so that faculty advisors can direct students to enriching opportunities that will help to prepare them for their career, such as summer fellowships, research opportunities, part-time employment, and professional development/conferences of interest. In addition, senior social work majors will devote a portion of SW 740A and 741A working on resumes and job interviewing skills, discussing graduate school options, and attending mandatory professional development programs offered by the department.

In addition, students are encouraged to use the CaPs – Career and Professional Services for resume, interviewing, and professional planning. The CaPS professional for CHHS is Riannon Nute (riannon.nute@unh.edu). Her office is located in the Dean's Suite in Hewitt Hall, room 267. She has extensive resources to help with your career plans including internships and jobs. Further information is found on the CaPS website: <https://www.unh.edu/career/>.

G. Student Organization of Social Work (SOSW)

The student organization of Social Work is run by and for students, with a common interest in the field of Social Work. The organization's goals include: (1) cultivating peer support, (2) exposing students to career options, (3) further understanding of the social work profession and (4) providing service and/or advocacy for those in need in the community. Meeting times vary by the semester – watch emails for notices! All students are encouraged to participate as much as their schedules allow! The current faculty advisor is Professor Will Lusenhop.

H. Phi Alpha Honors Society

The Purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Applications are sent out mid-fall with eligibility guidelines.

I. Title IV-E program: Child Welfare

Juniors may apply for a Title IV-E scholarship for their senior year. This scholarship pays in-state tuition and a \$3000 stipend to social work majors committed to working in child welfare. Deadline for applications are generally March 1. The social work senior field internship is completed at a child welfare agency and upon graduation the student is committed to working for DCYF for two years. Interested students should contact the Title IV-E coordinator, Christie Davis via email at christie.davis@unh.edu or phone (862-2704).

Title IV-E Child Welfare Program Application

J. BSW Licensing Laws in New Hampshire and regionally

Currently, New Hampshire does not require licensing for most baccalaureate level practitioners. Maine and Massachusetts, two adjoining states where students may seek employment after graduation do have licensing for workers at this educational level. In Maine and Massachusetts, a Baccalaureate degree holder may take an exam to be considered a Licensed Certified Social Worker. With a BSSW degree, there is no work experience requirement to sit for the basic ASWB (Association of Social Work Boards) exam.

For information on Massachusetts go to: <https://www.mass.gov/social-worker-licensing>
For information on Maine, go to:

<https://www.maine.gov/pfr/professionallicensing/professions/state-board-social-worker-licensure>

For general information on licensing, see: www.aswb.org (association of social work boards)

K. University Grievance and Complaint Procedure

All students, faculty, and staff of the Department of Social Work are encouraged to make every effort to resolve conflicts informally with the involved parties. However, when informal resolutions are not effective, students may choose to use the University grievance and appeal procedures described in the "UNH Student Rights, Rules and Responsibilities". <https://catalog.unh.edu/srrr/>

L. Nondiscrimination Policy

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, disability, veterans' status, or marital status, in admission or access to, or

treatment or employment in, its programs, activities or services. Inquiries regarding discriminatory harassment (including sexual harassment) should be directed to the Civil Rights and Equity Office. <https://www.unh.edu/diversity-inclusion/civil-rights-equity-office>



APPENDICES

APPENDIX A

Independent Study Contract

Date: _____

Number of Credits: _____

This is a contract for doing an INDEPENDENT STUDY with Professor _____,
Department of Social Work, University of New Hampshire.

NAME:

ADDRESS (campus):

TELEPHONE NUMBER:

EMAIL ADDRESS:

ADDRESS (home):

DATE MATERIAL IS DUE:

The following agreement has been made: The independent study which I propose is attached to this form. This proposal includes:

1. A description of the following: Independent Study Focus.
2. The method of gathering data about the focus.
3. A possible bibliography.
4. How I plan to demonstrate accomplishment of the proposal (paper, booklet, photographs, hours in agency, etc) i.e., the final product
5. Style of faculty sponsor supervision:
 - a. regular meetings
 - b. independent, but "on call" conferences

Faculty Sponsor

Student

Undergraduate Program Coordinator

APPENDIX B

STUDENT LETTER OF AGREEMENT

I, the undersigned, have read the Code of Ethics of the National Association of Social Workers which was supplied to me by the Department of Social Work at the University of New Hampshire. I have had an opportunity to discuss any questions I may have about the Code and agree to be bound by its provisions. I understand that violation of the Code of Ethics may constitute grounds for exclusion from the major.

Student Signature

Name (please PRINT clearly)

Street Address

City, State, Zip Code

Date

Appendix C

Faculty and Staff Directory

(click on faculty/staff name for more information)

Gretchen Bean

Clinical Associate Professor and Undergraduate Program Director; Arts Master in Social Service Administration (MSW Accredited), University of Chicago, Pettee Hall, Room 241, (603) 862-4551; gretchen.bean@unh.edu.

Kelsey Boucher

Clinical Associate Professor and BSW Internship Coordinator; MSW, University of New Hampshire; Pettee Hall, Room 304, (603) 862-5482; kelsey.boucher@unh.edu.

Kathryne Brewer

Associate Professor; PhD, Columbia University; MSW, Fordham University, Pettee Hall, Room 119a, (603) 862- 2972; kathryne.brewer@unh.edu.

Trish Cox

Clinical Associate Professor and MSW Program Director; MSW, University of New Hampshire; M.S. Ed, Bank Street College; Pettee Hall, Room 308, (603) 862-1853; trish.cox@unh.edu.

Christie Davis

Clinical Assistant Professor; MSW Admissions Coordinator; and Child Welfare Program Director; MSW, University of New Hampshire; Pettee Hall, Room 223, (603) 862-2704; christie.davis@unh.edu.

John Dejoie

Senior Lecturer; MSW, Simmons College School of Social Work; Pettee Hall, Room 318, (603) 862-1697; john.dejoie@unh.edu.

Ngozi Enelamah

Assistant Professor; PhD, MSW, Boston College; Ed.M, Harvard University; MBA, University of Lagos; Pettee Hall, Room 317, (603) 862-0724; ngozi.enelamah@unh.edu.

Katie Godshall

Clinical Assistant Professor; DSW, MSW, Tulane School of Social Work; Pettee Hall, Room 227, (603) 862-0770; kathryn.godshall@unh.edu.

Chung Hyeon Jeong

Assistant Professor; PhD, University of Southern California; Pettee Hall, Room 243, (603) 862-1968, chung.jeong@unh.edu.

BoRin Kim

Associate Professor; PhD, MSW, University of Michigan; Pettee Hall, Room 316, (603) 862-2704; borin.kim@unh.edu.

Ke Li

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