Picture on cover:
The picture was taken spring 2012 underneath the UND flame.

Catalog Content Non-Binding, Subject-To-Change Statement:
Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about their institution. Information contained in such printed material is subject to change without notice, and it is not to be interpreted as creating a binding obligation on the institution and the State. In times of changing conditions, it is especially necessary to have this understood (2011-2013 University of North Dakota Undergraduate and Graduate Academic Catalog, p. ii)
Director's Welcome

Welcome to the Department of Social Work’s Bachelor of Science in Social Work Program!

The University of North Dakota’s BSSW Program has a unique mission of preparing students to practice as generalist social workers with an emphasis on culturally responsive practice in rural communities. UND’s first social work courses date back to 1905, and the first bachelor’s program began in 1939. Since then, UND’s Department of Social Work’s graduates have brought their skills to all regions of the state and far beyond. We are proud of our alumni, who continue to serve on our advisory board, contribute to our department as field instructors, adjuncts, and as full-time faculty. UND has been continuously accredited by the Council on Social Work Education since 1974 when undergraduate accreditation first began, and graduates are eligible for licensure in all states which require a social work license.

Social work is a versatile professional degree and social workers perform a variety of job duties, such as assessment in drug treatment facilities, discharge planning in nursing homes, and adoption services in child welfare agencies. Social workers are employed as case managers and counselors in settings such as schools, clinics, hospitals, and government offices to help people cope with problems of every-day life, such as divorce, death, and depression. Social workers also help change policy, lead non-profit agencies, and administer programs. The Bureau of Labor Statistics projects 25% growth in this profession over the next ten years, making it an in-demand and versatile degree track.

Social work stands apart from other social science degrees in that North Dakota licenses social workers at the bachelors level, and only those who hold social work degrees can call themselves social workers. Social workers practice on the micro, mezzo, and macro planes to understand and intervene in individual-level and societal-level problems. Social work job opportunities are available at both the bachelors and masters levels. BSSW graduates who choose to go on to graduate school can apply for a Masters in Social Work program through an advanced standing option on campus or online. Our department also offers an innovative Second Degree Program for those who have completed a bachelor’s degree in another field and want to pursue the social work degree and professional licensure because of the additional opportunities it provides.

Please contact Lani Moen, BSSW Academic Advisor, to schedule an informational meeting or to learn the date of our next information session.

Best wishes on your journey!

Melanie Sage, Ph.D., LICSW
Assistant Professor, Director of the BSSW Program
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Chapter 1: Bachelor of Science in Social Work Program

Introduction

The Bachelor of Science in Social Work (BSSW) Program at the University of North Dakota is accredited by the Council on Social Work Education. The Council on Social Work Education (2002) states, “The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.”

Departmental Mission Statement

The University Of North Dakota Department of Social Work’s mission is to advance knowledge and learning and to prepare competent, responsive and ethical social workers who empower vulnerable populations, promote social justice, and are committed to serving diverse populations.

BSSW Program Mission Statement

The University of North Dakota Bachelor of Science in Social Work Program provides students with knowledge, values, and skills for generalist social work, with an emphasis on culturally responsive practice in rural communities.

BSSW Program Goals

1. Build upon students’ liberal arts foundation to provide the knowledge, values and skills necessary for competent social work generalist practice.

2. Prepare students for culturally responsive practice in rural communities.

3. Prepare students for service and leadership within the community and the social work profession.

4. Prepare students for continued professional development opportunities.

BSSW Program Competencies and Practice Behaviors

The University of North Dakota BSSW Program follows the Educational Policy and Accreditation Standards (EPAS) used by the Council on Social Work Education (CSWE). EPAS supports academic excellence by establishing thresholds for professional competence. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of...
knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values and skills resulting in practice behaviors that may be used to operationalize the curriculum and assessment methods.

2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

- 2.1.1.1 – advocate for client access to the services of social work
- 2.1.1.2 – practice personal reflection and self-correction to assure continual professional development
- 2.1.1.3 – attend to professional roles and boundaries
- 2.1.1.4 – demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.1.5 – engage in career-long learning
- 2.1.1.6 – use supervision and consultation

2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the values base of the profession, its ethical standards, and relevant law. Social workers:

- 2.1.2.1 – recognize and manage personal values in a way that allows professional values to guide practice
- 2.1.2.2 – make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work, Statement of Principles
- 2.1.2.3 – tolerate ambiguity in resolving ethical conflicts
- 2.1.2.4 – apply strategies of ethical reasoning to arrive at principled decisions

2.1.3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:
2.1.3.1 – distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
2.1.3.2 – analyze models of assessment, prevention, intervention, and evaluation
2.1.3.3 – demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

2.1.4.1 – recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
2.1.4.2 – gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
2.1.4.3 – recognize and communicate their understanding of the importance of difference in shaping life experiences
2.1.4.4 – view themselves as learners and engage those with whom they work as informants

2.1.5 - Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure these basic human rights are distributed equitably and without prejudice. Social workers:

2.1.5.1 – understand the forms and mechanisms of oppression and discrimination
2.1.5.2 – advocate for human rights and social and economic justice
2.1.5.3 – engage in practices that advance social and economic justice

2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:
2.1.6.1 – use practice experiences to inform scientific inquiry
2.1.6.2 – use research evidence to inform practice

2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

2.1.7.1 – utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
2.1.7.2 – critique and apply knowledge to understand person and environment

2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

2.1.8.1 – analyze, formulate, and advocate for policies that advance social well-being
2.1.8.2 – collaborate with colleagues and clients for effective policy action

2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

2.1.9.1 – continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
2.1.9.2 – provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

2.1.10 (a)-(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement,
assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

2.1.10(a) - Engagement

Social workers:

2.1.10(a).1 - substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
2.1.10(a).2 - use empathy and other interpersonal skills
2.1.10(a).3 - develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b) - Assessment

Social workers:

2.1.10(b).1 - collect, organize, and interpret client data
2.1.10(b).2 - assess client strengths and limitations
2.1.10(b).3 - develop mutually agreed-on intervention goals and objectives
2.1.10(b).4 - select appropriate intervention strategies

2.1.10(c) - Intervention

Social workers:

2.1.10(c).1 - initiate actions to achieve organizational goals
2.1.10(c).2 - implement prevention interventions that enhance client capacities
2.1.10(c).3 - help clients resolve problems
2.1.10(c).4 - negotiate, mediate, and advocate for clients
2.1.10(c).5 - facilitate transitions and endings

2.1.10(d) - Evaluation

Social workers:

2.1.10(d).1 - critically analyze, monitor, and evaluate interventions
About the Profession

What is Social Work Practice?

Social work practice consists of professionally responsible intervention to 1) enhance the developmental, problem solving, and coping capacities of people, 2) promote the effective and humane operation of systems that provide resources and services to people, 3) link people with systems that provide them with resources, services and opportunities, and 4) interrelate to the development and improvement of social policy (NASW Standards for Classification of Social Work Policy Statement).

Opportunities for Social Work Practice

A social worker may find career opportunities in any one of a number of human service areas. These may include positions in: child welfare and family services, aging services, probation and parole, mental health clinics and outreach centers, hospitals, rehabilitation programs, community action agencies, youth programs, adoption agencies, and business and industry. In addition, social workers participate in community planning, social action and legislative advocacy, and promote healthy communities.

Accreditation

The Council on Social Work Education (CSWE) sets social work education standards. The University of North Dakota’s undergraduate social work program is approved and accredited by the Council on Social Work Education (CSWE). Upon successful completion of the undergraduate program the student will be awarded a Bachelor of Science in Social Work (BSSW) degree. They are eligible to apply to sit for the social work licensing examination in all states that license at the BSSW level.
Chapter 2: BSSW Academic Information

Admission to the Program

Criteria for Admission:

2. Overall GPA of 2.75.
3. Grade of B or higher in SWK 255 and SWK 257.
5. Completion of 45 semester hours of coursework at the end of the term in which the application is submitted.
6. Students may apply during any term including:

   - Fall semester application deadline: October, 15th
   - Spring semester application deadline: March 15th
   - Summer semester application deadline: June 15th

   To apply for admission to the program, students complete the application, available on the department’s website, in consultation with their advisor.

The application process is competitive. All factors including grade point average, strength of written materials, and volunteer experience will be given consideration in admissions decisions. The Director of the BSSW Program will send out official letters notifying applicants of the decision regarding admission. Following admissions, students are required to sign the following statements: 1) that they are aware they will need to participate in and complete a self-efficacy scale administered by the Department of Social Work and 2) that they will adhere to the National Association of Social Workers (NASW) Code of Ethics and the University of North Dakota Code of Student Life.

Provisional admission may be considered when a student: 1) requests such admission; 2) is making steady progress towards meeting the admissions criteria; 3) has a workable plan for success, including a timeline for achievement; and 4) has met with the advisor. The plan must be approved by the student, the advisor and the Director of the BSSW Program.

Progression through the Program

After admission to the social work program, a student must maintain an overall GPA of 2.75, and a GPA of 2.75 in all social work courses. Students must attain a C or better in social work courses. Transfer credit for courses follows university and Council on Social Work Education (CSWE) requirements. All transfer social work courses must be from an accredited BSSW Program. There may be exceptions to this if articulation agreements are in place. No credit is given for life experience. Students must complete the required social work courses (40 credit hours).
SWK 442 Social Policy (A) fulfills the UND essential studies special emphasis requirement for advanced communication.

**Graduation Requirements**

Bachelor of Science in Social Work

Required 125 credits (36 of which must be number 300 or above, 60 of which must be from a 4-year institution and the last 30 credits from UND) including:

I. Essential Studies Requirements. **Essential Studies** requirements apply to incoming freshman 2008 and transfer students fall 2009. Students admitted prior to these dates must fulfill **General Education Requirements**.

II. Transfer Agreement
   a. ND Colleges
      i. Students transferring from a General Education Requirement Transfer Agreement (GERTA) partner institution will have satisfied UND’s Essential Studies Requirements if they have completed an **Associate of Arts Degree (AA)** or an **Associate of Science Degree (AS)** or completed the General Education Requirements of that college.
      ii. Students who have not completed their Associate of Arts (AA) or Associate of Science (AS) degree or General Education Requirements from a GERTA partner institution will have their transfer credit evaluated for applicable Essential Studies transfer credit on an individual course-by-course basis.
   b. MN Colleges
      i. Students transferring from one of Minnesota's MnSCU institutions will have satisfied UND's Essential Studies Requirements if either of the following conditions is met during or after fall 2001:
         1. The student has completed a Bachelor's Degree or an Associate of Arts degree program at a MnSCU institution; or
         2. The student has completed the 39-44 credits of MnSCU General Education requirements (MnTransfer Curriculum) as verified by the MnSCU institution.
      ii. Students who do not meet one of these conditions will have their transfer credit evaluated for applicable Essential transfer credit on an individual course-by-course basis.
   c. Other Colleges
      i. Please see [http://www.und.nodak.edu/dept/registrar/articulation/Other/Otherschools.html](http://www.und.nodak.edu/dept/registrar/articulation/Other/Otherschools.html) for information about the specific school from which you are transferring.
   d. Transfer students from two-year colleges (junior or community colleges) are required to complete a minimum of 60 semester hours at a four-year college. The last 30 credits toward the degree must be institutional credit at the University of North Dakota.
III. Curriculum

A. Bachelor of Science in Social Work (40 hours)

SWK 255 Introduction to Social Work (4)
SWK 257 Human Behavior in the Social Environment I (3)
SWK 317 Social Work Research and Data Analysis (4)
SWK 357 Human Behavior in the Social Environment II (3)
SWK 424 Generalist Social Work Practice with Individuals and Families (3)
SWK 434 Generalist Social Work Practice with Task and Treatment Groups (3)
SWK 442 Social Policy (3)
SWK 454 Generalist Social Work Practice with Communities and Organizations (3)
SWK 481 Field Education I (5)
SWK 482 Field Education Seminar I (1)
SWK 483 Field Education II (5)
SWK 484 Field Education Seminar II (1)
Social Work Elective (2)

B. Liberal Arts Requirements

Psyc 111 Introduction to Psychology (3)
Soc 110 Introduction to Sociology (3)
Pols 115 American Government I (3)
Advanced Social Sciences Courses (200-level or above) (15)
Human biology content (3)
Global Diversity or United States Diversity (cannot double count for essential studies requirements) (6)

Courses used to fulfill the approved minor requirements may also be used to meet the above requirements whenever appropriate and applicable.

