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| **University of Maine** **at Augusta** |
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| **MENTAL HEALTH & HUMAN SERVICES**  |
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| **STUDENT HANDBOOK** |
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| **2023-2025****\*SUBJECT TO CHANGE** |

 **Certification for MHRT-C**

For more information about the certification process please visit

 at: cfl-muskie.org

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| This handbook is produced by the faculty and staff of the Mental Health and Human Services (MHHS) program. The handbook’s purpose is to support your transition to the becoming a student within the program and provide you with specific information about it. It should be used in conjunction with the general UMA student handbook (<https://www.uma.edu/compliance/handbook/>) and UMA Catalog (http://catalog.uma.edu/). It is your responsibility to be aware of the policies and procedures, which regulate the program, and to adhere to them fully. We hope this handbook will provide you with easy access to this information. Please remember that this is your handbook. Keep it handy and use it. If you have questions about its content, please talk it over with your advisor or MHHS faculty member. If you have any comments or suggestions for the handbook, please feel free to share them.Please refer to UMA’s Student Handbook (<http://www.uma.edu/compliance/handbook/>) to review the following policies relevant to MHHS students.* + Address/Name Change Policy
	+ Class cancellation and or Declaration of Administrative Leave due to Weather or other
	+ Classroom Behavior
	+ Emergency Situations (School Closing Policy)
	+ Drug Policy
	+ Equal Opportunity Policy
	+ Policy on Children and Guests in the Classroom
	+ Sexual Harassment Policy
	+ Student Academic Grievance Policy
	+ Student Academic Integrity Code
	+ Student Conduct Code
	+ University Policy on Alcohol and Illegal Drugs
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**UNIVERSITY OF MAINE AT AUGUSTA**

**MENTAL HEALTH AND HUMAN SERVICES PROGRAM**

**MENTAL HEALTH AND HUMAN SERVICES HANDBOOK**

Students enrolled in the A.S. and B.S. Mental Health and Human Services (MHHS) program at UMA are required to adhere to the program’s policies. Students may obtain a copy of the current handbook each academic semester enrolled in mental health and human services program as posted on Brightspace course sites and the Program website.

It is the student’s responsibility to read, understand and comply with all UMA Mental Health and Human Services program policies.

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**STUDENT SERVICES**

<https://www.uma.edu/academics/student-support/>

Academic Success Coaching

Accessibility Services

Advising

Career Connections

Counseling

Online Learning Resources

Prior Learning Assessment

TRiO Program

Tutoring

PHILOSOPHY OF

THE MENTAL HEALTH and HUMAN SERVICES PROGRAM

**MISSION**

UMA’s Mental Health and Human Services(MHHS) program prepares undergraduates for leadership and service roles within the community and with diverse populations. The MHHS department is committed to incorporating community-based, Fieldwork Placement experiences within its educational program to maximize students' personal and professional development.

**Values and Beliefs**

The Mental Health and Human Services field is a caring profession. Our goal is to assist clients and to help them achieve an individual level of wellness through a strengths-based approach. The profession requires ethical and substantial reasoning skills in order to make sound and thoughtful decisions, which incorporate accountability and integrity.  Professional actions are based on a body of knowledge that integrates theories from the arts, humanities, physical sciences, and humanistic sciences.

**Educational Delivery Modalities**

In fulfilling our commitment to students’ learning needs and responding to continual changes in service delivery, the faculty integrates technology throughout the curriculum. The MHHS curriculum is delivered via a variety of contemporary learning platforms, including hybrid, web-based, and video conferencing.

The UMA MHHS graduate is prepared to utilize mental health and substance use disorder theory, technology, and evidenced-based knowledge while maintaining a therapeutic caring relationship.

**Admission Requirements**

Applying to the Associates of Science (AS) degree or Bachelor’s of Science (BS) degrees, in the Mental Health and Human Services program, requires students to follow the admission requirements of the University of Maine at Augusta (UMA).

UMA staff is available to assist you on your educational journey, when you’re ready to begin the application process. UMA has a rolling admission policy, which means we accept applications throughout the year. We do, however, recommend that you apply by July 1 to begin in fall and by November 1 to begin in spring.

