Master of Social Work
Student Handbook

2016-2017
Master of Social Work
Student Handbook

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On behalf of our Graduate Faculty, I welcome you as a graduate student in our MSW program here at the University of North Dakota. Our MSW Program is a reputable, professional program that is fully accredited by the Council on Social Work Education. Our faculty is highly committed to do our very best to help you achieve your educational goals. Whether you are a campus-based student or a distance student, you are all equally valuable to our program and are important members of the larger UND community.

Social work is a unique and noble profession that has been described as both a “calling” and a “profession.” Our purpose, as elucidated by the NASW Code Ethics, mandates us to improve the quality of life for fellow human beings, with an emphasis on serving vulnerable populations. Because there is so much work to be done in the world to fulfill our mission, we are called to continually rededicate ourselves as “change agents” to redress past injustices, improve less-than-perfect (and even harmful) systems, and to both ameliorate and prevent social problems. In other words, we are called upon to “build” as well as to “fix,” and this makes us unique as a profession. We are also unique in our strong commitment to promote a strengths-based, empowerment-oriented practice and promote social justice. While this sounds like a tall order and can feel like an impossible task at times, the set of competencies (knowledge, values, and skills) that you will learn and integrate throughout the course of your studies here will equip you well for these challenges, as well as for leadership roles in our profession.

So, on behalf of our faculty, I extend our best wishes for an enriching and memorable experience in our program, and hope that our combined efforts contribute to the attainment of your goals, and to a successful career as an MSW-level social work practitioner.

Randy

Randy Nedegaard, Ph.D.
Assistant Professor, Director of the MSW Program
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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 (2013-2015 University of North Dakota Undergraduate and Graduate Academic Catalog, p. ii).
PART I: MSW PROGRAM OVERVIEW

Introduction

The Master of Social Work Program at the University of North Dakota (UND) 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.

All MSW students must complete foundation and advanced generalist concentration social work courses. Foundation courses may be completed either through a CSWE accredited Bachelor of Social Work Program or the University of North Dakota MSW Distance Foundation Program. (Please note that MSW Foundation courses are not available on campus. Students may complete this requirement instead by enrolling in the Second Degree Program and obtaining their BSSW degrees.) Advanced generalist concentration courses may be completed through the MSW On-Campus Concentration Program (full- or part-time) or the MSW Distance Concentration Program (part-time only). The full-time campus program can be completed in one year. The distance program for students with a bachelor’s degree that is not in social work can be completed in three and a half years (9-10 semesters); students with a bachelor’s degree in social work from a CSWE accredited program can complete the program in two years (5-6 semesters).

A Brief History

The advanced generalist MSW Program at UND has been fully accredited by the Council on Social Work Education (CSWE) since 1998. In 2005, the Department of Social Work, a long-time pioneer in delivering social work education to distance students throughout the state, launched an innovative distance program using videoconferencing technology to better serve the state, region, and practitioners serving rural and highly vulnerable populations. This award-winning program was the first in the nation to launch MSW foundation education using technology, and it has served as a model for others.

MSW Program Context, Mission Statement and Goals

Program Context

The MSW Program’s unique context emphasizes access to advanced generalist education for practitioners who can serve as leaders and “change agents” for the state of North Dakota, the upper Midwest region (especially western Minnesota, eastern Montana, South Dakota, and southern Manitoba); rural and reservation populations, and those serving or representing vulnerable populations.
Mission Statement

The University of North Dakota’s Master of Social Work Program provides broad access to quality graduate education that prepares versatile advanced generalist practitioners with the necessary knowledge, values, and skills to enhance human well-being and to serve as leaders in their communities in North Dakota, the region, and beyond.

Program Goals

To prepare advanced generalist social work practitioners who:

- Have a strong identification with the social work profession, be committed to its highest ethical ideals, and embrace the role of change agent;
- Continually strive to increase their cultural competence and understand and respect human diversity;
- Understand the forms and mechanisms of oppression and discrimination and advocate for social and economic justice;
- Synthesize and effectively apply a broad range of advanced knowledge and skills across practice levels that prepares them to assume leadership roles and work in multi-interdisciplinary and inter-disciplinary professional capacity; and
- Have a passion for critical inquiry and a commitment to lifelong learning.

Why Advanced Generalist?

In response to local, national, and global trends, the MSW Program faculty has renewed its commitment to an advanced generalist concentration that acknowledges the value of multi-dimensional, multi-level practice as the concentration best-suited to meet human service needs given current trends in our state, region, and the larger society. These trends include rapid population growth in the western part of our state, continued population loss in some rural areas, continued fiscal pressures on services in a recessionary economy, the impacts of privatization, increasing economic inequality, increasing ethnic diversity, and the growth of team-based, interdisciplinary services (Lewandowski & GlenMaye, 2002). In this dynamic environment, the boundaries of an already-broad profession are increasingly fluid (Lewandowski, GlenMaye & Bolin, 2004).