General Education requirements or Essential Studies requirements are checked by an Advisor in the College Nursing and Professional Disciplines.
Elective Social Work Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 311</td>
<td>Child Welfare</td>
<td>(3)</td>
</tr>
<tr>
<td>SWK 312</td>
<td>Social Work and the Legal Process</td>
<td>(2)</td>
</tr>
<tr>
<td>SWK 313</td>
<td>Orientation to Gerontology</td>
<td>(3)</td>
</tr>
<tr>
<td>SWK 315</td>
<td>Substance Use and Abuse</td>
<td>(2)</td>
</tr>
<tr>
<td>SWK 316</td>
<td>Interprofessional Healthcare</td>
<td>(1)</td>
</tr>
<tr>
<td>SWK 318</td>
<td>Mental Health</td>
<td>(2)</td>
</tr>
<tr>
<td>SWK 397</td>
<td>Cooperative Education</td>
<td>(1-6)</td>
</tr>
<tr>
<td>SWK 489</td>
<td>Seniors Honor Thesis</td>
<td>(1-3),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>repeatable to a maximum 6 credits</td>
</tr>
<tr>
<td>SWK 493A</td>
<td>Special Topics</td>
<td>(1-3),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>repeatable to a maximum 9 credits</td>
</tr>
</tbody>
</table>

Sample Course Schedule

<table>
<thead>
<tr>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester (13 credits)</td>
</tr>
<tr>
<td>English 110 (3)</td>
</tr>
<tr>
<td>Biology 111 and lab (4)</td>
</tr>
<tr>
<td>Sociology 110 (3)</td>
</tr>
<tr>
<td>Psychology 110 (3)</td>
</tr>
<tr>
<td>English 130 (3)</td>
</tr>
<tr>
<td>Political Science 115 (3)</td>
</tr>
<tr>
<td>Anthropology 171 (3)</td>
</tr>
<tr>
<td>Humanities course for ES (3)</td>
</tr>
<tr>
<td>Fine Arts course for ES (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester (17 credits)</td>
</tr>
<tr>
<td>SWK 255 (4)</td>
</tr>
<tr>
<td>MATH 103 (3)</td>
</tr>
<tr>
<td>Communications 110 (3)</td>
</tr>
<tr>
<td>Religion 203 (3)</td>
</tr>
<tr>
<td>Abnormal Psychology (3)</td>
</tr>
<tr>
<td>2nd semester (15 credits)</td>
</tr>
<tr>
<td>SWK 257 (3)</td>
</tr>
<tr>
<td>Psychology 361 (3)</td>
</tr>
<tr>
<td>Sociology 250 (3)</td>
</tr>
<tr>
<td>Indian Studies 121 (3)</td>
</tr>
<tr>
<td>Elective Credits (3)</td>
</tr>
</tbody>
</table>

Apply for admission to social work program.

If admitted during the junior year, complete all remaining Essential Studies requirements and extra departmental requirements along with SWK 317, 357, 424, 434, 442, 454, 481, 482, 483, 484. Students must have 125 credits to graduate. Essential Studies Requirements are located at:
http://www.und.edu/dept/registrar/EssentialStudies/esindex.html
Second Degree Program

The student who has secured a bachelor’s degree in a related field and wishes to secure a bachelor’s degree in social work can complete the “Second Degree Program.” The Second Degree Program allows a student to secure a BSSW in one year. Satisfactory completion of a bachelor’s degree in a related field and a prerequisite or corequisite of human biology from an accredited institution are required for the Second Degree Program. Second Degree students must fulfill Essential Studies requirements or have the equivalent to graduate with a BSSW degree from UND. Second Degree students are expected to meet the same admission criteria as those applying to the Traditional BSSW Program (page 7). If accepted into the Second Degree Program, the schedule to complete the undergraduate degree in one year is as follows*:

Full-Time Second Degree Schedule for BSSW (40 hours)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SWK 255 Introduction to Social Work</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>SWK 257 HBSE I</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWK 424 Generalist SWK Individuals and Families</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWK 317 Social Work Research and Data Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Social Work Elective</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours =</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>SWK 357 HBSE II</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWK 434 Generalist SWK Task and Treatment Groups</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWK 442 Social Policy</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWK 454 Generalist SWK Communities and Organizations</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours =</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>Summer</td>
<td>SWK 481 Field Education I</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>SWK 482 Field Education Seminar I</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>SWK 483 Field Education II</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>SWK 484 Field Education Seminar II</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours =</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Second Degree students are only admitted to the program in August to begin the fall semester. Applications must be submitted by June 15th for consideration.

* Students needing to fulfill UND’s Essential Studies requirements or additional BSSW Program requirements may require a longer period to complete the Second Degree Program.

*Students may also enroll in the Second Degree Program on a part-time basis.
Second Degree Program Checklist

PRIOR TO ENTERING SECOND DEGREE PROGRAM:

1. Apply to UND for a BSSW degree.
2. Complete the Request for Social Work Faculty Advisor form located at http://nursing.und.edu/social-work/bssw-adm-requirements.cfm and return to Lani Moen, lani.moen@und.edu.
3. Complete BSSW Program Application which is located at http://nursing.und.edu/social-work/bssw-adm-requirements.cfm by department deadline: June 15th.
4. Schedule a time with your advisor to review BSSW Program Application.
5. If you received your undergraduate degree from a university other than UND, you need to:
   a. Provide a copy of your transcript indicating completion of a bachelor’s degree to the Department of Social Work.
   b. Complete University General Education Requirements (GER’s) or Essential Studies prior to graduating from UND with a BSSW.

1ST SEMESTER – FALL SEMESTER

1. **Mid-Semester:** Complete application for field and review with your advisor.
2. Attend pre-field orientation (date to be determined).
3. Human biology course must be completed by end of semester (Biology is a pre-requisite/co-requisite for SWK 257 Human Behavior in the Social Environment I).

2ND SEMESTER – SPRING SEMESTER

1. **January:** Full-time MSW Program applications are due by January 15.
2. **January or early February:** Schedule a time to meet with Bruce Reeves, Director of Field Education, to discuss career interests, field considerations, and learning needs.
3. All social work core courses must be completed prior to entering field education.

3RD SEMESTER – SUMMER SEMESTER

1. Participate in Field Education and seminar.
2. Apply for graduation at the Registrar’s Office.
3. **August:** Commencement ceremony.
Minors

The department offers the following two minors: gerontology and chemical dependency. Students may also choose a minor outside the College of Nursing and Professional Disciplines and the Department of Social Work. The student should consult with the respective college and department for course requirements for their chosen minor. To declare your minor, consult with the college that is offering the minor.

Additional minors that the social work major should consider are American Sign Language and Deaf Studies, Communication, Criminal Justice Studies, Indian Studies, Nonprofit Leadership, Psychology, Rehabilitation and Human Services, Sociology, and Spanish.

Gerontology Minor

The Interdisciplinary minor in gerontology enhances professionals’ capacity to work with older persons. It requires five courses in four disciplines. Students select another 6 credits to earn 20 credits in coursework related to gerontology.

Required:

1) Eleven credit hours:

- SWK 313 Orientation to Gerontology (3)
- NURS 284 Functional Changes in Aging (2)
- PSYC 355 Adulthood and Aging (3)
- SOC 352 Aging (3)

2) Nine hours from the following:

- PHIL 120 Introduction to Ethics (3)
- IS 121 Introduction to Indian Studies (3)
- NUTR 240 Fundamentals of Nutrition (3)
- PSYC 331 Behavior Modification and Therapy (3)
- PSYC 421 Diversity Psychology (3)
- RELS 245 Death and Dying (3)
- RTS 260 Inclusion in Recreation Settings (3)
- SOC 354 Medical Sociology (3)
- SWK 257 Human Behavior in the Social Environment I (3)
- RHS 350 Overview of Disabilities (3)

With current approval of the student advisor and the minor coordinator up to three credit hours of departmental tutorial readings, special topics and/or research studies may be included.
Chemical Dependency Minor

Required:
Twenty credits including the following:

PPT 410* Drugs Subject to Abuse (2)
SOC 355 Drugs and Society (3)
SWK 315* Substance Use and Abuse (2)

Thirteen credits from the following:

COU 529* + Dynamics of Addiction (3)
COU 250* Dialogue on Diversity in US Society (3)
IS 311 Health and American Indian Cultures (3)
PPT 499 Readings in Pharm and Toxicology (1-4)
PSYC 360* Introduction to Personality (3)
PSYC 270* Abnormal Psychology (3)
SOC 115 Social Problems (3)
SOC 335* The Family (3)
RHS 309 Medical & Psychosocial Aspects of Disability (3)
T&L 350* Development & Education of the Adolescent (3)
COMM 301 Psychology of Communication (3)

* Course required for licensing in addiction counseling.
+ Student must be senior status or graduate level to enroll in this course.

Addiction Counselor Training Program
The Department of Social Work is designated as an Addiction Counselor Training Program by the North Dakota Board of Addiction Counseling Examiners. Students who successfully complete the course of study, the clinical training requirements and the licensure examination are eligible for licensing as addiction counselors in the State of North Dakota.

Applications are accepted once per year on February 1, and if admitted to this competitive program, the 1400 hour practicum begins the following fall semester.

Students are admitted to the addiction counselor training on two levels. The first level includes social work majors (students from related disciplines may also apply) who also complete the minor in Chemical Dependency (required courses for licensing in addiction counseling, or their equivalent) and the nine-month/1400 hour practicum in a certified addiction facility. Students must meet all requirements for a social work major in addition to the minor requirements and the addiction practicum requirement. This generally involves a five-year program of study. For more information regarding this program, please contact Bruce Reeves (bruce.reeves@und.edu).

The second level relates to graduate students in Counseling who must meet the required graduate program of study, the required addiction courses, and the nine-month practicum. For more complete details, please contact the Department of Social Work or the Department of Counseling Psychology and Community Services.
**Field Education**

SWK 481 Field Education I, SWK 482 Field Education Seminar I, SWK 483 Field Education II, and SWK 484 Field Education Seminar II comprises 12 credits of BSSW students’ requirements. The field internship in a human service organization is the capstone experience for BSSW students. The field experience integrates knowledge, values and skills from completed social work courses. Application dates will be published each term. SWK 483 and SWK 484 fulfill the capstone requirement for Essential Studies at UND. Students should contact the Director of Field Education, Bruce Reeves, bruce.reeves@email.und.edu, immediately after admission into the BSSW Program to discuss field internship interests.

Due to the requirements of the social work profession, the state of North Dakota and many agencies, Field Education applicants must submit to and satisfactorily complete a background check. Background checks should be completed in the semester prior to the student beginning the field internship. Passing the background check is required for admission into Field Education.

**Guidelines and Requirements for the Criminal Background Check**

Students must use the vendor designated by the Department of Social Work, and must complete the background check through the approved University of North Dakota site.

Background checks done outside of the University of North Dakota will be accepted if completed the previous 3 months prior to starting the field internship and as part of applying for licensure with the state of North Dakota; or if it was completed using a process that involved submitting the student’s fingerprints as part of the background check.

Students are responsible for any background check fees. Students have the right to review the background information for accuracy and completeness and to request that the vendor verify the background information is correct. Before making final determination that would adversely affect the applicant or student, the Department of Social Work will inform them of their rights and how to contact the vendor to challenge the accuracy of the report. Background check reports are confidential, may only be reviewed by University Officials and Affiliated Agencies, and will be maintained in a separate file from the student’s academic record. Once completed, a copy of the report will automatically be sent to the student’s email address and to the Director of Field Education, who will review the results and notify the student of any issues of concern.

Please see the Department of Social Work website (http://nursing.und.edu/social-work/index.cfm) and the BSSW Student Field Education Manual, which can be found in the Department of Social Work office for further information.
Course Descriptions

255. Introduction to Social Work. 4 credits. An introduction to the social work profession including: the development of the profession, generalist practice, the problem solving process, the strengths perspective, social work values and ethics, levels of practice (individual, family, group, community and organization), and fields of practice; 40 hours of volunteer experience. F, S


311. Child Welfare. 3 credits. Overview of the child welfare delivery system with emphasis on child protection services, juvenile court procedures, child care services, the rights of children, foster homes and adoption. S

312. Social Work and the Legal Process. 2 credits. Introduction to the legal system’s interaction with the human service delivery system. F

313. Orientation to Gerontology. 3 credits. Introduction to gerontology including an overview of the field of gerontology, theories of aging, interdisciplinary teaming, demographics, and programs. F

315. Substance Use and Abuse. 2 credits. Introduction to the dynamics of drug addiction and related issues, with special emphasis on alcohol. S

316. Interprofessional Health Care. 1 credit. Prerequisite: Admission to the BSSW Program. Learning to work effectively with an interprofessional health and mental health care team using a shared patient-centered approach. F, S

317. Social Work Research and Data Analysis. 4 credits. Prerequisite: Admission to the BSSW Program. Provides students with a generalist understanding of how basic qualitative and quantitative research methods along with qualitative and quantitative data analysis can be used to enhance social work practice. The course promotes critical thinking and the integration of ethical principles in order to promote research-informed practice and practice-informed research. F, S

318. Mental Health. 2 credits. Prerequisite: Admission to the BSSW Program. Overview of the mental health service delivery system with a focus on case management skills. S

357. Human Behavior and the Social Environment II. 3 credits. Prerequisite: Admission to the BSSW Program. Application of social work theory and research across the life span with social systems theory as the conceptual framework. Theories regarding
development of groups, communities and organizations. F, S
397. **Cooperative Education.** 1-6 credits. Prerequisite: consent of instructor.
Individually supervised experiences in a human service agency. Integrates social work
theory with practice. Contact the Cooperative Education Office. F, S, SS

424. **Generalist Social Work Practice with Individuals and Families.** 3 credits.
Prerequisite: Admission to the BSSW Program. Generalist practice with individuals and
families within the context of interventions. Develop skills to engage, assess, intervene,
and evaluate social work practice with individuals and families. F, S

434. **Generalist Social Work Practice with Task and Treatment Groups.** 3 credits.
Prerequisite: Admission to the BSSW Program. Prerequisite or corequisite: SWK 357.
Generalist practice with task and treatment groups within the context of evidence-based
interventions. Develop skills to engage, assess, plan, intervene, and evaluate social work
practice with groups. F, S

442. **Social Policy.** 3 credits. Prerequisite: Admission to the BSSW Program.
Corequisites: SWK 317, SWK 357. Provides knowledge of social policy, and develops
critical analysis skills to advance social and economic well-being and understanding of
the interaction between research, practice and policy. F, S

454. **Generalist Social Work Practice with Communities and Organizations.** 3
credits. Prerequisite: Admission to the BSSW Program. Prerequisite or corequisite: SWK
357. Generalist practice with organizations and communities within the context of
evidence-based interventions. Develop skills to engage, assess, intervene, and evaluate
social work practice with communities and organizations. F, S

481. **Field Education I.** 5 credits. Prerequisite: Admission to Field Education.
Corequisite: SWK 482. S/U grading only. Also can be taken with SWK 483 for a one-
semester block internship in an approved social welfare agency. Provides learning
opportunities in generalist social work practice using the problem solving processes
within the strengths and ecological systems perspectives. Connect the theoretical and
conceptual contributions of the classroom with the practical world of the practice setting.
F, S, SS

482. **Field Education Seminar I.** 1 credit. Corequisite: SWK 481. Integrates classroom
content with actual practice. F, S, SS

483. **Field Education II.** 5 credits. Prerequisite or corequisite: SWK 481. Corequisite:
SWK 484. S/U grading only. Provides learning opportunities in generalist social work
practice using the problem-solving process within the strengths and ecological systems
perspectives. Connect the theoretical and conceptual contributions of the classroom with
the practical world of the practice setting. F, S, SS

484. **Field Education Seminar II.** 1 credit. Corequisite: SWK 483. F, S, SS
489. **Senior Honors Thesis.** 1-3 credits, repeatable to a maximum 6 credits. Supervised independent study and culminating in a thesis. F, S

493A (regular grading) 493B (S-U grading). **Special Topics.** 1-3 credits. Repeatable to a maximum 9 credits. Prerequisite: SWK 255 or consent of instructor. Individually or group supervised research or interdepartmental studies and seminars in social work related areas. F, S, SS
Chapter 3: Policies and Procedures

See UND Undergraduate and Graduate Academic Catalog 2011-2013 for additional undergraduate information.