**STUDENT LEARNING**

**ASSOCIATES (AS) AND BACHELOR’S (BS) DEGREE**

**PROGRAM OUTCOMES**

Upon completion of the AS and/or BS in Mental Health and Human Services the learner will:

* Apply the current evidence-based practices to work in the behavioral health and human services fields
* Apply, implement and provide community support, case management, crisis services, and psychosocial rehabilitation
* Apply the appropriate use of information for assessment, planning and documenting to meet the needs of service delivery
* Apply appropriate interviewing and counseling techniques, supportive interventions, and evaluate related outcomes
* Collaborate effectively within teams in a variety of settings
* Perform in accordance with ethical practice guidelines

**CRIMINAL BACKGROUND CHECK POLICY**

Many agencies that provide mental health and human services Fieldwork Placement opportunities for students require a criminal background check. If a criminal background check indicates a conviction, this conviction may prevent you from securing a Fieldwork Placement, which is a required component of our degree programs. A conviction may also negatively impact your ability to get licensure to practice in the field of behavioral health. It is recommended that you contact the Licensure Board in the state(s) you plan to practice receiving specific information regarding their requirements.  Other types of background checks, such as child protection or driving history, may be identified and required by the organization that is considering you for a Fieldwork Placement.

**\*\*\*If you have any doubts, please initiate a criminal background check yourself. This may include a Department of Motor Vehicle check and DHHS as well.**

**MHHS is accredited by the**

**Council of Standards in Human Services Education**

The mission of the CSHSE is a commitment to improving the quality, consistency, and relevance of human service education programs and assuring best practices in Humn SAervice Education through evidence-based standards and a peer-review accreditation process.

The vision is to promote in human service education, to provide quality assurance, and support standards of performance and practice.

**MHHS DEGREE PROGRESSION TOWARDS**

**GRADUATION POLICIES**

***Associates of Science (AS) Degree in Mental Health and Human Services Graduation Policy***

An Associates of Science degree with a major in Mental Health and Human Services has the following degree requirements for graduation:

* Minimum of 61 credit hours
* Writing intensive (W) course (3 credits)
* Minimum cumulative GPA: 2.00
* 15 credit hours of residency courses
* 9 credits major residency courses
* You must have at least a “C” (73) in HUS 223 and HUS 270.

Refer to the current UMA Catalog for further information regarding graduation policy.

***Bachelor’s of Science (BS) Degree in Mental Health and Human Services Graduation Policy***

The Bachelor’s of Science degree with a major in Mental Health and Human Services has the following degree requirements for graduation:

* Minimum of 121 credit hours
* Writing intensive (W) course (3 credits)
* Minimum cumulative GPA: 2.00
* Minimum GPA in the major: 2.00
* 30 credit hours of residency courses
* 9 credits of upper-level (300-400) major (HUS) residency courses
* You must have at least a “C” (73) in HUS 223, HUS 270, and HUS 470.

Refer to the current UMA Catalog for further information regarding graduation policy.

***Program requirements to progress towards Fieldwork Placements and Graduation***

* Have an approved Criminal History Record Check completed to enrollment to HUS 270. The cost of $70.00 to $90.00 is the student’s responsibility.
* Maintain a GPA of at least 2.0 overall..
* Retake HUS223, HUS270, and HUS470 if a student receives a grade below a C (73.00) (grades as follows require a retake C-, D, D- and F).
* Maintain academic honesty as outlined in the Student Academic Integrity Code within the UMA Student Handbook.

**AT RISK PROGRAM COMPLETION POLICY**

**Purpose:** To clearly inform students of their risk of not meeting graduation requirements unless corrective action is initiated on their part.

**Graduation GPA Requirements:**

* Minimum Cumulative GPA of 2.00
* Minimum GPA in HUS Courses 2.00
* HUS 223, HUS 270 and HUS 470 minimum of 2.0

**Policy:** A student who fails to achieve a cumulative minimum GPA of 2.00 or the minimum grade requirement in HUS courses will be notified via email and postal service of their academic standing. Students will be encouraged to meet with their assigned faculty adviser and make an appointment with student services learning specialists as appropriate.