The advanced generalist framework seeks to problematize frequently-artificial distinctions between micro- and macro-levels of practice. This model reaffirms a focus on the person and the environment (e.g., Stuart, 1999; Zapf, 2010), and places the value of social justice firmly at the center of practice; thus, a core identity as a change agent is necessitated (as opposed to a “helper,” “fixer” or “problem-solver). The advanced generalist practitioner operates from an expanded knowledge base about individuals, groups, organizations, and communities, and also applies knowledge related to atypical development and complex change processes. This work is, by nature, multi-theory and multi-method, requiring the ability to apply greater discrimination to – and greater synthesis of – theory, practice, and research (e.g., Morales & Shaefer, 2004).

The advanced generalist must also develop greater skills to intervene in direct service provision with individuals, families, and groups at one end of the multiple-level practice spectrum, and, at the other end, address more complex “indirect” practice situations such as supervision, administration, community and policy change, as well as practice and program evaluation. Such
macro-level “change agentry” frequently requires a level of autonomy and the leadership opportunities facilitated by advanced generalist preparation.

Integration of values with knowledge and skills provides the basis for social work competencies. The advanced generalist approaches practice with a high level of ethical reasoning, critical thought, self-awareness and self-reflection. Finally, the advanced generalist is able to articulate a human rights framework with the NASW Code of Ethics, and can make meaningful connections to practice between local and global contexts.

It is our view that an advanced generalist concentration best balances the needs of our program’s context, our profession, and our students’ career aspirations, and, though much theoretical work remains to be accomplished, provides some hope for social transformation (Brij & Allen, 2004). Further, we affirm that specialization occurs not in the classroom, but over many years of practice in the field (Schatz, 2000). In short, if we have done our job well, you will begin to try out an identity as an advanced generalist in our program – one that we hope will serve you well throughout your career as a social worker and change agent.

Core Competencies

Consistent with the mission of the Department of Social Work, the definition of advanced generalist practice, the goals for the MSW Program, and the new standards adopted by the Council on Social Work Accreditation (2015), a set of nine core competencies was adopted for the MSW Program. Competencies are essentially outcomes (knowledge, values, and skills) that can be measured through the assessment of practice behaviors associated with each competency.

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<td>1</td>
<td>Demonstrate ethical and professional behavior</td>
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<td>2</td>
<td>Engage diversity and difference in practice</td>
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<td>3</td>
<td>Advance human rights and social, economic and environmental justice</td>
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<tr>
<td>4</td>
<td>Engage in practice-informed research and research-informed practice</td>
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<tr>
<td>5</td>
<td>Engage in policy practice</td>
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<tr>
<td>6</td>
<td>Engage with individuals, families, groups, organizations and communities</td>
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<td>7</td>
<td>Assess individuals, families, groups, organizations and communities</td>
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<td>Intervene with individuals, families, groups, organizations and communities</td>
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<tr>
<td>9</td>
<td>Evaluate practice with individuals, families, groups, organizations and communities</td>
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Accreditation

The Council on Social Work Education (CSWE) sets the standards for social work education. The University of North Dakota’s MSW Program is approved and accredited by the Council on Social Work Education (CSWE) until February 2022. Upon successful completion of the graduate program, students will be awarded a Master of Social Work (MSW) degree. Our graduates are eligible to write the social work licensing examination in all states that license at the MSW level and recognize CSWE accreditation.
Completion of the MSW Program does not, however, assure state licensure to practice social work. Students should contact their respective states’ professional licensing board as criteria regarding licensure differs from state to state.

PART II: MSW ADMISSION REQUIREMENTS

MSW Foundation Program

Foundation courses are offered part-time only through the MSW Distance Program.

Admission Requirements

Admission requirements for the Foundation courses offered through the MSW Foundation Program are:

- Satisfactory completion of a bachelor’s degree from a regionally accredited institution.
- At least 30 credit hours of liberal arts courses in such fields as biology, music, languages, anthropology, economics, political science, history, literature, sociology, psychology, and philosophy.
- A grade of C or higher in a statistics course prior to entering the Advanced Generalist Concentration portion of the MSW Program.
- Willingness to abide by the National Association of Social Worker’s Code of Ethics and the University of North Dakota Code of Student Life.
- An undergraduate GPA of 3.00 overall or a GPA of 3.00 in the last two years of the undergraduate program.
- Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the 2011-2013 University of North Dakota Undergraduate and Graduate Catalog.
- Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

Admission Process

Applications are electronic and are managed by the School of Graduate Studies. Applicants complete the School of Graduate Studies application and obtain three references. Applicants also submit a resume and a 3-5 page personal statement (the essay described in the School of Graduate Studies application) covering:

- Motivation for being a social worker;
- Values and beliefs regarding social work;
- Experience with diversity;
- Qualities the applicant brings to the profession;
- Personal qualities in leadership and creativity; and
- Professional goals.
Finally, the School of Graduate Studies requires submission of an official copy of all academic transcripts, including undergraduate and graduate course work.

All materials are submitted to the School of Graduate Studies, which then transmits the materials to the Department of Social Work. Applicant materials are reviewed by members of the MSW Committee. Rating criteria considered by MSW Committee members include past academic performance; strength and quality of applicant references; content and quality of the personal statement; and applicant readiness for and goodness of fit for practice as an MSW-level practitioner.