Declaring Intent to Enter the Social Work Program

A student interested in declaring social work as a major should contact the BSSW Academic Advisor who will assign the student a social work advisor. The assigned social work advisor will develop a plan of study for the student and work with the student through the remainder of his/her academic career at UND.

Social Work Readmission

Students who have previously been admitted to the social work program, but have not enrolled in a social work base course for six consecutive semesters (excluding summer sessions), must re-apply for admission to the program before enrolling in any social work core course.

Advising

1. Advisors will abide by advisement policies and procedures, as stated in the University of North Dakota Faculty Handbook and the Bachelor of Science in Social Work (BSSW) Student Handbook.

2. When a student is ready to declare pre-social work as a major, the student will notify the Director of the BSSW Program or his/her designate who will assign an advisor. Advisors will be assigned based on assuring equal distribution of advisees among faculty.

3. Initially all prospective students meet with their assigned advisor. Based on guidelines established by the UND Success Center (see Appendix I), the advisor provides career/academic consultation and includes all information that is available on the Student Advising Form. Decisions are made regarding which courses meet social work program requirements. See sample course schedule.

4. The completed advising form is given to students in a hard copy format. A hard copy is placed in the file, and an electronic copy is posted on the T drive. Copies located on the T drive will have protected access. If a student wants an electronic copy of the advising form, it can be sent via email during the advising session.

5. Advisor holds are placed on pre-social and social work students’ ability to register until contact is made with their advisor to secure advisement assistance. The advisor then removes the hold. Students are expected to initiate contact with their advisor.
6. Individual advisors determine how often they will meet with their advisees. Recommended frequency is each semester prior to registration for courses and career advising, as needed. Some advisement appointments may occur by electronic mail and via telephone contact.

7. Advisor will document, in writing, advising appointments on the student advising form.

8. Advisor and student also consult on completion of application for admissions into the program and the advisor signs the application. After admitted to the program, student signs the BSSW Program Agreement Form in the presence of the advisor (see Appendix II), which is provided in the letter of acceptance.

9. The advisor and student consult on completion of application for field before his/her advisor signs. At this time, it is critical to discuss the remaining social work requirements required for graduation. Close attention should be paid to the cover sheet on the field application to ensure the student is ready for field. The student advising form will contain the following language:

   Student has the following social work courses remaining to complete: [insert]. Indicate if the following documents are in the file: GERs status sheet or Essential Studies status sheet and BSSW Program agreement form. Provide deadline to receiving any missing documents. Credits completed: [insert]. Cum GPA: [insert].

   A minimum of 125 credit hours and completion of General Education Requirements (GERs) are required to graduate. Any online or correspondence courses must be completed prior to graduation. All social work courses must be complete prior to beginning field. The student is responsible to assure adherence to UND requirements and to schedule meetings with academic advisor.

10. Each semester the Director of the BSSW Program will provide advisors with a list of names of students who have applied for graduation. Advisors will inform the Director of the BSSW Program if their advisees have fulfilled all social work major requirements (by the end of the semester in which the student has applied for graduation). Each advisee will be expected to assure they are ready to graduate and place a copy of his/her current student advising form in the Director of the BSSW Program’s mailbox. Advisees are required to have an official degree audit completed by the college to assure that all UND graduation requirements have been met.
Changing Advisors

If students wish to change their advisor, they must make a formal written request, using the Change of Advisor form (see Appendix IV). The request will be submitted to the Director of the BSSW Program for review. The Director of the BSSW Program will assign a new advisor. Both the previous and new advisors will be notified of the change by the Director of the BSSW Program. A copy of the request form with the new advisor assignment will be provided to the student with the original retained in the student record.

Transfer Credits

All UND requirements for transfer credit apply to students transferring to the UND BSSW Program. The Office of the University Registrar evaluates and records transfer credit. All social work credits approved for transfer must have been offered by an accredited social work program.

Petitions

Exceptions to BSSW degree requirements are requested through the process of petitioning using the BSSW Course Petition form (see Appendix III). Reasons to submit a petition might include: 1) to waive a BSSW Program requirement, such as a requirement for admissions or graduation, 2) to waive a course prerequisite, co-requisite, 3) to waive or substitute a curriculum requirement, and 4) to consider transfer social work credits. Student completes petition and submits to advisor or to the Director of the BSSW Program, if no advisor has been assigned. Advisor makes a decision and submits the petition to the Director of the BSSW Program. The Director of the BSSW Program makes a decision, notifies advisor, and files the petition in the student record. A student wishing to petition a GER (General Education Requirement) or an Essential Studies requirement must do so utilizing the university process using university forms.
Academic Grievance Procedure within the BSSW Program


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Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at the Department of Social Work at the University of North Dakota, beginning spring 2006. This document has been adapted from material secured from the School of Social Work at the University of Texas at Austin and readapted.

Because of the nature of professional social work practice, the Department of Social Work has different expectations of students than do non-professional programs. The standards described in this document are related to academic and ethical issues and are linked to students’ abilities to become effective social work professionals. These standards are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards for Social Work Education is to help students have a successful experience in the Department of Social Work.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program directors, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. For example, prior to entering the Field Education phase of the program, faculty input is solicited and a criminal background check is completed in order to determine each student’s readiness for field. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional’s own experience and practice wisdom. It also represents the application of social work knowledge, values, and skills to resolve issues.

All social work students will be expected to read the Standards for Social Work Education, the Code of Student Life (http://und.edu/student-affairs/code-of-student-life/), and the National Association of Social Workers (NASW) Code of Ethics (http://www.socialworkers.org/pubs/code/default.asp). Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students’ academic files.

Student Rights and Responsibilities

Student Responsibility (Code of Student Life)

While UND faculty and staff members give students’ academic advice and assistance, each student is expected to take responsibility for his or her education and personal development. The student must know and abide by the academic and disciplinary policies given in UND’s Undergraduate and Graduate Academic Catalog, including rules governing quantity of work, the standard of work required to continue in UND, warning status and scholastic dismissal, and enforced withdrawal. First the student must know and meet the requirements of his or her degree program; must enroll in courses appropriate to the program;
must meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress; and must seek advice about degree requirements and other UND policies when necessary.

It is suggested that the student must give correct local and permanent address and telephone numbers to both the Office of the Registrar and the Department of Social Work. Both offices must be notified immediately of any changes in address or telephone number. If email correspondence occurs, students are expected to use their UND email address. Official correspondence is sent to the address last given to the registrar; if the student has moved and failed to correct this address, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered.

The student must verify his or her schedule of classes each semester, must see that necessary corrections are made, and must keep documentation of all schedule changes and other transactions.

Harassment Policy

The University of North Dakota has policies to define and protect employees and students from harassment related to protected class. UND’s Harassment Policy and Procedure 2005 is entitled Equal Opportunity/Affirmation Policy Statement and Procedures for Complaints of Discrimination or Harassment.

Information in this section has been taken from this policy (http://und.edu/affirmative-action/aaopolicystatementandproceduresrevised.pdf). The definition of harassment is as follows:

“Unacceptable behavior, which can range from violence and bullying to more subtle behavior such as ignoring an individual at work or study. It subjects an individual or a group to unwelcome attention, intimidation, humiliation, ridicule, offense or loss of privacy. It is unwanted by the recipient and continues after an objection is made. Harassment may take the form of oral, written graphic, or physical conduct that is related to an individual’s or group’s protected class. This includes gender, race, national origin, color, disability, or other protected classes. Harassment based on sex, marital status, pregnancy, age, race, ethnicity, disability, or sexuality is a form of Unlawful Discrimination.”

This definition includes sexual and racial harassment, and bullying as well as any other form of personal harassment arising from disability, sexual orientation, gender identity, socioeconomic status, age, religion, etc. It can be a single explicit incident causing distress or repeated unacceptable behavior affecting the dignity of an individual that appears or feels offensive, demeaning, or intimidating or hostile.

All members of the university community are encouraged to report incidents of discrimination and harassment to university authorities. Complaints are to be handled at
the lowest possible level to ensure a quick and effective response. Incidents of
discrimination or harassment may occur in a variety of situations and therefore reporting
should be to the following:

A. Dean of Students Office – handles complaints by students and other university
affiliated personnel, usually after being reviewed at the departmental level
concerning behaviors of one or more students in social, cultural, living, academic,
or related environments;

B. UND Police Department – handles complaints by all individuals concerning hate
crimes, criminal behavior, and activities, which may endanger an individual, a
group, or property;

C. Academic Deans – handle complaints: (1) of students in academic settings under
their authority including, but not limited to, faculty or staff discrimination or
harassment of a student in an academic environment; professional relationship;
internship, cooperative education, clinical, field site, or student teaching
experience; or personal (consensual) relationship; and (2) of faculty and staff in
employment settings within the college and programs under the Dean’s control;

D. Non-Academic Department Heads – handle complaints: (1) of students, faculty,
and staff in relation to functions under their authority; and (2) of employees under
their authority;

E. Residence Services – handles complaints of residents living in residence halls,
University Children’s Center, apartments, and camp/conference programs
(regarding housing issues only);

F. Student Financial Aid – handles complaints of students employed throughout the
university in work-study and institutional employment and handles complaints
concerning scholarships and other sources of financial aid.

Criteria for Evaluating Academic Performance in the BSSW Program

To meet its responsibilities to provide quality professional education and to facilitate
functioning in a broad variety of professional situations, the Department of Social Work
evaluates the academic performance of its students in four general areas: Basic Abilities
to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance
Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is
necessary but not sufficient to ensure continued enrollment in a program. Both
professional behavior and scholastic performance comprise academic standards.
Basic Abilities Necessary to Acquire Professional Skills

Communication Skills

The student shows sufficient written and oral skills to demonstrate comprehension of information and communication of ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field internship experiences, as specified by faculty. The student must demonstrate communication competencies by such behaviors as using appropriate grammar, syntax, inflection, and vocabulary in spoken and written expression.

Interpersonal Skills

The student demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include a sense of justice, compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for his or her own actions and considers the impact of these actions on others.

Cognitive Skills

The student exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. The student demonstrates grounding in relevant social, behavioral and biological science knowledge and research including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice, and exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
Physical Skills

Physical attributes include adequate physical stamina and energy to carry out the responsibilities of social work over long hours and sensory abilities to support work in an agency setting with vulnerable clients.

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

This information was secured from information provided by the NASW and the North Dakota State Board for Social Work Examiners. The web sites where you can find this information are located at:

http://www.socialworkers.org/pubs/code/code.asp
http://www.ndbswe.com/

Stress Management

The student deals with current life stressors through the use of appropriate coping mechanisms, and handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

The student uses sound judgment, and seeks and effectively secures assistance for medical or emotional problems that interfere with scholastic and professional performance. The student also engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

• compromise scholastic and other performance,

• interfere with professional judgment and behavior, or

• jeopardize the best interests of those to whom the social work student has a professional responsibility.

Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment

The student exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Dakota or other relevant boards. The student demonstrates commitment to the essential values of social
work that includes the respect for the dignity and worth of every individual and the right of each individual to a just share of society’s resources (social justice).

**Professional Behavior**

The student exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. The student’s appearance, dress, and general demeanor reflect a professional manner. The student shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

The student works effectively with others, regardless of that individual’s level of authority, advocates for himself/herself in an appropriate and responsible manner and uses proper channels for conflict resolution, and shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

**Self-Awareness**

The student exhibits knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships, and accurately assesses one’s own strengths, limitations, and suitability for professional practice. The student shows awareness of self and how one is perceived by others, and reflects on one’s own limitations as they relate to professional capacities. The student is willing to examine and change behavior when it interferes in working with clients and other professionals.