**MHHS COURSE PROGRESSION REQUIREMENTS**

*Courses needed for Associates of Science in MHHS:*

HUS 223 Fieldwork Preparation (need to pass with a grade of “C” (73) or higher)

HUS 230 Interviewing Skills in Human Services

Must complete the above two courses prior to taking:

HUS 270 Fieldwork Placement I (need to pass with a grade of “C” (73) or higher)

The above courses along with 52 credits MUST BE COMPLETED (with a grade of “C” or higher) to receive the A.S. degree (see <https://www.uma.edu/academics/checksheets/asmhhs/> for checklist)

*Courses needed for Bachelor’s of Science in MHHS:*

The three course listed above plus the additional 52 credits indicated above

HUS 308 Assessment and Planning

HUS 309 Counseling in Human Services

HUS 316 Applied Professional Ethics

HUS 349 Supervision in Human Services

Must complete all of the above courses prior to taking:

HUS 470 Fieldwork Placement II (need to pass with a grade of “C” or higher)

All of the above MUST BE COMPLETED to receive the B.S. degree.

See <https://www.uma.edu/academics/checksheets/bsmhhs/> for further details.

**GRADING AND EXAMINATION POLICIES**

In order to progress through the courses and graduate from the MHHS Program, a student must achieve at least a 2.0 GPA. In determining your grades, the following scale is used:

|  |  |
| --- | --- |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 79-77 |
| C | 73-76 |
| C - | 70-72 |
| D+ | 69-67 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 and below |
| AU  | Audit |
| I | Incomplete\* (a temporary grade indicating arrangements have been made with the instructor; the grade will convert to an F if work is not made up by an agreed upon a later date, not to exceed 210 days after the end of the term). |
| L | The grade of “L” is awarded if you stop attending, but do not withdraw from the course. The “L” grade is computed into the grade point average as a failing grade. |
| W | The grade of “W”, withdraw, is posted if you drop the course during the first 60% of the semester. A “W” grade is not computed into the grade point average. After the 60% point, the grade of WF may be assigned. |
| WF | Withdrew Failing (computed into GPA): The grade awarded when a course is dropped after 60% of the term is completed depends upon your performance up to that point. If you are passing the course the grade of “W” is awarded. If you are failing the course at the time of withdrawal the grade of “WF”, withdraw failing, may be assigned. A “WF” is computed into the grade point average as a failing grade. |

**\*Incomplete: Awarding of the grade of Incomplete is at the discretion of the instructor.** MHHS policy:   The Mental Health and Human Services program requires, that for all HUS courses, before a grade of I (Incomplete) can be given, the student must have completed a minimum of 50% of the assigned work.  Faculty have the right and prerogative to increase the amount required before assigning an I grade.   Otherwise, the student will receive the grade they have earned based upon the course work completed

An incomplete (“I”) grade is a temporary grade indicating that special arrangements have been made with the instructor to complete work by a later date, not to exceed 150 days after the end of the term.  If a student has completed almost all of the work for a course, an incomplete grade may be appropriate. An incomplete may be extended once by the instructor for a period not to exceed 150 days.  Any additional extension of an incomplete grade by the instructor requires the Dean’s approval.

MHHS policy:   The Mental Health and Human Services program requires, that for all HUS courses, before a grade of I (Incomplete) can be given, the student must have completed a minimum of 50% of the assigned work.  Faculty have the right and prerogative to increase the amount required before assigning an I grade.   Otherwise, the student will receive the grade they have earned based upon the course work completed.

Awarding of the incomplete grade is at the discretion of the instructor. If the incomplete grade is determined to be appropriate, the instructor will complete the Incomplete Grade Contract in MaineStreet, which specifies the following:

* The work to be completed by the student.
* The date by which the student will complete the work, not to exceed 150 days after the end of the term.
* The grade the student will receive if the work is not completed. If no grade is specified, the incomplete is converted to an “F” after 150 days or as specified by the contract.
* Individual faculty and academic programs may have additional policies regarding the awarding of the grade of incomplete.

A student may graduate with incomplete(s) on his/her record only if failing grades in the incomplete course(s) would not lower the overall GPA below a 2.00 and if the incomplete is not in a required course for the student’s degree program. Contact: Registrar’s Office in Augusta.