**MSW Concentration Program (Advanced Standing)**

Courses are offered part-time through the MSW Distance Program, or full-or part-time through the MSW On-Campus Program.

**Admission Requirements**

Admission requirements for the MSW Concentration Program are as follows:

- Bachelor’s degree in Social Work from a CSWE accredited program.
- An undergraduate GPA of 3.00 overall or a GPA of 3.00 in the last two years of the undergraduate program.
- A grade of C or higher in a statistics course.
- Willingness to abide by the National Association of Social Worker’s Code of Ethics and the University of North Dakota Code Of Student Life.
- Satisfy the School of Graduate Studies’ English Language Proficiency requirements as published in the 2015-2017 University of North Dakota Undergraduate and Graduate Catalog.
- Students who have received a bachelor’s degree or higher from the United States or English-speaking Canada are not required to submit the TOEFL.

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All materials are submitted to the School of Graduate Studies, which then transmits the materials to the Department of Social Work. Applicant materials are reviewed by members of the MSW Committee. Rating criteria considered by MSW Committee members include past academic performance; strength and quality of applicant references; content and quality of the personal statement; and applicant readiness for and goodness of fit for practice as an MSW-level practitioner.

Application Deadlines

**MSW On-Campus Concentration Program**

- Application deadline is January 15.
- Classes begin the following fall semester.
- Students may be full- or part-time.

**MSW Distance Foundation Program**

- Application deadline is June 15.
- Classes begin the following spring semester.
- Part-time only (6 credit hours per semester).

**MSW Distance Concentration Program**

- Application deadline is November 15.
- Classes begin the following summer semester.
- Part-time only (6 credit hours per semester).

After the review process is complete, the Department of Social Work will continue to accept applications if the cohort is not full. Admissions decisions cannot be appealed.

Admission Categories

Per School of Graduate Studies policy, applicants for degree programs may be admitted to Approved, Provisional, Qualified, or Non-Degree Status.

**Approved Status**

Students who have met the minimum admission requirements stipulated by the School of Graduate Studies and have met all departmental requirements for admission are granted admission to Approved Status. Admission to this status implies only that a student is permitted to commence graduate work, which normally will lead to a degree or diploma. However, admission to Approved Status does not guarantee that a student will be allowed to become a candidate for a degree or diploma.
**Provisional Status**

Admission to Provisional Status may be granted to an applicant who has not met one or more of the general School of Graduate Studies or program level admission requirements (e.g. low GPA, low test scores, lack of a required test, or inadequate writing skills). All non-native speakers of English are required to submit the Test of English as a Foreign Language (TOEFL) or equivalent and must meet the minimal language requirements prior to matriculation. The first obligation of students admitted to Provisional Status will be to meet all of the conditions specified at the time of admission. Students admitted to Provisional Status will be eligible for advancement to Approved Status after the completion of 9 to 12 semester hours of work if their GPA for all work attempted is at least 3.00. Only those students that have advanced to approved status are eligible to graduate. Students in Provisional Status are not eligible for graduate teaching, research, or service assistantships.

**Qualified Status**

Admission to Qualified Status may be granted to applicants who have met all requirements except for prerequisite coursework that must be completed prior to advancement to candidacy. Generally, students will not be admitted to a degree program with more than six (6) credits of outstanding prerequisites. In such cases, students can enroll in post-baccalaureate or graduate non-degree status. Upon completion of the conditions of acceptance, and provided the student has earned a GPA of at least 3.00 for all work attempted, he/she is eligible to be advanced to Approved Status. Only those students that have advanced to approved status are eligible to graduate.

**Non-Degree Status**

Applicants who do not wish to earn a graduate degree but want to take graduate courses are classified as Non-Degree seeking applicants. Applicants for this status MUST possess either a graduate degree earned at an accredited North American institution or a bachelor's degree at an accredited institution.

Subject to the approval of the department and the dean of the School of Graduate Studies, a maximum of eight (8) semester credits taken as a graduate Non-Degree student may subsequently be counted toward a graduate degree subject to all other regulations.

**Delayed Admission**

An applicant who has been admitted to the School of Graduate Studies may request to delay his/her term to enter for one semester only. After this point, the applicant will be required to submit a new application packet and be re-evaluated for admission. It is the responsibility of the applicant to request an admission deferral. Failure to request a deferral can result in the applicant being denied admission at a later date.
Students who do not matriculate in the School of Graduate Studies to the program in which they were admitted and do not request a delay in admission are counted as “no shows” and need to submit a new application if they wish to be admitted at a later date.

PART III: MSW PROGRAM STRUCTURE AND GRADUATION REQUIREMENTS

There are three program options available to MSW students: 1) a part-time distance degree option for students with a bachelor’s degree that is not in social work; 2) a part-time distance degree option for students with bachelor’s degrees in social work from a CSWE accredited program (this is called “Advanced Standing”); and 3) a full- or part-time on-campus program for students with bachelor’s degrees in social work from a CSWE accredited program. (Note: Students with a bachelor’s degree that is not in social work who prefer an on-campus program are referred to the Second Degree Program to obtain their BSSW degrees on-campus). Please note that no credit is granted to any student for previous work or life experience.