**Ethical Obligations**

Behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Dakota or other relevant boards.

- No history of convictions of an offense determined by the department to have a direct bearing upon that individual’s ability to practice social work, unless sufficiently rehabilitated as determined by the Department of Social Work. (Reference NDCC Chapter 43-41-10 relative to grounds for denial of Social Work Licensure by the ND Board of Social Work Examiners).
• Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.

• Comprehension of another individual’s way of life and values. Empathic communication with and support of the client as a basis for a productive professional relationship.

• Appreciation for the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.

• Demonstration of respect for the rights of others. Commitment to clients’ rights to freedom of choice and self-determination.

• Maintenance of confidentiality as it relates to human service, classroom activities, and field internship.

• Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.

• Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

• The Department of Social Work does not promise that a license can be attained merely by completing the program.

Scholastic Performance

Information in this section was secured from UND policy regarding academic performance. Academic criteria is described in the UND Undergraduate and Graduate Catalog. The web sites where you can find this information are located at:

http://www.und.edu/dept/registrar/AcademicPolicy.htm
http://www.und.edu/dept/registrar/catalogs/catalog/graddept/policy.htm

Undergraduate Students

All social work students must maintain a 2.75 cumulative GPA and obtain at least
a C or higher in all social work courses. The only exception to this policy is if students are admitted to the BSSW Program under the previous admission criteria of 2.4 cumulative GPA. Students admitted to UND prior to spring 2009 will be considered for admission under the 2.4 cumulative GPA requirement, and will be expected to maintain at least a 2.4 cumulative GPA throughout the BSSW Program. Failure to maintain the minimum GPA results in a formal discussion with the student and a corrective action plan is developed. Adherence to the action plan is required to continue enrollment in the BSSW Program.

Sources of Information upon which Academic Performance is Based

Information about students’ meeting academic performance criteria in the Department of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.

- Feedback from agency-based field instructors.

- Observation of classroom, volunteer, or field behaviors.

- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework.

- Student personal statements or self-assessments.

- Interviews with faculty or other professionals.

- Taped interview situations (audio or video).

- Feedback from students, staff, university (UND or other colleges and universities), helping professionals, or community about behaviors.

- Feedback from faculty in other social work programs that the student may have attended.

- The Department of Social Work will adhere to the guidelines of FERPA in regards to all students on a need to know basis.

Accommodations for Disabilities

Material from this section was referenced from the University of North Dakota Disability Services for Students (DSS). No otherwise qualified student, on the basis of disability, shall be subjected to discrimination or excluded from participation in the Department of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide
an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify DSS and provide documentation as needed. DSS makes recommendations for accommodations. The Department of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including DSS), and periodic checks between the Department of Social Work and the student are appropriate courses of action in making accommodations. Further information on DSS can be found at: http://und.edu/dept/dss/html/about.html.

**Policies and Procedures for Review of Academic Performance**

The Department of Social Work may utilize three levels of review to evaluate concerns regarding a student’s academic performance. The level of review depends upon the severity of the concern. Information disclosed during student meetings with faculty, program directors, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns on a need to know basis.

**Performance that May Result in a Review and/or Dismissal from the BSSW Program**

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student.
- Behavior judged to be in violation of the current NASW Code of Ethics.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Department of Social Work and becoming known after admission.
- Consistent pattern of unprofessional behavior.
**Academic Probation/Dismissal Policy**

Information in this section was secured through the *UND Undergraduate and Graduate Academic Catalog* pertaining to the *Undergraduate Probation, Suspension, and Dismissal Policy*.

**Scholastic Dishonesty**

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.

A. Cheating on a test includes, but is not restricted to:

1. Copying from another student’s test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without authority.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person’s work and the unacknowledged submission or incorporation of it in one’s own work. This includes appropriation of another person’s work by the use of computers or any other electronic means.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

For detailed policy statements and procedures dealing with scholastic dishonesty, see the *Code of Student Life, Appendix IIIa*.

**Undergraduate Students**

1. Any student who does not maintain minimum academic requirements will, at the end of the term in which he or she fails to meet minimum standards,
be placed on Academic Probation. Subsequent failure to meet these standards will result in dismissal from the university.

2. A student on Academic Probation may remove Probation by attaining a 2.0 GPA. A student on Academic Probation who does not remove his or her probation at the end of the next term (semester or summer session) in which he or she enrolls will be dismissed.

3. Students may apply for reinstatement only if highly extenuating circumstances have led to the academic deficiencies. Applications for reinstatement are processed through the office of your academic dean or program director. If you have not declared a major, please contact the Office of Admissions and Records.

Three Levels of Review for Concern around Student Performance

**Level 1**

A Level 1 review involves a meeting between a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss concerns with the student and seek to work with the student to resolve the difficulties.
- Apprise the appropriate Director of the BSSW Program or Director of Field Education of the concerns in order to identify potential patterns and issues related to the student.
- Documentation of dates and content of meetings with the student will be placed in the student’s file.

If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty field liaison. It is the responsibility of the faculty field liaison to apprise the Director of Field Education of the concerns.

Refer to the *BSSW Student Field Education Manual* for policies and procedures for evaluating students in Field Education.

**Level 2**

A Level 2 review involves the faculty member, student, and the Director of the BSSW Program or Director of Field Education (whichever is appropriate). The faculty member and the appropriate program director will meet with the student
when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based field instructor, faculty field liaison, and Director of Field Education will conduct the review of the student. Input will be secured from the student in this information gathering process, and the Director of Field Education will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The Director of the BSSW Program or Director of Field Education will assess the nature of these concerns and maintain documentation. If after an assessment of the nature of the concerns, and in consultation with the FAA, the Dean of the College of Nursing and Professional Disciplines, a decision may be made to conduct a more comprehensive review pursuant to Level 3.

**Level 3**

A Level 3 review involves the faculty member, student, program director, and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision making step in the review process in the department.

When a Level 3 review is called, the appropriate program director and the Undergraduate Advisor and the BSSW Committee will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a Level 3 review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the program director or Undergraduate Advisor will consult with the Chair of the Department who may in turn, consult
with the Dean to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Dean, and an objective assessment of the information provided, the Undergraduate Advisor, Director of the BSSW Program and the BSSW Committee will inform the student of the decisions, which can include one or more of the following actions:

- **Continue the student in the program with no conditions.**
  In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.**
  In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay or deny entry to the field internship; or requiring the student to withdraw from the program with the option of reapplying.

- **Consult with and/or refer to the Dean of Students.**
  In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on university property, damage or destruction of university property, and conduct that endangers the health or safety of any university student, employee, or campus visitor.

- **Counsel the student to change majors/degree programs and/or discontinue the student in the program.**
  In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be dismissed from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, when appropriate. Students must be notified of the decision in writing within ten calendar days of the review. It is the
responsibility of the program director or Undergraduate Advisor to communicate the decision to the student.

**Academic Grievances**

Pursuant to the student grievance procedures for undergraduate and graduate students provided in the *Code of Student Life* (Appendix IIIa), students enrolled in the social work program have the right to redress grievances related to academic matters, including decisions that are the result of reviews of these Standards for Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

**Procedures for Handling Academic Grievances**

**Definition**

The Department of Social Work will follow the procedures outlined by the college pertaining to academic grievances. The term “academic grievance” is defined as: A statement expressing a complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, quality of instruction) which is thought by the student to be unfair.

Academic issues subject to grievance procedures differ from those subject to the academic petition process. The petition process includes a request by the student to have a university, college, or program requirement waived or modified. It may include the right to appeal under circumstances outlined in the petition process. The substance of petitions and appeals is under the jurisdiction of individual colleges, schools, programs, or designated university committees. If a student thinks that a petition has not been handled fairly, the student may initiate a grievance based upon unfair treatment, but not upon the substantive issue.

**The Grievance Process**

For undergraduate students, this process applies to any "complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, quality of instruction) which is thought by the student to be unfair" (*UND Code of Student Life*, Section 1).

The academic issues subject to the grievance procedures specified within this policy differ from those issues subject to the academic petition process, which include a request by the student to have a university, college, or program requirement waived or modified. "If a student thinks that a petition has not been handled fairly, the student may initiate a grievance based upon unfair treatment, but not upon the substantive issue" (*Code of Student Life*, Section 1).

All concerns within the scope of this policy must be pursued through the appropriate levels. For students, that is student and instructor, then
Department Chair, and then College Dean. Faculty concerns should be addressed first to the appropriate Department Chair and then to the Dean.

**Grievance Options**

Any person who has a problem, complaint, or resentment, which may become subject to this grievance policy must attempt to resolve the grievance at the department level. That individual shall hereinafter be referred to as the "grievant" and the issue of concern shall be referred to as the "grievance." If the grievance involves administrators (other than the Dean) or staff at the college level and/or college policies or procedures, other than those associated with the academic petition process, the Dean shall assign a Department Chair to handle the grievance in the manner noted below. If the grievance involves the Dean, the Provost and Vice President for Academic Affairs shall assign a Department Chair or Dean of another college to handle the grievance in the manner noted below.

1. **Informal Options**

   The grievant shall discuss the grievance first with the person(s) involved in an attempt to resolve the situation.

   After initial contact, the grievant may attempt to use either negotiation or mediation, or both, before initiating a formal grievance. In most instances, the grievant should attempt to resolve the grievance through negotiation by discussing the concern with the instructor and/or the Department Chair.

   The grievant may initiate mediation by requesting assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the instructor and/or the Department Chair and proceed with mediation if that party agrees.

2. **Formal Options**

   Within twenty (20) days of the occurrence which forms the basis for the grievance, or within ten (10) days of the final attempt at negotiation or the final effort at mediation, whichever is later, the grievant shall file a written grievance to the Department Chair, indicating the basis for the grievance and the specific remedy sought.

   The Department Chair shall visit with the grievant and the individual(s) alleged to be the basis for the grievance and shall request such additional information as deemed necessary to render a response to the grievance.

   Within fifteen (15) days after the grievance has been provided, the Department Chair shall provide the parties to the grievance with a written
statement indicating what actions, if any, will be taken in response to the grievance.

It is the responsibility of the Chair to retain a record of the investigation of the grievance and copies of any relevant documents procured thereby. This will be held in the Deans office as the office of record.

**Grievance Procedures**

1. **Procedure and Timing**

   An appeal of a Department Chair's decision must be submitted by either party involved in the grievance (referred to in this stage of the process as the "appellant") to the Dean within fifteen (15) working days after notification of the decision of the Department Chair. The appeal must indicate the basis for disagreement with the Department Chair’s decision and the remedy sought. A copy of the Department Chair’s decision must accompany the appeal. The College Appeals Committee will be formed and a Chair elected within five (5) working days after the appeal has been filed.

   The appeal process will be completed in twenty (20) working days from the day the committee is formed, unless all parties mutually agree to an extension of this timeline, or upon a showing of good cause by any party, an extension is granted by the committee. A copy of the recommendation of the College Appeals Committee will be sent within five (5) working days after completion of the appeal process by the Committee Chair to the parties, including the appellant, the Dean, the second party to the original grievance, and the Chair of the Department in which the grievance was originally considered.

2. **Selection of the College Grievance Committee**

   Members of the College Grievance Committee pool will be selected in the academic departments through elections conducted by September 1 of each year. Within each department, two faculty members, and two undergraduate students (if appropriate) will be selected for the pool.

   For each appeal by academic staff, four faculty names will be drawn by lot from the college pool. Members of the department involved in the appeal being heard will be excluded from the drawing. In the event that any of the four faculty representatives are unavailable at the time of the hearing(s), additional name(s) will be drawn from the college pool.

   In the case of student appeals, an undergraduate student also will be selected from the pool, by lot, to serve with the four faculty members. Any
student(s) representing the department involved in the appeal will be excluded from the drawing. In the event that the student representative is unavailable at the time of the hearing(s), a new representative will be selected from the college pool.

3. **Committee Procedures**

The committee must hold a meeting and elect a Chair within five (5) working days after the appeal has been filed. Selection of the Chair shall be by nomination of the committee members and majority vote of those individuals.

The committee shall set a date, time, and place for a hearing to receive testimony from the parties to the appeal.

The appellant, the second party to the original grievance, and/or the Department Chair whose decision is being appealed may provide documents for consideration by the committee. A copy of all such documents related to the appeal, including the file compiled by the Department Chair in conducting the original investigation, will be provided to the Dean's office for distribution to the committee members, Chair of the Department involved, appellant, and second party to the original grievance at least three (3) working days prior to the hearing.

4. **Hearing Procedures**

At least twenty-four (24) hours prior to the opening of the hearing, the appellant will provide a signed written statement to the Dean's office declaring whether the hearing is to be open or closed to the public. In the absence of such statement, the hearing is to be closed to the public.

Before the presentations by the principal parties to the Grievance Committee, the following instructions will be read by the chairperson: This process is not a disciplinary hearing, legal proceeding, or a courtroom process. The first phase of the meeting is designed for the committee to obtain information on the related factors and aspects of the appeal. The appellant and respondent will present their positions. Principal parties will not have the right to cross-examine each other. The committee has the right to question all parties in its attempt to achieve an understanding of the issue(s).