**ADD/DROP AND WITHDRAWAL POLICIES**

**(Refer to UMA Student Handbook for additional information)**

**ADD:** Courses may be added before the end of the semester’s second week, providing the student has attended either the first or second class and has the instructor's approval. Students are not allowed to add a course after the regular add period as listed in the course schedule.

 **DROP**: Students should consult with the course instructor or their academic advisor before making the decision to drop a class.  Students who wish to drop a course can do so through MaineStreet.  Students who want to withdraw from all courses for the semester should contact Enrollment Services, the Registrar’s Office, or their college center.

**WITHDRAW:** During the first nine weeks of a semester, a student who drops a course will be assigned a grade of “W” (withdrew).  During the last six weeks of the semester, faculty will assign either a “W” or “WF” (withdrew failing) grade, depending on the student’s performance in the course.  “W” grades are not computed into the grade point average.

**WARNING:** Failure to withdraw officially from courses when a student stops attending class may result in a failing grade of "F" or stopped attending grade of "L".

**TUITION & FEES:** Dropping courses is defined as a reducing course load while remaining while still enrolled in the University (This is when a student drops one or more courses, but not all). Withdrawal is defined as students who give official communication to Enrollment Services of their withdrawal to the University after a semester/session begins.  (This is when a student is withdrawing from ALL classes and is leaving the University.)

See the UMA Handbook (<http://www.uma.edu/compliance/handbook/deadlines/>) for more details.

For determining the Length of Class, it is defined as beginning with the start date posted for the individual class and ending on the stop date posted for the class.  Changes in scheduled classes (beginning or ending) by the instructor are not considered when calculating adjustments to charges. For classes 12 weeks or longer, students have 14 days from the starting date of the class to drop or withdraw and receive a full reversal of tuition and fee charges. No adjustments are generated and all charges remain due for courses dropped beyond the add/drop period. Should a student withdraw entirely, adjustments to Tuition & Fee charges are as follows:

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| **Classes 12 Weeks or Longer** | **Prior To** | **Reduction** |
| Prior to the end of the second week | 14 days | 100% |
| Prior to the end of the fourth week | 28 days | 75% |
| Prior to the end of the sixth week | 42 days | 50% |
| Prior to the end of the eighth week | 56 days | 25% |
| After the eighth week | 57 days | 0% |

IMPORTANT FACT: In accordance with Federal regulations, financial assistance may be adjusted for aid recipients that reduce credit hours, withdraw during the semester, or do not academically complete the semester.

A portion of his or her financial aid will be refunded to the Title IV programs as required by the U.S. Department of Education. Such financial aid calculations due to changes in enrolled credit hours from credit hours used in the calculation of aid award may result in the student owing a balance to the University.

**STUDENT CONDUCT CODE AND
ACADEMIC INTEGRITY POLICY:
(Refer to UMA Student Handbook for additional information)**

Student Conduct Code:

<http://www.uma.edu/compliance/handbook/conduct/>

Student Academic Integrity Policy:
<http://www.uma.edu/compliance/handbook/academic-integrity/>

**ACADEMIC INTEGRITY:**

Academic integrity violations strike at the heart of the educational mission of the University of Maine System. The academic community of the University of Maine System recognizes that adherence to high principles of academic integrity is vital to the academic function of the University. Academic integrity is based upon honesty. All students of the University are expected to be honest in their academic  endeavors. All academic work should be performed in a manner that will provide an honest reflection of the knowledge and abilities of each student. All members of the academic community should regard any breach of academic honesty as a serious offense.

**ACADEMIC INTEGRITY VIOLATIONS:**

1. Plagiarism

* Plagiarism is the submission of another’s work as one’s own, without adequate attribution. Plagiarism is academic theft. Examples include, but are not limited to:
* Submitting as one’s own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else, including works purchased from a vendor.
* Failure to use quotation marks to signal that one is using another person’s precise words. Even brief phrases must be enclosed in quotation marks.
* Creating an academically dishonest paraphrase. When paraphrasing (presenting another person’s ideas or information in one’s own words), one must find truly one’s own way of expressing the original meaning. Simply inserting synonyms into the source’s sentence structures is plagiarism.
* Failure to identify the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that is not common knowledge even when paraphrased (presented in one’s own words). Sources include unpublished as well as published items — for example, books, articles, material on the Internet, television programs, instructors’ lectures, and people, including other students, friends, and relatives.
* Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, or mathematical proof) that are derived from the work of others.