Following is a description of each of the three program options, with course schedules, graduation requirements, and course descriptions listed for each. For more specific information about Field Education requirements, please consult the appropriate Field Education Manual.

1) Master of Social Work Distance Degree Program: Foundation

Classes are offered online via videoconferencing, but will also require time on-campus twice during the program. New cohorts begin classes each January. Applications are due on June 15 of the year prior to start of the program. Students may not begin field internships until they have satisfied the following requirements: 1) completion of campus lab requirement; 2) completion of required core coursework; 3) successful completion of background check. The schedule is as follows:

**Foundation Courses (needed to advance into Advanced Generalist Concentration Courses):**

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<thead>
<tr>
<th>First Semester (Spring Schedule)</th>
<th>Second Semester (Summer Schedule)</th>
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<tr>
<td>SWK 501 HBSE I (2)</td>
<td>SWK 502 HBSE II (2)</td>
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<tr>
<td>SWK 503 GP Individuals &amp; Families (2)</td>
<td>SWK 504 GP Treatment &amp; Task Groups (2)</td>
</tr>
<tr>
<td>SWK 507 SW Research Methods/Analysis (2)</td>
<td>SWK 505 GP Communities &amp; Organizations (2)</td>
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<tr>
<td><strong>Total Credit Hours = 6</strong></td>
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<th>Third Semester (Fall Schedule)</th>
<th>Fourth Semester (Spring Schedule)</th>
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<tr>
<td>SWK 506 Social Policy (2)</td>
<td>SWK 517 GP Field Education II (5)</td>
</tr>
<tr>
<td>SWK 515 GP Field Education I (3)</td>
<td>SWK 518 GP Field Education Seminar II (1)</td>
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<tr>
<td>SWK 516 GP Field Education Seminar I (1)</td>
<td><strong>Total Credit Hours = 6</strong></td>
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Advanced Generalist Concentration Courses (needed to complete MSW degree):

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<tr>
<th>First Semester (Summer Schedule)</th>
<th>Second Semester (Fall Schedule)</th>
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<tbody>
<tr>
<td>SWK 527 AG HBSE I (2)</td>
<td>SWK 528 AG HBSE II (2)</td>
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SWK 529 AG Research (2)  
SWK 530 AGP Individuals (2)  
Total Credit Hours = 6

Fourth Semester (Summer Schedule)  
SWK 533 AGP Families (2)  
SWK 534 AGP Treatment Groups (2)  
Total Credit Hours = 6

Third Semester (Spring Schedule)  
SWK 535 AGP Communities (2)  
SWK 536 AGP Organizations (2)  
Electives (2)  
Total Credit Hours = 6

Fourth Semester (Summer Schedule)  
SWK 537 AG Tools for Policy (1)  
SWK 997 Independent Study (2) & Elective (2)  
or SWK 998 Thesis (4)  
Elective (1)  
Total Credit Hours = 6

Fifth Semester (Fall Schedule)  
SWK 580 AG Field Education I (5)  
SWK 581 AG Field Education Seminar I (1)  
Total Credit Hours = 6

Sixth Semester (Spring Schedule)  
SWK 582 AG Field Education II (5)  
SWK 583 AG Field Education Seminar II (1)  
Total Credit Hours = 6

Note:
1. Social work classes 580, 581, 582 & 583 may be taken in either the fall or spring semester or over the course of two semesters as indicated above.

Graduation Requirements

The graduation requirements for students completing this program are as follows:

- Successful completion of 60 credit hours of courses approved by the social work faculty with at least a 3.00 grade point average. The number of electives required is dependent on whether a student selects the independent study or the thesis option.
- Satisfactory completion of foundation courses (24 credit hours).
- Satisfactory completion of the advanced generalist concentration courses (36 credit hours). Transfer credits must be obtained in a CSWE accredited program, and a maximum of 8 credits will be allowed for transfer.
- Completion of SWK 997 (an independent study project) or SWK 998 (a thesis) and a comprehensive final exam.
- The development of a program of study in the semester in which the full-time student first enrolls in concentration courses, or the second semester in which the part-time student enrolls in concentration courses.
- Successful completion of the campus-based portion of the program.

MSW Foundation Course Descriptions

SWK 501. HBSE I. 2 credits. Pre-requisites or co-requisites: Admission to the MSW Program, SWK 507. Generalist Human Behavior in the Social Environment I (HBSE I) provides students with foundational knowledge relevant to the human life span, and an introduction to the social work ecological and systems perspectives. Students critique and apply various frameworks to case scenarios that exemplify client differences in biological, psychological, social, spiritual, and cultural domains.
SWK 502. HBSE II. 2 credits. Pre-requisites or co-requisites: Admission to the MSW Program, SWK 507. In Human Behavior and the Social Environment II (HBSE II), students acquire foundational knowledge of social work theories relevant to group, community, and organizational practice. Linkages of theory to practice for purposes of enhancing economic, social, and environmental well-being are emphasized. Students learn to recognize diversity through multiple factors, and deepen understanding of how these differences can influence poverty and marginalization, as well as power and privilege. Global interconnections of oppression are emphasized.