To begin, the appellant(s) will present their position(s) to the committee, followed by the presentation by the respondent. Any other principal parties, earlier identified, will be allowed to make a presentation. The committee may then follow with questions. After this phase of the meeting, the committee will deliberate and reach a final decision. If the
principal parties choose to stay during the committee's deliberations, they may not participate. The principal parties and the Dean will be notified by the Chair of the Committee, in writing, of the decision within five (5) working days after completion of the appeal process.

The appellant will begin the hearing by giving an account of the problem, complaint, or resentment that led to the grievance. The appellant will also provide a response to the Department Chair's decision regarding the grievance.

The Department Chair who issued the department level decision against which the appeal was filed shall then give an account of the issue(s), the investigation, and the decision. The second party to the original grievance, other than the appellant, will then be invited to give his or her account of the issue(s). However, the party is under no obligation to give such an account.

The principal parties involved may ask other persons to provide supporting testimony at the hearing. Each of these individuals must be identified to the committee prior to the hearing. If the hearing is an open hearing witnesses may not be present in the hearing room until after they have provided testimony and it has been determined that they will not be recalled for further testimony.

Any questions or responses by the parties involved in the appeal hearing will be directed through the chairperson and will be presented only after both sides have concluded their testimony.

The Grievance Committee Chair will assure that the discussion is limited to the specific matter(s) listed in the appellant's written appeal and will restrict the committee recommendation(s) to the specific matter(s) cited in that appeal. During the appeal hearing, the appellant may have an advisor present, but the advisor may not ask questions of parties to the appeal or witnesses and will not be allowed to address the committee unless asked to do so, or unless given permission to do so.

5. Committee Decision

The Grievance Committee will consider all documents and testimony provided by the parties prior to deliberation. A quorum, defined as four out of five members for a student appeal or three out of four for a faculty appeal, must be present at the time of the vote. The recommendation(s) of the committee shall be approved by a majority vote of those present. The Committee Chair will vote only in case of a tie.
Any appeal not resolved at this level may be brought by either party to the appropriate university committee. Students should consult the UND Code of Student Life, Section 3; faculty should consult the UND Faculty Handbook, 12.2.

Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed in other documents. Students should refer to the Code of Student Life and the UND Undergraduate and Graduate Academic Catalog for a more detailed discussion of specific grievance procedures.

Discrimination

Upon admission to the BSSW Program, students are asked to meet with their advisors to review the UND Code of Student Life, Appendix I, particularly its policy on non-discrimination, which states:

“It is the policy of the University of North Dakota that there shall be no discrimination against persons because of race, color, genetic information, national origin, religion, sexual orientation, gender identity, sex, age, creed, marital status, veteran’s status, political belief or affiliation, and that equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students in all colleges and in their academic pursuits."

Students are then asked to sign the BSSW Program Agreement Form, which states that they understand and agree to abide by the UND Code of Student Life.
Links of Importance

Department of Social Work Link:
http://nursing.und.edu/social-work/index.cfm

Code of Student Life for the University of North Dakota:

University of North Dakota Academic Catalog:
http://und.edu/academics/registrar/catalog-current.cfm

University of North Dakota Office of the Registrar:
http://und.edu/academics/registrar/

University of North Dakota Student Account Services:
http://und.edu/finance-operations/student-account-services/index.cfm

University of North Dakota Student Financial Aid:
http://und.edu/admissions finanzi al-aid/

National Association of Social Workers:
www.socialworkers.org

Council on Social Work Education:
http://www.cswe.org/
Chapter 4: General Information

Financial Aid & Scholarships

The University of North Dakota has several sources of financial aid available for qualified students including scholarships, loans, grants, and employment opportunities. For further information regarding financial assistance, contact the Student Financial Aid Office (http://und.edu/admissions/financial-aid/) in Twamley Hall, Room 216.

Scholarships applications for the Department of Social Work are available in the spring. Applications can be picked up in the Department of Social Work.

Catholic Charities ND/Hassing Scholarship

$1,000 Scholarships are available from the Catholic Charities ND/Hassing Scholarship if: 1) you are a full time junior social work major, 2) you plan to practice social work in North Dakota, 3) you have been a resident of North Dakota for at least four years, 4) you feel you are spiritually consistent with the teachings of the Catholic church (need not be Catholic). Catholic Charities ND/Hassing Scholarship purpose: To attract qualified, spiritually healthy social workers to rural North Dakota.

Henriette Lund Scholarship

This scholarship was created to honor the memory of Henriette Lund. Ms. Lund was one of the first professionally trained social workers to practice in North Dakota. She was instrumental in the formation of the North Dakota Conference of Social Work in 1920 which addressed child welfare needs of that day and led to the establishment of the state's Children's Code Commission. Ms. Lund held a series of positions in national and international social work before her death in 1984, at the age of 94.

A $475 scholarship is awarded to an admitted undergraduate admitted senior and a graduate student who has a high grade point average, high promise as a social work professional, and demonstrated participation in advancement of the profession.

North Dakota Conference of Social Welfare Scholarship

North Dakota Conference of Social Welfare (NDCSW) will award a $500 scholarship to an undergraduate senior social work student that shows an interest in social welfare reform, advocating for the underprivileged, and being a leader in social welfare issues. Application must include an essay of 1000 words or less about their interest in the three areas listed above, why you would like to be a member of the NDCSW, what benefits there are to membership in the NDCSW, what committee you would like to serve on, and how you would like to become involved as a member of NDCSW. For application information you can access the NDCSW website at www.ndcsw.org. There is an expectation that you will attend the fall conference in Minot in late September to receive the award.
Student Social Work Organizations

Student associations include Phi Alpha, Student Social Work Association, and National Association of Social Workers (NASW).

Phi Alpha

Phi Alpha, the National Social Work Honorary Society, aims to provide recognition for scholastic achievement of individual students, promote interest in social work as a profession, and encourages fellowship among those training for this profession. Phi Alpha encourages student scholarship, good citizenship, and the practice of high ethical standards. Student members of Phi Alpha are nominated for membership twice a year. To be eligible for membership the student must have a 3.00 overall GPA, a 3.5 cumulative GPA in social work courses, Junior standing and a faculty endorsement. Eligibility for members for graduate students include a 3.00 GPA, completion of 55 credit hours and a faculty endorsement.

Student Social Work Association

A member of the National Federation of Student Social Workers, the Student Social Work Association aims to promote interest in social work as a profession and encourage fellowship among social work students. The association is open to all current and prospective social work majors.

National Association of Social Workers

The National Association of Social Workers (NASW) is an organization comprised of professional and student social workers who have united on local and national levels to increase their impact on today's major social problems. NASW attempts to enhance social work practice, improve professional standards and salary levels, and promote societal improvements important to social workers and their clients.

Students are offered a membership at reduced fees. The benefits of NASW membership include free subscription to the bi-monthly Social Work Journal and the monthly NASW NEWS. NASW also offers low-cost health, life, and liability insurance coverage, low-cost travel service, and reduced rates for membership in the Social Work Vocational Bureau, a central employment reference service. Visit NASW website at: www.socialworker.org.

Educational and Social Resources

A. Dean of Students Office (http://und.edu/student-affairs/dean-of-students)
   McCannel Hall, Room 180 (701-777-2664)

   Division of Student Affairs (http://und.edu/student-affairs)
   Twamley Hall, Room 307 (701-777-2724)
• Admissions (http://und.edu/admissions/undergraduate)
• American Indian Student Services (http://und.edu/student-life/american-indian-student-services)
• Communications (http://und.edu/the-link)
• Memorial Union (http://und.edu/student-life/union)
• Multicultural Student Services (http://und.edu/student-life/multicultural-student-services)
• Residence Services (http://und.edu/student-life/housing)
• Student Financial Aid (http://und.edu/admissions/financial-aid)
• Student Health Services (http://und.edu/health-wellness/student-health)
• Student Success Center (http://und.edu/student-affairs/student-services)
• Trio Programs (http://und.edu/student-life/trio)
• Veteran and Military Services (http://und.edu/admissions/financial-aid/veteran-military-financial-aid.cfm)
• Wellness Center (http://und.edu/health-wellness/wellness)
• Women's Center (http://und.edu/student-life/womens-center)

B. Counseling Center (http://und.edu/health-wellness/counseling-center)
McCannel Hall, Room 200 (701-777-2127)

• Counseling
• Group Counseling/Couples Counseling
• Career Counseling
• Substance Abuse Prevention
• Crisis Services
• Testing
• Professional Training
• Outreach/Workshops

C. Career Services (http://und.edu/student-life/careers)
McCannel Hall, Room 280 (701-777-3904)

• Career Exploration
• Career Fairs
• Cover Letter/Resume Writing
• Job Search Techniques
• Interviewing/Networking
• Internships/Co-op Education

D. Disability Services for Students (http://und.edu/dept/dss)
McCannel Hall, Room 190 (701-777-3425 Voice or TDD)

• Access
• Accommodations
• Career Development
• Financing your Education
• Legal Aspects of Disability
• Tutoring

E. Other

• University of North Dakota Indian Association (UNDIA) (http://und.edu/orgs/indian-association/index.cfm)
• Office of International Programs (http://und.edu/academics/international-programs)
• College Republicans (http://involvement.und.edu/organization/collegerepublicans)
• University Democrats (http://involvement.und.edu/organization/udems)
• American Red Cross Club of UND (http://involvement.und.edu/organization/redcrossclub/about)

Computer Lab, Library, and Student Lounge

The computer lab is located in Room 1 of Gillette Hall and is open from 8:00 AM to 4:30 PM Monday through Friday.

The University of North Dakota’s Chester Fritz Library is UND’s mail library, which is frequently accessed by BSSW Program students. It holds more than two million volumes and provides access to over 30,000 electronic journals and scholarly resources. Other libraries accessible to BSSW Program students for research and reference are the Harvey E. French Library, the School of Medicine and Health Science, and the Olaf H. Thormodsgard Law Library.

Gillette Hall, where the Department of Social Work is located, has a student lounge for BSSW students in Room 11. A sofa, fireplace, chairs, and tables are available for students to use to student and interact.

Student Participation on Department Committees

The following department committees include faculty, student and community representatives:

Bachelor of Science in Social Work (BSSW) Committee (one student representative)

Purpose: Assist the Director of the BSSW Program in the following components of administering the BSSW Program: 1) serve as the admissions committee, 2) assist with gate keeping of student progress, 3) oversee development and updating of the student handbook, 4) schedule courses, 5) assist in problem solving related to student progress, 6) update catalog copy to assure adherence to accreditation guidelines, and 7) provide development, oversight, and maintenance of the curriculum including text book selection.

Membership: Three Department of Social Work faculty members (one from each
curriculum content area committee), one student representative, and one social work community representative.

Committee Chair: Director of the BSSW Program
Selection: Faculty representatives are volunteer or are elected by the voting members of the Department of Social Work faculty if competition exists. Community and student representatives are recommended by the Department of Social Work faculty and appointed by the Director of the BSSW Program.

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<tr>
<th>Field Advisory Committee (two students)</th>
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<tr>
<td><strong>Purpose:</strong> Assist the Director of Field Education in the following components of administering Field Education: 1) periodically review Field Education to advise and recommend policy changes to Department of Social Work faculty, 2) advise and recommend procedural changes to the Director of Field Education, 3) review the student applications for internships relative to the availability and best match of internship settings, and 4) make recommendations regarding that match.</td>
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<tr>
<td><strong>Membership:</strong> Two Department of Social Work faculty and three social work community representatives who have adjunct field instructor status, and two students, representing the BSSW and MSW Programs, will be named to the committee, for policy and procedure review functions. The students will not participate in reviews of student applications.</td>
</tr>
<tr>
<td><strong>Committee Chair:</strong> Director of Field Education</td>
</tr>
<tr>
<td><strong>Selection:</strong> Faculty members volunteer or are selected by voting members of the faculty if competition exists. Community representatives are recommended by faculty and approved by the Chair of the Committee. Student representatives are recruited by the Directors of the BSSW and MSW Programs.</td>
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<tr>
<th>Assessment Committee (one student)</th>
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<td><strong>Purpose:</strong> To assess and provide feedback regarding the BSSW and MSW curriculum and their implementation.</td>
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<tr>
<td><strong>Membership:</strong> Representatives of BSSW and MSW Committees, one community representative, and one social work student.</td>
</tr>
<tr>
<td><strong>Committee Chair:</strong> Elected by the committee</td>
</tr>
<tr>
<td><strong>Selection:</strong> MSW and BSSW Committee representatives are elected by those committees. Community representatives are recommended by the Department of Social Work faculty. Student representatives are recruited by Directors of the BSSW and MSW Programs.</td>
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</table>
**Licensure Information**

The state of North Dakota licenses persons with the BSSW from UND as a Licensed Social Worker. Student majoring in social work at UND are permitted to take the North Dakota licensing exam during the semester they complete all of their graduation requirements. Information regarding licensing can be obtained from the North Dakota Board of Social Work Examiners or for other states, see the Association of Board of Social Work Examiners.
APPENDICES
Appendix I
Advisement Guidelines

Expectations are commonly set to encourage success on the part of all individuals involved. To increase this success, as an academic advisor you should:

- Answer questions regarding General Education/Essential Studies Requirements and Major Requirements.
- Be knowledgeable about university resources and be able to make referrals - Student Success Center, Career Walk-in Center, Disability Services for Students, Writing Center, etc.
- Understand the campus policies and procedures that affect students and be able to communicate the information to students - effects of repeat courses, probation status, grade point average, etc.
- Keep accurate student records and maintain confidentiality.