#### 2. Cheating

Cheating is the act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered. Cheating is also the  use or attempted use of unauthorized assistance in an examination, paper, homework assignment, or other project. Examples include, but are not limited to:

* Copying answers from another student’s examination.
* Communicating in any way with another student or a third party during an examination without the permission of the instructor.
* Using unauthorized materials or devices (including notes, textbooks, calculators, and communication devices) during an examination without the permission of the instructor.
* Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
* Collaborating with other students or third parties on a take-home examination, paper, homework assignment, or other project without the permission of the instructor.

#### 3. Fabrication

Fabrication is the use of invented information or the falsification of research or other findings in an academic exercise. Examples include, but are not limited to:

* Fabrication of a citation: inventing a citation for a research paper or other project.
* Alteration of an assignment: changing a graded examination, paper, homework assignment, or other project and re-submitting it to the instructor to claim an error in grading.
* Changing findings, excluding valid data that doesn’t support one’s thesis, or engaging in other similar activities.

#### 4. Contributing to academic dishonesty

Contributing to academic dishonesty is assisting another student’s academic dishonesty. Examples include, but are not limited to:

* Writing a paper or other project for another student.
* Allowing another student to copy from one’s examination, paper, homework assignment, or other project.
* Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows such assistance is not authorized by the instructor.

#### 5. Other forms of dishonest academic conduct

Other forms of dishonest academic conduct include any actions by which one seeks an unfair academic advantage over others. Examples include, but are not limited to:

* Destroying or altering the academic work of another student.
* Lying about or otherwise misrepresenting the work of another student.
* Selling or giving away all or part of an unadministered test including answers to an unadministered test.
* Bribing any other person to obtain an unadministered test or any information about the test.
* Entering a building or office for the purpose of obtaining an unadministered test.
* Continuing to work on an examination or project after the time specified for the student has elapsed.
* Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
* Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, an electronic record, or other official academic record of the University that relates to grades.

For more information visit the website: https://www.uma.edu/compliance/handbook/academic-integrity/

**TITLE IX**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . .” 20 U.S.C. § 1681(a).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq., is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include pregnancy discrimination, sexual harassment or sexual violence, such as rape, sexual assault, and sexual coercion. Title IX also requires that equal opportunity in athletics be provided.

“Title IX” is a general term that we use to talk about a number of laws and federal guidelines that pertain to discrimination on the basis of gender – which includes the following:

* Sexual Harassment
* Sexual Assault
* Dating Violence
* Domestic Violence
* Stalking
* [Pregnancy & Parenting](https://www.uma.edu/compliance/equal-opportunity/title-ix/pregnancy-parenting/) Status
* Equity in Athletics

UMA prohibits discrimination on the basis of sex – and so we have a number of policies in place that prohibit discrimination, procedures to address any instances, and measures to prevent recurrence. https://www.uma.edu/compliance/equal-opportunity/title-ix/

**Diversity, Equity, & Inclusion STATEMENT**

The University of Maine at Augusta (UMA) is committed to free speech and fosters an environment in which all members of our community have access to a vibrant, enriching education befitting a democracy. A hallmark of our work is academic freedom and open inquiry. We are proud to affirm our ongoing commitment to an education that is diverse, inclusive, equitable and anti-racist.  We recognize that diversity is a strength, and encourage our college community to examine issues related to: race, ethnicity, nationality, culture, gender, gender identity/expression, religion, sexual orientation, age, veteran status, and disability.

UMA applauds the endeavors of students, faculty and staff who engage in this work, including the development of programs and curricula. Through these and other undertakings, UMA actively promotes the lively exchange of ideas to improve our efforts and be responsive to the needs of our community. UMA will continue to lead by example, rising to the challenge of embracing change, acknowledging shortcomings, and prioritizing diversity, equity, and inclusion in pursuit of our mission.