SWK 503. GP with Individuals and Families. 2 credits. Pre-requisite: Admission to the MSW Program. Pre-requisite or co-requisite: SWK 501. Generalist Practice with Individuals and Families provides foundational knowledge, values, and skill development for generalist social work practice with individuals and families using the strengths perspective. Emphasizes strategies and develops skills in relationship-building, assuming a collaborative partnership, describing problems, accessing resources, developing intervention plans, and evaluating progress with individuals and families.

SWK 504. GP with Treatment and Task Groups. 2 credits. Pre-requisite: Admission to the MSW Program. Pre-requisites or co-requisites: SWK 501, SWK 502. In Generalist Practice with Task and Treatment Groups, students develop foundational knowledge, values, and skills necessary for assessing, intervening, and evaluating within the context of group practice. Identification, analysis, and implementation of evidence-based interventions are emphasized, as is group practice within a social justice framework.

SWK 505. GP with Communities and Organizations. 2 credits. Pre-requisite: Admission to the MSW Program. Pre-requisite or co-requisite: SWK 502. Generalist Practice with Communities and Organizations acquaints students with the historical roots of social work in community and organizational practice, and with the changing landscape of organizations within the human service sector. Skill development relevant to engaging, assessing, intervening, and evaluating community and organizational practice is emphasized, as are issues relevant to macro-practice with diverse populations.

SWK 506. Social Policy. 2 credits. Pre-requisite: Admission to the MSW Program. Provides a basic understanding of the history and current patterns of social welfare services in the United States. Students apply a policy analysis framework to identify key issues, understand policy development, and assess the role of social policies and political processes on the well-being of individuals, families, and communities. Students also learn to identify opportunities for actively engaging in the policy arena.

SWK 507. SW Research Methods/Analysis. 2 credits. Pre-requisite: Admission to the MSW Program. This survey course provides students with foundational knowledge of research methods and analysis, and prepares them for the development of advanced research skills. Students gain knowledge of the methods of scientific inquiry and how to construct and utilize evidence-informed research for practice. Ethical approaches to research are emphasized, as is the effective communication of empirically-based knowledge.
SWK 515. GP Field Education I. 3 credits. Pre-requisites or co-requisites: Admission to Field Education, SWK 516. Generalist field internship in a human service organization. Students apply foundation coursework, emphasizing core competencies and demonstration of practice behaviors. S/U grading only.

SWK 516. GP Field Education Seminar I. 1 credit. Co-requisite: SWK 515. Integration of foundation coursework with field internship in a human service organization. Continued development of identification with the social work profession is emphasized, as is application of social work ethics and values. Regular grading.

SWK 517. GP Field Education II. 5 credits. Pre-requisites or co-requisites: SWK 515, SWK 518. Generalist field internship in a human service organization. Students apply foundation coursework, emphasizing core competencies and demonstration of practice behaviors. S/U grading only.

SWK 518. GP Field Education Seminar II. 1 credit. Co-requisite: SWK 517. Integration of foundation coursework with field internship in a human service organization. Continued development of identification with the social work profession is emphasized, as is application of social work ethics and values. Regular grading.

2) Master of Social Work Distance Degree Program: Concentration (Advanced Standing)

Classes are offered via videoconferencing online but will require time on-campus once during the course of the program. New cohorts begin classes each May. Applications are due on November 15 of the year prior to start of the program. After the review process is complete, applicants whose applications are not completed until after deadline for application may be rejected solely because of the number of applicants already accepted. Students may not begin field internships until they have satisfied the following requirements: 1) completion of campus lab requirement; 2) completion of required core coursework; 3) successful completion of background check. The schedule is as follows:

Advanced Generalist Concentration Courses (needed to complete MSW degree):

<table>
<thead>
<tr>
<th>First Semester (Summer Schedule)</th>
<th>Second Semester (Fall Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 527 AG HBSE I (2)</td>
<td>SWK 528 AG HBSE II (2)</td>
</tr>
<tr>
<td>SWK 529 AG Research (2)</td>
<td>SWK 533 AGP Families (2)</td>
</tr>
<tr>
<td>SWK 530 AGP Individuals (2)</td>
<td>SWK 534 AGP Treatment Groups (2)</td>
</tr>
<tr>
<td>Total Credit Hours = 6</td>
<td>Total Credit Hours = 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester (Spring Schedule)</th>
<th>Fourth Semester (Summer Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 535 AGP Communities (2)</td>
<td>SWK 537 AG Tools for Policy (1)</td>
</tr>
<tr>
<td>SWK 536 AGP Organizations (2)</td>
<td>SWK 997 Independent Study (2) &amp; Elective (2) or SWK 998 Thesis (4)</td>
</tr>
<tr>
<td>Electives (2)</td>
<td>Elective (1)</td>
</tr>
<tr>
<td>Total Credit Hours = 6</td>
<td>Total Credit Hours = 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Semester (Fall Schedule)</th>
<th>Sixth Semester (Spring Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 580 AG Field Education I (5)</td>
<td>SWK 582 AG Field Education II (5)</td>
</tr>
<tr>
<td>SWK 581 AG Field Education Seminar I (1)</td>
<td>SWK 583 AG Field Education Seminar II (1)</td>
</tr>
</tbody>
</table>
Total Credit Hours = 6

Note:

1. Social work classes 580, 581, 582 & 583 may be taken in either the fall or spring semester or over the course of two semesters as indicated above.