As there are expectations of an academic advisor, there are also expectations a student should follow to facilitate a positive advising session. A student should:

- Make appointments to see your advisor. Dropping in does not allow for quality attention.
- Meet with your advisor early enough to remove advisor hold.
- Be prepared!
- Do the preliminary planning, goal setting, and course selection prior to the advisor appointment.
- Learn the university policies and procedures and how to fill out the appropriate paperwork on your own.
- Ask questions – about anything! In order to handle the responsibility you need to know the answers.
- Ask about changing advisors if you are dissatisfied with your current advisor.
- Make final course selection and do course scheduling after you have questions answered in the advisor appointment.
- Read all correspondence from the University. Letters and e-mail contain important information about deadlines, registration procedures, etc.
- Remember that the ultimate responsibility for choosing classes, dropping classes, meeting curriculum requirements, etc. is yours.
Appendix II

University of North Dakota
Department of Social Work

BSSW Program Agreement

Please initial next to each statement and sign and date at the bottom.

_______ I certify that all of the information I have given in the application process is accurate and given for the purpose of consideration for admission to the UND BSSW Program.

_______ I have read the NASW Code of Ethics and the UND Code of Student Life and agree to abide by them.

_______ I understand that I will need to complete a self-efficacy scale upon admission and prior to graduation.

_______ I understand the requirements for the Bachelor of Science in Social Work degree, as outlined in the student advising form, and understand that I have final responsibility to meet the stated requirements.

_______ I understand that I am responsible to schedule appointments with my advisor, meet with my advisor, and to follow course suggestions provided by my advisor.

_______ I understand that a student’s likely performance as a social work practitioner and/or ability to obtain a social work license is not guaranteed after completion of the University of North Dakota Department of Social Work program.

__________________________________  ___________________________________  ____________
Student Name  Student Signature  Date
Appendix III

University of North Dakota
Department of Social Work
Bachelor of Science in Social Work (BSSW)

BSSW Course Petition

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

Request:

Reason:

Required Signatures:

<table>
<thead>
<tr>
<th>Recommend</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

___yes ___no | __________________________ | __________ | Student

___yes ___no | __________________________ | __________ | Advisor

___yes ___no | __________________________ | __________ | Director of the BSSW Program

Instructions:
Student completes petition and submits to advisor or to the Director of the BSSW Program if no advisor has been assigned. Advisor makes a decision and submits the petition to the Director of the BSSW Program. The Director of the BSSW Program makes a decision, notifies the student and advisor, and files the petition in the student record.

Reasons to submit a petition: 1) to waive a BSSW Program requirement, such as a requirement for admissions or graduation. 2) to waive a course prerequisite, co-requisite. 3) to waive or substitute a curriculum requirement, such as the human biology requirement 4) to consider transfer social work credits.
Appendix IV

University of North Dakota
Department of Social Work

Change of Advisor Form

Name_____________________________________ ID#_________________________
E-Mail Address______________________________ Phone#_____________________
Name of Current Advisor__________________________________________________
Reason for Request________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

**Students are required to speak with their current advisor regarding the reason for their request for a new advisor. A reasonable attempt should be made to resolve the issue or conflict. If a student does not feel comfortable talking to their current advisor, they have the option of discussing the conflict with someone from the Social Work Administrative Team (BSSW Program Director, MSW Program Director, Department Chair, Field Program Director, or Distance Program Coordinator). **

Signature of Current Advisor or Administrative Team Member____________________

After completing this form, please submit to the BSSW Program Director, Gillette Room 302B.

If you have any questions, please contact the BSSW Program Director.

Signature of Student ___________________________ Date ________________________

To be completed by BSSW Program Director:

New advisor assignment ______________________________________________________

Signature of BSSW Director ___________________________ Date ____________________
### Appendix V

**Department of Social Work**

**Student Advising Form**

**Essential Studies**

**September 2, 2014**

<table>
<thead>
<tr>
<th>Name</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>ID</td>
</tr>
<tr>
<td>e-mail</td>
<td>Phone</td>
</tr>
<tr>
<td>Minor</td>
<td>Other contact information</td>
</tr>
<tr>
<td>Advisor</td>
<td>2nd Bachelors</td>
</tr>
</tbody>
</table>

#### Part 1. Breadth of Knowledge, with BSSW Specific Requirements.

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
<th>Hours Required</th>
<th>Courses Taken</th>
<th>Hours Taken</th>
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</thead>
<tbody>
<tr>
<td>ENG 110 College Composition I</td>
<td>9 sem. credits</td>
<td>Fulfilled</td>
<td></td>
</tr>
<tr>
<td>ENG 130 College Composition II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 110 Fundamentals of Public Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences in minimum of 2 departments</strong></td>
<td>9 sem. credits (additional 15 credits for SWK)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Psyc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Poli Sci</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Soc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Social Science</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Advanced Social Science</td>
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<td>Advanced Social Science</td>
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<tr>
<td>Advanced Social Science</td>
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<td></td>
</tr>
<tr>
<td>Advanced Social Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities in two departments with 3 credits from fine arts &amp; 3 credits from humanities</td>
<td>9 sem. credits</td>
<td>Fulfilled</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Science, &amp; Technology in 2 departments &amp; 4 hrs. of lab science</td>
<td>9 sem. credits</td>
<td>Fulfilled</td>
<td></td>
</tr>
<tr>
<td>World Culture for SWK (can’t count for Advanced Social Science or Special Emphasis)</td>
<td>6 sem. Credits</td>
<td></td>
<td></td>
</tr>
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</table>
Part 2. Special Emphasis Areas. These courses may meet both a Special Emphasis and a Breadth of Knowledge or major requirement.

<table>
<thead>
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<th>Special Emphasis Areas</th>
<th>12 sem. credits</th>
<th>Courses Taken</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Communication (A) 200-level or higher</td>
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<tr>
<td>Quantitative Reasoning</td>
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<td></td>
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</tr>
<tr>
<td>Global Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States Diversity</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Other courses:


<table>
<thead>
<tr>
<th>Course</th>
<th>Hours req</th>
<th>Grade</th>
<th>ADMISSION TO SW Program</th>
<th>Hours req</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 255</td>
<td>4</td>
<td></td>
<td>SWK 317</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SWK 257</td>
<td>3</td>
<td></td>
<td>SWK 357</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pre or post admission</td>
<td></td>
<td></td>
<td>SWK 424</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWK Elective</td>
<td>2</td>
<td></td>
<td>SWK 434</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SWK 442</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SWK 454</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SWK 481</td>
<td>5</td>
<td></td>
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<td></td>
<td></td>
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<td>SWK 482</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SWK 483</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SWK 484</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

A course with human biology content has been completed. □

Part 4. Student Checklist.

<table>
<thead>
<tr>
<th>Student Responsibility</th>
<th>Check if completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has requested an Essential Studies status sheet from the College of Nursing and Professional Disciplines advisor prior to entering field education, and a copy is located in the file.</td>
<td>□</td>
</tr>
<tr>
<td>Student has applied and has been admitted into the SWK Program.</td>
<td>□</td>
</tr>
<tr>
<td>Admission: Deadline:</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>March 15 or June 15</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>October 15</td>
</tr>
<tr>
<td>Student has signed BSSW Program Agreement form.</td>
<td>□</td>
</tr>
<tr>
<td>Student has notified Field Coordinator of intent to enter field two semesters prior to the start of their field experience. All social work courses must be complete prior to beginning field. Deadlines:</td>
<td>□</td>
</tr>
<tr>
<td>Field: Notify Field Coordinator:</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Previous Fall</td>
</tr>
<tr>
<td>Spring</td>
<td>Previous Spring</td>
</tr>
<tr>
<td>Summer</td>
<td>Prior Fall</td>
</tr>
<tr>
<td>Student has applied for graduation (See Registrar's Office for deadlines).</td>
<td>□</td>
</tr>
</tbody>
</table>

NOTE: A minimum of 125 credit hours and completion of General Education Requirements (GERs) are required to graduate. Transfer students are required to complete a minimum of 60 credit hours at 4 year institutions. A minimum of 36 credit hours must be completed in upper division courses by all undergraduate degree recipients. The last 30 credits must be UND institutional credit.
Instructions:

Initially all prospective students meet with their assigned advisor. Based on guidelines established by the UND Success Center, the advisor provides career/academic consultation and include all information that is available on the Student Advising Form. Decisions are made regarding which courses meet social work program requirements. The completed advising form is given to students in a hard copy format. A hard copy is placed in the file, and an electronic copy is posted on the T drive. Copies located on the T drive will have protected access. If a student wants an electronic copy of the advising form, it can be sent via email during the advising session.

**Part 5. Advisor Notes.**

<table>
<thead>
<tr>
<th>Person reviewing form</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Appendix VI

Department of Social Work
Student Advising Form for Second Degree Students
September 2, 2014

A course with human biology content has been completed.
6 credits of global diversity or world diversity courses completed.

<table>
<thead>
<tr>
<th>Name</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Phone</td>
</tr>
<tr>
<td>e-mail</td>
<td>Other contact information</td>
</tr>
<tr>
<td>Minor</td>
<td>2nd Bachelors</td>
</tr>
<tr>
<td>Advisor</td>
<td>2nd Major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SWK Course</th>
<th>Hours req</th>
<th>Grade</th>
<th>ADMISSION TO SW Program</th>
<th>Hours req</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 255</td>
<td>4</td>
<td></td>
<td>SWK 317</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SWK 257</td>
<td>3</td>
<td></td>
<td>SWK 357</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pre or post admission</td>
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<td></td>
<td>SWK 424</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SWK Elective</td>
<td>2</td>
<td></td>
<td>SWK 434</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>SWK 442</td>
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<td>SWK 454</td>
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<td>SWK 481</td>
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<td></td>
<td></td>
<td></td>
<td>SWK 482</td>
<td>1</td>
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<td></td>
<td></td>
<td></td>
<td>SWK 483</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SWK 484</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Student Responsibility

Student has requested an Essential Studies status sheet from the College of Nursing and Professional Disciplines advisor prior to entering Field Education, and a copy is located in the file.

Student has applied and has been admitted into the SWK Program.

Admission: Deadline:
Fall            March 15 or June 15
Spring/Summer  *October 15

Student has signed BSSW Program Agreement form.

Student has notified Field Coordinator of intent to enter field two semesters prior to the start of their field experience. All social work courses must be complete prior to beginning field.

Check if completed

62
### Deadlines:

<table>
<thead>
<tr>
<th>Field</th>
<th>Notify Field Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Previous Fall</td>
</tr>
<tr>
<td>Spring</td>
<td>Previous Spring</td>
</tr>
<tr>
<td>Summer</td>
<td>Prior Fall</td>
</tr>
</tbody>
</table>

Student has applied for graduation (See Registrar’s Office for deadlines).

### NOTE:

A minimum of 125 credit hours and completion of General Education Requirements (GERs) are required to graduate. Transfer students are required to complete a minimum of 60 credit hours at 4 year institutions. A minimum of 36 credit hours must be completed in upper division courses by all undergraduate degree recipients. The last 30 credits must be UND institutional credit.

### Instructions:

Initially all prospective students meet with their assigned advisor. Based on guidelines established by the UND Success Center, the advisor provides career/academic consultation and include all information that is available on the Student Advising Form. Decisions are made regarding which courses meet social work program requirements. The completed advising form is given to students in a hard copy format. A hard copy is placed in the file, and an electronic copy is posted on the T drive. Copies located on the T drive will have protected access. If a student wants an electronic copy of the advising form, it can be sent via email during the advising session.

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<thead>
<tr>
<th>Person reviewing form</th>
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<th>Comments</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Appendix VII

Faculty Biographies

FULL-TIME FACULTY

Carenlee Barkdull, Ph.D., MSW, LCSW
Associate Professor, Department Chair
Gillette Hall, Room 301A
225 Centennial Drive, Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-3770
Email: carenlee.barkdull@email.und.edu

Carenlee Barkdull graduated with a MSW in 1989 and a Ph.D. in 2004 in Social Work from the University of Utah at Salt Lake City, and has an undergraduate degree in Anthropology. She has been teaching at the University of North Dakota for eight years, and has fourteen years of social work practice experience. She is a Licensed Certified Social Worker in North Dakota. Dr. Barkdull’s years of social work experience in the public and nonprofit sectors are where she developed a passion for research and practice focused on community collaborations, particularly those that improve child and family well-being in socioeconomically disadvantaged communities. She has also had the honor of working with Native American communities to help develop university-community partnerships in the Great Basin region and the Southwest. Dr. Barkdull has been involved with the BSSW Program offered at Sitting Bull College, teaching SWK 255 Introduction to Social Work.

Dr. Barkdull has been appointed Chair of the University Senate’s Continuing Education Committee. In addition to her service on this committee, she attended two workshops on campus over the past academic year relevant to teaching with technology, and presented as part of a Faculty Institute at CSWE on distance education. These activities are relevant to the program’s mission to provide broad access to graduate education through technology. She was invited to give a lecture on distance education as part of the prestigious “President’s Lecture Series” on campus last fall semester. Relevant to the MSW Program’s priority of serving the state of North Dakota, she is Principal Investigator for a grant awarded January 2012, to study the effects of North Dakota’s current oil boom on vulnerable populations, including a highly-impacted reservation community (Fort Berthold). She and Dr. Weber interviewed North Dakota’s county social service directors as part of this grant project, and they are currently partnering with tribal college faculty on the Fort Berthold reservation to gather data related to the oil boom’s effects. Her research is focused on Native American communities, Muslim populations, and distance education, and she has several publications in these areas. Dr. Barkdull is also a board member for the Global Friends Coalition, a local nonprofit that matches refugee families with tutors and mentors. Dr. Barkdull and Dr. Weber are
frequently invited to speak to community groups about refugee policy, and they currently have a manuscript related to this topic under review. Dr. Barkdull is also the Board President of Third Street Clinic, a unique partnership of nonprofits providing medical and pharmaceutical “safety net” services to the Grand Forks community.