The President’s Council on Diversity, Equity, and Inclusion provides support and advocacy for these efforts.

The following are guiding principles to create and sustain an environment of Diversity, Equity, & Inclusion:

* support and maintain a safe and caring environment in which all members can engage in respectful and caring dialogue.
* foster an environment of kindness, courtesy, and inclusiveness through our words, tone and demeanor.
* consciously appreciate and honor the diversity of everyone in the learning community.
* maintain a stance of approachability and value all dialogue that is constructive and conducive to learning.
* subscribe to the generally acceptable use of technology and netiquette. \* This includes conscious respect for all persons when using email, texting and social media such as Facebook, Twitter, etc.
* are responsible and accountable for his/her own actions and words.

**BEHAVIORAL IMPAIRMENT**

MHHS requires that the practitioner maintain cognitive and affective clarity for the provision
of safe client care. It is essential that judgment, memory, knowledge, and problem-solving capability not be compromised so that the best interests of the clients, students, university and placement agency can be served.

With the above belief in mind the following policy has been adopted by the MHHS Program:

If, in the professional judgment of the instructor, a student’s behavior,
appearance, and/or performance indicate impairment the student will
be removed immediately from any fieldwork placement responsibilities and told
she/he has been placed on probation. The decision for probation could
be made anytime during placement hours, that is, from arrival at the agency
to the post conference meeting. The student will not attend fieldwork placement
until after the probationary process is completed.

A referral to the University of Maine at Augusta Campus Assessment Response Evaluation (CARE) Team may be initiated if necessary.

***Human Service Dispositions***

Dispositions are the values, commitments, and ethics required of a human service professional. **Each student’s professional dispositions will be assessed in each course, field experience, and in other program activities**.When situations of concern arise, the UMS Student Conduct Code will be reviewed first to determine the appropriate resolution process; the MHHS Program Coordinator may also be consulted. When the situation occurs as part of the Fieldwork Placement (HUS270 or HUS470), there are additional factors to consider.

**Academic Performance**

* A grade below a C in either HUS 223, HUS 270, or HUS 470.
* Clear expression of oral and written communication.
* Demonstrates self-reliance, resourcefulness, and academic integrity in classes, exams, and assignments.
* Demonstrates ability to apply course material.
* Demonstrates timeliness, attentiveness, and dependability in attendance, participation, and completion of class meetings, assignments, and program activities.
* All students will use APA formatting, citations, and reference lists.
* If AI is utilized <https://apastyle.apa.org/blog/how-to-cite-chatgpt?utm_source=linkedin&utm_medium=social&utm_campaign=apa-style&utm_content=blog-how-to-cite-chatgpt>.

**Professional Responsibility**

* Relates to peers, faculty, supervisors, clients and others in an appropriate professional manner that reflects applied ethics and values.
* Demonstrates motivation and applies maximum efforts to develop professionally.
* Demonstrates ethical awareness and conduct and applies legal and ethical standards.

**Competence**

* Demonstrates mastery of practice/applied skills commensurate with developmental level.
* Takes responsibility for compensating for deficiencies.
* Provides only those services and applies only those techniques for which s/he is qualified by education, training, supervision, and/or experience.
* Utilizes culturally relevant/effective interventions and to advocate appropriately for client needs.
* Demonstrates the ability to collaborate with and to receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, administrators, clients, and others.

**Integrity**

* Respects the fundamental rights, dignity, and worth of all people.
* Respect the rights of individuals to privacy, confidentiality, and choices regarding self-determination.

**Self-Care and Personal Wellness**

* Dresses appropriately and practice personal hygiene appropriate to the academic and professional setting.
* Monitors own well-being and effectiveness and demonstrate responsibility for her/his own personal wellness.
* Engages in healthy behaviors and use appropriate resources for self-care.
* Demonstrates the ability to function effectively in stressful situations.

\* One or more deficiencies in above areas will result in the development of a remediation plan in collaboration with Program Coordinator, Student’s Advisor, the Field Placement Coordinator (as applicable) and a faculty member as part of the probationary process. The plan will identify behavior(s) that need(s) to be changed, requirements for remediation, timeframe of probationary status, and consequences for unsuccessful remediation.