Graduation Requirements

The graduation requirements for students completing this program are as follows:

- Successful completion of 36 credit hours of courses approved by the social work faculty with at least a 3.00 grade point average. The number of electives required is dependent on whether a student selects the independent study or the thesis option.
- Completion of SWK 997 (an independent study project) or SWK 998 (a thesis) and a comprehensive final exam.
- Completion of at least 28 semester credits with UND. Transfer credits must be obtained in a CSWE accredited program, and a maximum of 9 credits will be allowed for transfer.
- The development of a program of study in the semester in which the full-time student first enrolls in concentration courses, or the second semester in which the part-time student enrolls in concentration courses.
- Successful completion of the campus-based portion of the program.

MSW Comprehensive Final Exam Description

All MSW students must complete a comprehensive final exam. In essay format, this exam asks students to respond to questions regarding their understanding of the ten core competencies identified in the Council of Social Work Education, EPAS 2008.

The exam is administered in two phases. The first portion of the exam covers seven core competencies and is administered during finals week of the semester prior to entrance into the field internship. This portion of the exam is scored as “meets or exceeds expectations” or “does not meet expectations”. The second portion of the exam is integrated into SWK 583 Advanced Generalist Field Education Seminar II. This section of the exams receives a grade that is reflected as part of the seminar course. A grade of C or better on this section of the exam equals a pass (see Appendix, p. 59).

MSW Concentration Course Descriptions

SWK 527: AG HBSE I. 2 credits. Pre-requisite: Admission to the Advanced Generalist Concentration. Advanced Generalist Human Behavior and the Social Environment I (HBSE I) provides students with relevant conceptual frameworks to guide advanced generalist practice with individuals and families. This course builds upon developmental theories and the social work ecological and systems perspectives.

SWK 528: AG HBSE II. 2 credits. Pre-requisite: Admission to the Advanced Generalist Concentration. Advanced Generalist Human Behavior and the Social Environment I (HBSE II) critique the theoretical foundations of practice from a social and economic justice perspective.
Complex systems theory provides a framework for analyzing the intersections of dynamic practice contexts with the social, economic, and natural environments.

SWK 529: AG Research Methods and Analysis. 2 credits. Pre-requisite: Admission to the Advanced Generalist Concentration. Advanced Generalist Research Methods and Analysis advances students’ existing knowledge of research methods and provides advanced generalist skills for making empirical and ethical research decisions, interpreting evidence-based practice to inform research approaches, and using research and data analysis to inform practice. Students build practice and program evaluation skills.

SWK 530: AGP with Individuals. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 529. Advanced Generalist Research Practice with Individuals equips students with advanced generalist skills to guide engagement, assessment, intervention, and evaluation with individual clients. Course assignments promote ethical and evidence-based practice relevant to diverse populations.

SWK 533: AGP with Families. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 529. Advanced Generalist Practice with Families teaches students advanced generalist skills in working with families to engage, assess, intervene and evaluate client systems. This class builds upon family therapy theories and their practical applications. Activities and assignments lead to necessary skill-building to work with families in therapeutic settings.

SWK 534: AGP with Treatment Groups. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 528, SWK 529. Advanced Generalist Practice with Treatment Groups uses an interpersonal perspective as a theoretical foundation for understanding group dynamics. The course emphasizes the development and demonstration of skills needed to provide interventions within treatment groups. Students learn how to engage individuals in the group process, assess appropriateness for group, develop interventions, and evaluate the treatment group process.

SWK 535: AGP with Communities. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529. Advanced Generalist Practice with Communities equips students with theoretical frameworks and models for community and policy practice, and provides tools for acting as effective change agents in community contexts. A social and economic development orientation is emphasized, as are changing socio-political contexts of practice, including globalization and the human rights movement.

SWK 536: AGP with Organizations. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529. Advanced Generalist Practice with Organizations develops practice behaviors related to organizational leadership, managing various organizational systems, and developing an integrated practice approach for the purpose of promoting effective service delivery.

SWK 537: AG Tools for Policy. 1 credit. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529, SWK 535. Advanced Generalist Tools for Policy emphasizes the development of skills for effective policy action to promote the social, economic, political, and environmental well-being of individuals, families, and communities.
SWK 580. AGP Field Education I. 3 credits. Pre-requisites or co-requisites: Admission to Field Education, SWK 581. Advanced generalist field internship in a human service organization. Students apply concentration coursework, emphasizing core competencies and demonstration of practice behaviors. S/U grading only.

SWK 581. AGP Field Education Seminar I. 1 credit. Co-requisite: SWK 580. Integration of concentration coursework with field internship in a human service organization. Understanding the role of the MSW-level social worker is emphasized, as is advanced application of social work ethics and values. Regular grading.

SWK 582. AGP Field Education II. 5 credits. Pre-requisites or co-requisites: SWK 580, SWK 583. Advanced generalist field internship in a human service organization. Students apply concentration coursework emphasizing core competencies and demonstration of practice behaviors. S/U grading only.