Melanie Sage, Ph.D., MSW, LICSW
Assistant Professor, Director of the BSSW Program
Gillette Hall, Room 301C
225 Centennial Drive, Stop 7135
Grand Forks, ND 58202
Tel: 701-777-1224
Email: melanie.sage@email.und.edu

Melanie Sage holds a BSW, MSW, and PhD in Social Work, and is a Licensed Independent Clinical Social Worker in North Dakota. In the states of North Carolina, California, and Oregon, her work history includes positions as a child welfare worker, forensic interviewer, and trainer, a housing coordinator with the Veteran’s Administration, a counselor in private clinical practice, psychiatric social work and screening in a hospital, and crisis counseling with county-based services. Through this variety of experiences, she is able to bring rich stories of practice to the classroom.

Dr. Sage conducts research primarily in area of child welfare. She administers two funded evaluation grants. One project focuses on evaluation of the outcomes of Family Group Decision Making with Native American families in North Dakota, a project of Village Family Services, funded by the federal Administration of Children and Families. The other is an audit of the state’s compliance with the Indian Child Welfare Act, funded by North Dakota’s Supreme Court. Through these research and evaluation projects, she hopes to improve outcomes for families who have interactions with the child welfare system.

Her other interests include technology, grant writing, program evaluation, classroom innovation, program administration, motivational interviewing, and narrative therapy. She enjoys mentoring students and training social workers in the community. In her spare time she enjoys arts and crafts, and her idea of a perfect vacation includes snorkeling through a school of fish in water off of a warm beach.
Yee Han Chu, Ph.D., LCSW
Assistant Professor
Gillette Hall, Room 105A
225 Centennial Drive, Stop 7135
Grand Forks, ND 58202
Tel: 701-777-3771
Email: yeehan.chu@und.edu

Yee Han Chu graduated with a BAS from the University of California, Davis, in 1991 with double majors in Psychology and Genetics, a MSSW in 1995, concentrating in Advanced Clinical Social Work, from Columbia University School of Social Work, New York, and a PhD in 2014 from the Department of Teaching and Learning at the University of North Dakota (UND) with emphasis on higher education. Her research agenda is to advance understanding of the educational, social, and emotional vulnerabilities of high ability children and to broaden the scope of social work advocacy to assist this population of children. Dr. Chu has presented at national and international conferences about the educational needs of high ability students.

Dr. Chu has been teaching with the Social Work Department since January of 2003 and has taught SWK 311 Child Welfare, SWK 561 Children and Families, SWK 482/484 BSSW Field Education Seminar I/II, SWK 257 Human Behavior in the Social Environment I and served as the BSSW Administrative and Academic Advisor. She has also taught for the Department of Teaching and Learning at UND, Lake Region State College, Park University, and the Department of Social Work and Behavioral Sciences at the University of Portland. Dr. Chu has worked in California, Nevada, and Oregon. Her practice experience includes substance abuse treatment, in-patient psychiatric work with adults, out-patient mental health work with children and adults, and forensic child abuse evaluations. She is a licensed certified social worker in North Dakota.

Kenneth Flanagan, Ph.D., MSW, LICSW
Assistant Professor, Gerontology Minor Coordinator
Gillette Hall, Room, 302A
225 Centennial Drive, Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-3769
Email: kenneth.flanagan@und.edu

Kenneth Flanagan graduated with a MSW and Ph.D. in Social Work from The Ohio State University and has an undergraduate degree in Sociology. He has been at the University of North Dakota since 2009 teaching in the undergraduate and graduate programs. During his time at UND he has also served as the BSSW Program Director and is currently the Gerontology Minor Coordinator. He is a Licensed Independent Clinical Social Worker in North Dakota.
Dr. Flanagan brings nearly 30 years of post-MSW professional social work practice experience in a variety of human service settings, including community based organizations, outpatient behavioral health facilities, hospitals, and managed care organizations. In these positions he has been involved with the redesign of organizational programs and processes to proactively respond to the changing needs of clients and payers. He has been involved with the expansion of outpatient and community-based services in order to reduce the need for more restrictive levels of care. These services included the development of ambulatory detox services, intensive outpatient programming and in-home crisis intervention services for adolescents and adults. In addition, Dr. Flanagan has been involved with the implementation of managed care protocols and related quality improvement activities. He has also been involved with provider contract negotiations, grant writing and the implementation of grants. In 2005, he was involved with the implementation of an innovative approach to working with individuals coping with chronic homelessness funded through a federal grant. In addition, he maintained a private practice for 12 years focused on the treatment of mood and anxiety disorders in adults.

Dr. Flanagan’s current areas of research is focused upon the identification of key factors that contribute to the successful implementation of evidenced-based practices within organizations and communities, as well as, community-based systems of care for older adults particularly those with dementia related conditions in rural communities. He is also researching the incorporation of spirituality into micro and macro levels of practice.

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Kimberly Hanson graduated with a MSW in 2004 from the University of North Dakota, and has an undergraduate degree in Social Work. She is a candidate in the Ph.D. Program for Educational Leadership – Higher Education Administration. She has been teaching at the University of North Dakota since Fall 2011 and has six years of post-MSW social work practice experience. Professor Hanson is a Licensed Certified Social Worker and Certified Child Welfare Worker in North Dakota. She worked as a Foster Care Social Worker at Cass County Social Services in Fargo, North Dakota providing wraparound services to diverse populations, including refugees. At present, Professor Hanson is teaching SWK 442 Social Policy to undergraduate students fall and spring semester and supervising the Parents Learning and Understanding Supports (PLUS) Program, a project designed to promote safety, well-being, and stability to at-risk children and their families. She supervises bachelor’s PLUS social work interns who provide early intervention services to at-risk children and families. She serves as faculty field liaison to many BSSW students each semester. Professor Hanson stays current in child welfare policies.
by serving as a Children and Family Services Reviewer for the North Dakota Department of Human Services. Additionally, she participates in local human service organizations such as Inter-Agency Forum and Community Agency Networking Association and serves as an Executive Board member for the North Dakota Conference of Social Welfare (NDCSW). She is also ABD in Higher Education at the University of North Dakota.

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Thomasine Heitkamp graduated with a MSW in 1980 from the University of Wisconsin at Madison and has an undergraduate degree in Social Work. She has been at the University of North Dakota for 30 years, and has three years of social work practice. She is a Licensed Independent Clinical Social Worker in North Dakota. She served as Chair of the Department of Social Work for nine years. She has also served as BSSW Program Director and the BSSW Field Education Program Director in the past. She has been active in providing training opportunities to serve social work professionals. Most recently, she has been training on social work ethics across the state with colleagues and on the impact of boom town on human services. Professor Heitkamp has served as an instructor of social work policy and community practice on an undergraduate level. She serves as a faculty field liaison to undergraduate students in their field internship.

Professor Heitkamp began her appointment at the University of North Dakota when the Department of Social Work was a BSSW only program. She developed and coordinated the first in the nation undergraduate social work program that was offered over interactive television. Her scholarship relates to distance education with publications in professional journals. Recently, she launched a new BSSW Distance Program at a second tribal college. Her scholarship relates to grant funded projects to collaborate with tribal colleges.

**Dheeshana Jayasundara, Ph.D., MSSW, MA, LMSW**  
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Dheeshana Jayasundara comes to UND from a multidisciplinary academic background. She graduated with a MSW in 2008 and a Ph.D. in 2009 in Social Work from the University of Texas at Arlington, and has an undergraduate degree in Sociology from the
University of Delhi in India and a MA in Criminology and Criminal Justice. She has been teaching at the University of North Dakota for three and a half years, and has two years of post-MSW social work practice. She is a Licensed Certified Social Worker in North Dakota. Dr. Jayasundara has been trained in both quantitative and qualitative research methods. She has applied her research training and skills toward assisting agencies that serve minority populations through grant writing and project development endeavors. Her research interests include examining violence against women, the reproductive health of women, and development through microfinance and capability building in both developing and developed countries. Dr. Jayasundara is currently in the process of collaborating with a South Asian regional agency operating from Sri Lanka.

Professor Jayasundara has taught both SWK 257 Human Behavior in the Social Environment I and SWK 317 Social Work Research and Data Analysis at Sitting Bull College. Dr. Jayasundara has been a lead instructor for our BSSW Program at the Sitting Bull College on the Standing Rock Reservation. She brings an understanding of work in disadvantaged communities, and has been serving as a mentor to students at the tribal college.

**Roger Johnson, MSW, LICSW**
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Roger Johnson obtained his MSW degree from Florida State University and has been teaching at the University of North Dakota since fall, 2010. Professor Johnson has 35 years of post-MSW social work practice as a clinician, supervisor, and program manager. He is a Licensed Independent Clinical Social Worker in North Dakota. Before coming to UND, he was the supervisor of Adult and Family Services at Northeast Human Service Center in Grand Forks. He also has served previously as the Director of the Children and Family Services Training Center at UND. His extensive background in mental health and child welfare is brought to the classroom and field education settings to provide a bridge between academics and practice. He recently served for seven years on the Board of Directors of Lutheran Social Services of North Dakota, the final year as Board President. He was the clinical lead in a two project of implementation of an electronic medical record for the North Dakota Department of Human Services. He also served on a statewide committee addressing standards for sex offender treatment programs. Professor Johnson works primarily with Field Education serving as faculty field liaison; he also teaches an elective titled Interprofessional Health Care to BSSW students.
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Barbara Kramer graduated with a MSW in 1997 from the University of North Dakota and has an undergraduate degree in Social Work. She has been teaching at the University of North Dakota since 2009, and has 13 years of social work practice post MSW. She is a Licensed Certified Social Worker in North Dakota. She is full-time faculty in the Department of Social Work, and has served the Department as an adjunct in the past. She is trained as a Structural Family Therapist, and specialized in working with sex offenders and their families. She is also trained in play therapy and provided play therapy for seven years. She developed and administered one of the first primary child abuse and neglect prevention programs in North Dakota, and brought in over two million dollars in grants over nine years to fund the program. She worked for 21 years at Northeast Human Service Center, served as Co-Director of Disaster Outreach, a FEMA funded mental health program after the flood disaster of 1997 and most currently served as the Director of Healthy Families, a child abuse and neglect prevention program, for ten years. She then expanded the program to another part of the state while securing state funding for both sites. She has done advocacy at the state and federal level and spear-headed numerous fund raisers over the years. She also serves on the committee to organize the annual Hands-On Learning Fair for families with children ages 0-7, as well as the Safer Tomorrows committee. She has served on a number of United Way committees throughout the years and she is currently assisting with the fund-raising for the state Child Welfare conference.

At present, Professor Kramer is teaching SWK 357 Human Behavior and the Social Environment II, SWK 434 Generalist Social Work Practice with Task and Treatment Groups, SWK 482 Field Education Seminar I, and two undergraduate electives titled Mental Health and Cooperative Education. She continues to serve as the faculty advisor to the Student Social Work Association and Phi Alpha Social Work Honor Society.

Angela Muhs, MSW, LICSW
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Angela Muhs graduated with a MSW in 2003 from the University of North Dakota and has an undergraduate degree in Psychology and Social Work. She has been an adjunct with the Department of Social Work for five years and has over ten years of direct social
work practice. She works as an outpatient Licensed Independent Clinical Social Worker in the community providing individual, marital, and family therapy with children and adults. Areas of clinical interest include adolescent issues, anxiety, depression, and adjustments. Her specialties include task and treatment groups as well as direct practice with individuals and families. She has experience facilitating and developing treatment groups, most recently addressing anger management as well as bariatric support and treatment groups. She sits on the Immanuel Christian Children’s Center parent board, teaches summer bible school, and has guest spoke at support groups and local conferences. She has been an active member of NASW, serving as student representative, regional representative, president elect, and North Dakota chapter president. She has completed ongoing training in the area of animal assisted therapy and the human/animal bond. At present, Ms. Muhs is teaching SWK 255 Introduction to Social Work and SWK 434 Generalist Social Work Practice with Task and Treatment Groups both fall and spring semester.

**Randall Nedegaard, Ph.D., LICSW, LP**  
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Randall Nedegaard obtained his MSW from the University of Minnesota at Minneapolis, and a Ph.D. in Psychology from the Uniformed Services University of the Health Sciences at Bethesda, Maryland. He has been teaching at UND since Fall 2010, and has 20 years of post-MSW social work practice. He is a Licensed Independent Clinical Social Worker. He joined the US Air Force as a social work officer in 1990. While in the Air Force, Dr. Nedegaard has worked in outpatient mental health settings, at the Ft. Leavenworth prison, in the field while deployed to Afghanistan and as the behavioral health consultant to the Air Combat Command Surgeon General. Dr. Nedegaard has clinical expertise in the areas of military mental health and work with violent offenders, leading to current service opportunities as a clinical consultant for both the behavioral health flight at Grand Forks AFB and the New Choices Program for abusive men at the Community Violence Intervention Center. Additionally, his passion for reducing help seeking stigma among veterans has led to his appointment to the Military Culture Certificate Program committee that is sponsored by the North Dakota Army National Guard.