**Policies and Expectations**

* Maintain a GPA of at least 2.0 overall.
* HUS 223, HUS 270, and HUS 470 in which a student a must receive a C “73” or better.
* Maintain academic honesty as outlined in the Academic Integrity section of the UMA student handbook.
* Satisfactorily demonstrate professional and ethical dispositions as outlined above.

**UMA *CARE* Team**

If program faculty or staff have a concern about a student, they may make a referral to the UMA Campus Assessment Response Evaluation (CARE) Team. Likewise, students may self-refer if they find themselves in need of supportive services or interventions.

* + The mission of the UMA CARE Team is to coordinate and implement policy development, education, and timely intervention in regard to students exhibiting signs of serious distress or engaging in harmful or disruptive behavior. The CARE Team is not a crisis or emergency response team but provides a system for proactive intervention to student behaviors of concern in order to reduce disruption and facilitate a safe, respectful and productive learning and working environment.

**TRANSFER OF HUMAN SERVICE COURSE CREDIT POLICY**

Students admitted to the BS in MHHS Program may be given credit for comparable baccalaureate level courses following the UMA policy: <https://www.uma.edu/admission/transfer/>.

 **ASSESSMENT OF PRIOR LEARNING**

Assessment of Prior Learning (APL) encompasses a process by which students can earn college credit for college-level learning from work and life experience gained outside the traditional classroom setting. Up to 30 credits may be obtained but you must meet resident requirements for graduation. For more information:  <http://www.uma.edu/academics/pla/> and <https://www.uma.edu/compliance/handbook/>.

**PROFESSIONAL ATTIRE**

Students in UMA’s MHHS degree programs are expected to dress appropriately for the workplace, which means that students must dress in such a manner that their clothing or grooming does not jeopardize the health and/or safety of themselves or others. We expect clothing to be appropriate. Students should be mindful of the sensitivities of others and are required to wear clothing that is not disruptive to the educational process. This includes video presentations and all course modalities.

Students are required to follow their field placement agency’s specific dress code standards. Clothing, jewelry and/or grooming habits may not depict illegal or obscene acts. In addition, clothing or visible tattoos with any direction or words describing, advertising, or glorifying any alcohol product, tobacco product, any illegal drug or substance, gangs, or gang activities may be disruptive to the educational process. If it is determined that a student’s attire is disruptive of the educational atmosphere or is detrimental to the health and safety of the student or other students, or otherwise violates this policy, said student will be asked to change their clothes (if possible), or will be sent home to change into suitable clothing before coming back to campus or field placement. All time missed from classes for failure to adhere to this policy will be deemed unexcused absences. Repeated failure to follow this policy may result in further discipline.

**Hygiene** – Appropriate bathing and toileting are required; **no** perfume/cologne or heavily scented cosmetics should be worn.

**Jewelry** – As per facility policy.

**Other** – Students must follow the agency’s policy on wearing identification badges.

**PROTECTION OF PRIVACY**

Students are expected to maintain confidentiality, and ensure privacy regarding identity of their patients, and patients' families.

1. The privacy rights of other health professionals, health agencies (hospitals, clinics, physician’s offices), fellow students, and faculty must also be respected. HIPPA regulations apply to all students.
2. MHHS students protect the privacy rights of others in conversation as well as in written assignments.
	1. Clients/consumers’ identities, diagnoses and related care data are not discussed outside the clinical area except in specific learning situations with the instructor.
	2. Information related to clients/consumers (former and present) should not be discussed outside of the clinical area.
	3. Client/consumer’ privacy is further protected in written assignments by the deletion of initials, names, addresses, geographical locations and ID numbers (social security, medical record, etc.).
	4. Computer generated client data forms must have names, telephone numbers, addresses, dates of birth, medical diagnoses, and social security numbers removed prior to leaving clinical agency. If more restricted, agency policy takes precedence.
	5. The privacy of other people, health professionals and health agencies is protected as stated in #3 a, b and c above.
3. Failure to adhere to the above stated policies may result in disciplinary action, which may result in sanctions up to and including dismissal from the MHHS Program and/or the University of Maine at Augusta.