SWK 583. AGP Field Education Seminar II. 1 credit. Co-requisite: SWK 582. Integration of concentration coursework with field internship in a human service organization. Understanding the role of the MSW-level social worker is emphasized, as is advanced application of social work ethics and values. Regular grading.

SWK 997. Independent Study. 2 credits.

SWK 998. Thesis. 4 credits.

3) Master of Social Work On-Campus Program: Concentration (Advanced Standing)

Classes are offered primarily on Thursdays and Fridays to accommodate working students. New cohorts begin classes each August. Applications are due on January 15 prior to the start of the program. Students may not begin field internships until they have satisfied the following requirements: 1) completion of required core coursework; 2) successful completion of background check.

Thirty-six credit hours are required for program completion. Students enrolling in SWK 997 (2 credits) for an Independent Study Project must take five elective hours. Students desiring the Thesis option (SWK 998, 4 credits) must plan on at least four semesters, and are only required to take three elective hours.

The following schedule is recommended for those desiring a full-time three-semester program (a four-semester course of study is highly recommended due to the intensity of the three-semester option):

<table>
<thead>
<tr>
<th>Fall Schedule</th>
<th>Spring Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 527 AG HBSE I (2)</td>
<td>SWK 528 AG HBSE II (2)</td>
</tr>
<tr>
<td>SWK 529 AG Research Methods &amp; Analysis (2)</td>
<td>SWK 533 AGP Families (2)</td>
</tr>
<tr>
<td>SWK 530 AGP Individuals (2)</td>
<td>SWK 535 AGP Communities (2)</td>
</tr>
<tr>
<td>SWK 534 AGP Treatment Groups (2)</td>
<td>SWK 536 AGP Organizations (2)</td>
</tr>
<tr>
<td>Electives (3)</td>
<td>SWK 537 AG Tools for Policy (1)</td>
</tr>
<tr>
<td></td>
<td>Electives (2)</td>
</tr>
</tbody>
</table>
Total Credit Hours = 11

Summer or Fall Schedule¹
SWK 580 AG Field Education I (5)
SWK 581 AG Field Education Seminar I (1)
SWK 582 AG Field Education II (5)
SWK 583 AG Field Education Seminar II (1)
SWK 997 Independent Study (2)
Total Credit Hours = 14

Note:
1. Social work classes 580, 581, 582 & 583 may be taken in either the fall or spring semester or over the course of two semesters as indicated above.

Graduation Requirements

The graduation requirements for students completing this program are as follows:

• Successful completion of 36 credit hours of courses approved by the social work faculty with at least a 3.00 grade point average. The number of electives required is dependent on whether a student selects the independent study or the thesis option.
• Satisfactory completion of the advanced generalist concentration courses (36 credit hours).
• Completion of SWK 997 (an independent study project) or SWK 998 (a thesis) and a comprehensive final exam.
• Completion of at least 27 semester credits with UND. Transfer credits must be obtained in a CSWE accredited program, and a maximum of 9 credits will be allowed for transfer.
• The development of a program of study in the semester in which the full-time student first enrolls in concentration courses.

MSW Comprehensive Final Exam Description

Students, who opt for the Independent Study option, must complete a comprehensive final exam. In essay format, this exam asks students to respond to questions regarding their understanding of the ten core competencies identified in the Council of Social Work Education, EPAS 2015.

The exam is administered in two phases. The first portion of the exam covers seven core competencies and is administered during finals week of the semester prior to entrance into the field internship. This portion of the exam is scored as “meets or exceeds expectations” or “does not meet expectations”. The second portion of the exam is integrated into SWK 583 Advanced Generalist Field Education Seminar II. This section of the exams receives a grade that is reflected as part of the seminar course. For this section of the exam, a grade of C or better equals a pass (see Appendix, p. 59).
MSW Concentration Course Descriptions

SWK 527: AG HBSE I. 2 credits. Pre-requisite: Admission to the Advanced Generalist Concentration. Advanced Generalist Human Behavior and the Social Environment I (HBSE I) provides students with relevant conceptual frameworks to guide advanced generalist practice with individuals and families. This course builds upon developmental theories and the social work ecological and systems perspectives.

SWK 528: AG HBSE II. 2 credits. Pre-requisite: Admission to the Advanced Generalist Concentration. Advanced Generalist Human Behavior and the Social Environment I (HBSE II) critique the theoretical foundations of practice from a social and economic justice perspective. Complex systems theory provides a framework for analyzing the intersections of dynamic practice contexts with the social, economic, and natural environments.

SWK 529: AG Research Methods and Analysis. 2 credits. Pre-requisite: Admission to the Advanced Generalist Concentration. Advanced Generalist Research Methods and Analysis advances students’ existing knowledge of research methods and provides advanced generalist skills for making empirical and ethical research decisions, interpreting evidence-based practice to inform research approaches, and using research and data analysis to inform practice. Students build practice and program evaluation skills.

SWK 530: AGP with Individuals. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 529. Advanced Generalist Research Practice with Individuals equips students with advanced generalist skills to guide engagement, assessment, intervention, and evaluation with individual clients. Course assignments promote ethical and evidence-based practice relevant to diverse populations.