Professor Nedegaard also serves on a committee through the UND School of Medicine and Health Sciences to implement the Joining Forces Initiative that is intended to train military cultural competence and proper diagnosis of PTSD and TBI to medical students. This is expected to enhance medical students' understanding of how PTSD and TBI impact the veteran as well as the veteran's family. Finally, he serves on a committee through the North Dakota Department of Health for suicide prevention matters and leads program evaluation efforts for suicide prevention programs sponsored by the state. He
Andrew Quinn graduated with a MSW in 1996 and a Ph.D. in 2004 in Social Work from the University of Texas at Arlington. He has been teaching at the University of North Dakota for the past eight years. He comes to the UND Department of Social Work from the University of Vermont, where he served as technology coordinator for the College of Education and Social Services. He is a Licensed Certified Social Worker in North Dakota. His dissertation entitled “Providing Content by using Web-based Delivery Methods: Using Digital Video, Instructor-Selected Websites, and Search Engines, to Deliver Information about the Principles of Behaviorism” focused on how on-line content can be delivered to students to enhance their educational experience. Dr. Quinn specializes in teaching research methods, assisting agencies with research projects and evaluations, and examining how technology can be used in social work practice and education. He is a frequent contributor to the body of literature on the use of technology for social work practitioners and educators. He has published on topics related to using online synchronous classrooms, the use of technology as a recruitment tool in rural agencies, using free web-based statistical applications in human service agencies, and developing a research paradigm for evaluating distance education efforts. In addition to publications in technology, Dr. Quinn has advised, or served on committees related to the use of technology in social work education and technology. He is currently the chair of the Cloud Committee at Red River Community Action Partnership. The purpose of this committee is to bring community action partners throughout the state of North Dakota together in the cloud. In addition, through the Council of Social Work Education, he serves on the e-learning subcommittee and is a co-chair of the technology track for the Annual Program Meeting.

In addition to his interest in technology, Dr. Quinn serves as a researcher and evaluator for several agencies in the Grand Forks area. For example, he does the annual evaluation for Mountain Brook, a recovery center for adults with mental illness, often creates surveys and does data analysis for Development Homes, Inc., an agency that serves individuals with developmental disabilities in the state, and is beginning the process of developing an evaluation of the Sunka Wakan Ah-ku, an equine therapy program for youth of Spirit Lake Nation. He volunteers for a number of non-profit agencies serving as a program evaluator. At present, Professor Quinn is teaching SWK 317 Social Work Research and Data Analysis to BSSW students.
Bruce Reeves, MSW, LCSW
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Bruce Reeves graduated with a MSW (with an emphasis in Social Work Administration) in 1983 from the University of Utah at Salt Lake City and has an undergraduate degree in Psychology. He has been teaching at the University of North Dakota for seven years and has 23 years of social work practice. Prior to coming to UND, he has worked as a Social Worker in a variety of settings, including Employee Assistance Programs, HIV/AIDS, home care & hospice, long-term care and domestic violence/sexual assault. He has been a trainer for NASW's HIV Spectrum Project since 1996, and SAMHSA’s Rapid HIV Testing and Prevention Initiative Training Program.

Professor Reeves is active in numerous education and advocacy efforts related to GLBTQ populations locally, regionally, and nationally. He serves on the Board of Director’s for a local non-profit organization serving the GLBTQ Community and persons living with HIV; is a national trainer for NASW’s HIV Spectrum Project; and is a trainer for NASW and Lambda Legal’s joint project training service providers on issues pertaining to GLBTQ Youth in Out-of-Home-Care. Professor Reeves has written on HIV services in rural communities, and is the instructor for the Department’s Issues of Sexual Minorities elective course. He currently serves as the Director of Field Education and supervises BSSW Field Coordinator, Patricia Sele, who coordinates the undergraduate field internships.

Patricia Sele, MSW, LCSW
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Patricia Sele graduated with a MSW in 2001 from the University of Minnesota and has an undergraduate degree in Social Work. She has been teaching at the University of North Dakota since Spring 2011 and has ten years of post-MSW social work practice. She is a Licensed Certified Social Worker in North Dakota. Professor Sele has worked in a variety of settings including school social work, medical social work, and the majority of her practice has been as a child welfare worker. She has been a child protection worker at Grand Forks County Social Services from 1998 to 2011. Professor Sele is also a guest trainer at Child Welfare Certification Training through the Children & Family Services Training Center, and currently serves as president of the Board of Directors for Agassiz
Professor Sele assists the Director of Field Education as the BSSW Field Coordinator in arranging field internships for undergraduate students. In addition, she provides faculty field liaison support for students in various practice settings including child welfare, medical, domestic violence, homeless, disabilities, therapeutic foster care, and clinical. She remains current in the social work field through all of these experiences, which provide opportunities to share broad practice experiences with students. At present, she is teaching SWK 424 Generalist Social Work Practice with Individuals and Families. Professor Sele also serves as faculty field liaison for BSSW students.

Bret Weber, Ph.D., MSW, LCSW
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Bret Weber graduated with a MSW in 2008 from University of North Dakota and a Ph.D. in 2006 from the University of Utah. He has been teaching at the University of North Dakota since Fall 2009, has served as a GTA for Social Work and has been an adjunct professor in History. He is a Licensed Certified Social Worker in North Dakota. He was a founding member of the Grand Forks Community Land Trust and currently serves as President of its Board of Directors. Dr. Weber was elected in June 2012 as a Grand Forks City Council member. He also serves as an advisor to the Grand Forks Energy Alliance and to the PLUS Program. Prior to his academic career, he was the Executive Director of Citizens for Tax Fairness, a Political Action Committee that promoted progressive taxation.

He has also served on various allocation committees for the local United Way. Dr. Weber is an active presenter and participant in various pedagogical workshops on campus with the Office of Instructional Development and serves on the President’s Working Group for the Honors Department – a select group charged with reviewing and revising the mission of the university’s honors program. His research focuses on underserved populations both historically and in the present including historical analysis of the War on Poverty, and the historic process of deinstitutionalization for persons with developmental disabilities. Consistent with that research focus, he is part of an interdisciplinary group including individuals from four separate academic departments seeking to understand how communities are being impacted by the current oil boom throughout the western part of North Dakota, with a specific focus on Native American communities. At present, Professor Weber is teaching one section of SWK 442 Social Policy.
ADJUNCT FACULTY

Meredith Baumann, BSSW, LSW

Meredith Baumann graduated with a BASW from the University of North Dakota in 1976, and is a Licensed Social Worker in North Dakota. She has worked for Valley Memorial Homes as the Director of Social Services since 1976 where she works primarily with aging populations. Ms. Baumann joined the UND Department of Social Work as an adjunct instructor in 2013 to teach the Gerontology elective, and brings with her many years of rich experience in gerontological social work. Ms. Baumann has also served as a field instructor since 1978, and currently serves on the Advisory Board for the Department of Social Work. She also serves on a number of committees, including the Long Term Care Social Workers of North Dakota association, the Altru Health Systems Ethics Committee, and the Greater Grand Forks Service Providers for Elderly group. In addition to her commitment to gerontological social work, Ms. Baumann serves as the Area Director for the Grand Forks Special Olympics of North Dakota, and has taken an active role in the “Spread the Word to End the R-Word” campaign since 2007. In 2013, Ms. Baumann received the Long Term Care Social Workers of North Dakota “Social Worker of the Year” award.

Kelsey Bless, MSW, LCSW

Kelsey Bless graduated with a MSW in 2005 from the University of North Dakota and has an undergraduate degree in Social Work. She has been an adjunct faculty member since 2010, and has six years of post-MSW social work practice. She is a Licensed Certified Social Worker in North Dakota. Ms. Bless has worked with aging populations, low-income housing programs, and foster care. She currently works for the state of North Dakota overseeing several programs within the Children and Family Services Division, and serves as a faculty field liaison in the western area of the state.

Marlys Bratteli, Ph.D., MSW, LSW

Marlys Bratteli graduated with a MSW in 1985 from the University of Wisconsin at Madison and a Ph.D. with an emphasis in Teaching and Learning – Higher Education in 2002 from the University of North Dakota. She is a Licensed Social Worker in North Dakota. She has been teaching at the University of North Dakota for most recently five years, and has 27 years of post-MSW social work practice, including 24 years teaching at a university level. She taught at North Dakota State University for nine years prior to coming to UND.
Sandi Christofferson, MSW, LICSW

Sandi Christofferson graduated with a MSW (specializing in Family Mental Health) in 1983 from Syracuse University at New York State and has an undergraduate degree in Social Work. She has completed a post-graduate diploma in Infant Mental Health in London, England, has received advanced training in Family Therapy Supervision from North Dakota State University, co-facilitated a Person-of-the-Therapist group with Harry Aponte, trained at the Brief Family Therapy Center in Milwaukee, and participated in the initial development and early training for the North Dakota Child Welfare Certification Program at UND. She is a Licensed Independent Clinical Social Worker in North Dakota. Ms. Christofferson has been teaching for eight years at the University of North Dakota and has 31 years of social work practice. For 20 years, she has been teaching the 200 level preadmission Social Work course at Lake Region State College in Devils Lake where we have an articulation agreement. She is currently in full-time private practice and has consulting roles with Early Head Start, Head Start, and other early intervention programs in rural North Dakota. Ms. Christofferson also provides workshops and training on various topics related to children and families. She has been a part-time instructor with the Department of Social Work since May of 2004 where she continues to teach Social Work and the Legal Process (two-credit course) to the undergraduate students.

Peter W. Tunseth, MS, LSW

Peter Tunseth graduated with an MS in Counseling and Human Development in 1989 from Moorhead State University and has a bachelor’s degree in Social Work from Concordia College, Moorhead, Minnesota. He has been an adjunct with the Department of Social Work for twelve years and has 32 years of social work experience. He has been working in Child Welfare related programs since 1984. He is a Licensed Social Worker in North Dakota. He is currently the Director of the Children and Family Services Training Center in the Department of Social Work at UND. His background includes work in developmental disabilities, adult mental health, child protection, foster care, in-home family services, sexual abuse treatment and juvenile corrections. He currently teaches Child Welfare, a three credit undergraduate elective course spring semester.
PROFESSIONAL STAFF

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Lani Moen serves as the BSSW Academic Advisor for the Department of Social Work. She currently works with undergraduate Social Work students to provide information regarding the social work profession, program requirements, admission criteria, and to offer academic advisement. She also assists the Department of Social Work with assessment of both of the BSSW and MSW Programs. Lani holds Bachelor’s degrees in Psychology and Social Work from the University of North Dakota, and she received her MSW from UND in 2010. She was employed as a long-term care social worker at Valley Eldercare prior to serving the Department of Social Work, where she worked on a team of healthcare professionals to develop individualized care plans and discharge plans for residents. She has a strong interest in Gerontology, and has served on the Alzheimer’s Association Grand Forks Walk to End Alzheimer’s planning committee since 2013.

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Winonah Monette is a May 2013 graduate of UND’s Graduate Social Work program. She received her first undergraduate degree in 2006 in Communications emphasis in Advertising, with a minor in Psychology. She received her second bachelor’s degree from UND in Social Work with a minor in Chemical Dependency. Winonah is an enrolled member of the Turtle Mountain Band of Chippewa. She has worked in the mental health and addiction fields since 2010, and has a vested interest in Native American Child Welfare. Her graduate cumulative independent project involved assessing the disproportionality of Native American children in Child Welfare. She is a Licensed Addiction Counselor (LAC) in North Dakota. As an intern at Prairie Harvest Mental Health, Winonah developed, and conducted their program evaluation, which was an integral part of the agency maintaining their current funding as well as securing additional funding. She completed a 1400 hour practicum at Northeast Human Service Center in the Alcohol and Drug Department, and at Drake Counseling, a private practice
offering addiction services in Grand Forks, ND. She currently serves as the Child Welfare Grant Manager, coordinating and analyzing data for a federally funded Children’s Bureau Family Connections grant, and a North Dakota Supreme Court Grant to assess Indian Child Welfare Act (ICWA) compliance. She has training in Domestic Violence in Native families, the Red Road approach to healing, and the legacy of boarding schools and intergenerational trauma. In her free time, Winonah enjoys spending time with her 4-year-old son, Manny, kayaking, interior designing, cooking, crafting, and camping, amongst many other things.

PARENTS LEARNING AND UNDERSTANDING (PLUS) PROGRAM

Parents Learning and Understanding Supports (PLUS) Program is a service-training unit in the Department of Social Work. Under the supervision of Kimberly Hanson, Director of the PLUS Program, social work interns provide early intervention services to at-risk children and families. The mission of PLUS is “to promote safety, well-being, and stability for children and families through education, support, and resource connection.” The PLUS Program aligns with the Department of Social Work’s mission, which is to “…provide students with knowledge, values and skills for generalist social work, with an emphasis on culturally responsive practice in rural communities.”

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The Children and Family Services Training Center (CFSTC) was established in the Department of Social Work at the University of North Dakota in 1984 through a partnership with the Division of Children and Family Services in the North Dakota Department of Human Services. CFSTC serves as the primary training agency for child welfare services in North Dakota and is funded by the North Dakota Department of Human Services Division of Children and Family Services. The main goals of the training center are to:

1. Design and provide training opportunities for child welfare practitioners and foster parents; and

2. Serve as a resource center for child welfare training activities by maintaining a lending library of books, videos and curriculum resources.

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