SWK 533: AGP with Families. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 529. Advanced Generalist Practice with Families teaches students advanced generalist skills in working with families to engage, assess, intervene and evaluate client systems. This class builds upon family therapy theories and their practical applications. Activities and assignments lead to necessary skill-building to work with families in therapeutic settings.

SWK 534: AGP with Treatment Groups. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 527, SWK 528, SWK 529. Advanced Generalist Practice with Treatment Groups uses an interpersonal perspective as a theoretical foundation for understanding group dynamics. The course emphasizes the development and demonstration of skills needed to provide interventions within treatment groups. Students learn how to engage individuals in the group process, assess appropriateness for group, develop interventions, and evaluate the treatment group process.

SWK 535: AGP with Communities. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529. Advanced Generalist Practice with Communities equips students with theoretical frameworks and models for community and policy practice, and provides tools for acting as effective change agents in community contexts. A social and economic development orientation is emphasized, as are changing socio-political contexts of practice, including globalization and the human rights movement.
SWK 536: AGP with Organizations. 2 credits. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529. Advanced Generalist Practice with Organizations develops practice behaviors related to organizational leadership, managing various organizational systems, and developing an integrated practice approach for the purpose of promoting effective service delivery.

SWK 537: AG Tools for Policy. 1 credit. Pre-requisites or co-requisites: Admission to the Advanced Generalist Concentration, SWK 528, SWK 529, SWK 535. Advanced Generalist Tools for Policy emphasizes the development of skills for effective policy action to promote the social, economic, political, and environmental well-being of individuals, families, and communities.

SWK 580. AGP Field Education I. 3 credits. Pre-requisites or co-requisites: Admission to Field Education, SWK 581. Advanced generalist field internship in a human service organization. Students apply concentration coursework, emphasizing core competencies and demonstration of practice behaviors. S/U grading only.

SWK 581. AGP Field Education Seminar I. 1 credit. Co-requisite: SWK 580. Integration of concentration coursework with field internship in a human service organization. Understanding the role of the MSW-level social worker is emphasized, as is advanced application of social work ethics and values. Regular grading.

SWK 582. AGP Field Education II. 5 credits. Pre-requisites or co-requisites: SWK 580, SWK 583. Advanced generalist field internship in a human service organization. Students apply concentration coursework emphasizing core competencies and demonstration of practice behaviors. S/U grading only.

SWK 583. AGP Field Education Seminar II. 1 credit. Co-requisite: SWK 582. Integration of concentration coursework with field internship in a human service organization. Understanding the role of the MSW-level social worker is emphasized, as is advanced application of social work ethics and values. Regular grading.

SWK 997. Independent Study. 2 credits.

SWK 998. Thesis. 4 credits.

PART IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

(See 2011-2013 University of North Dakota Undergraduate and Graduate Academic Catalog, pp. 220-235 for School of Graduate Studies policies pertaining to these topics.)

Advanced Standing Policy

In accordance with EPAS standards, advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.
**MSW Program Transfer Policy**

Up to a maximum of 8 credits may be transferred to the MSW Program if they meet the criteria of the Department of Social Work and the School of Graduate Studies. To be accepted by the Department of Social Work in lieu of required credits, the credits must be from a program accredited by the Council of Social Work Education or an equivalent accrediting agency, and they must have content comparable to the required credits they replace, as determined by the Director of the MSW Program. Elective courses (up to 5 credit hours) from programs not accredited by the Council of Social Work Education may be accepted as elective credits with approval from the Director of the MSW Program. In addition to the transfer criteria of the School of Graduate Studies, the Department of Social Work stipulates that students provide the syllabus for any course for which they are requesting transfer credit to ensure there is a clear and unquestioned relevance to the student’s Program of Study. Transcripts are submitted to the Director of the MSW Program. *No credit is granted for previous work or life experience.*

Requirements for transfer credit:

- The work must have been taken at an accredited North American institution.
- The student must have been enrolled as a graduate student.
- The work must have received graduate credit at the institution where it was earned.
- The student must have earned a grade of B or better.
- The work must be less than seven years old at the time the UND degree is awarded.
- Any course to be transferred may not have been counted toward any other degree earned at the University of North Dakota or any other institution.
- The course must have a clear and unquestioned relevance to the student’s Program of Study.

**Criteria for Evaluating Academic and Professional Performance**

These policies are contained under the “Standards for Social Work Education” and located in this handbook’s (see Appendix, Standards for Social Work Education, pp. 42-62). *Please review these policies carefully* as they contain all criteria for review of students’ progress, as well as policies pertaining to student grievances.

**PART V: ADVISEMENT POLICIES AND HOODING CEREMONY GUIDELINES**

**Advising**

One of the first and most important steps you need to take as a graduate student is to select your advisor. In selecting an advisor, consider faculty members’ areas of research interest and expertise, as well as how you think your personal styles will mesh. Please be aware that you may not get your first choice as an advisor, as faculty must plan their advisement loads so that they have no more than eight graduating advisees in any one semester. In other words, it is in your best interest to plan ahead and secure an advisor by the middle of your first semester as a graduate student.
Your advisor must be a member of the graduate faculty. To formalize your advisor appointment, complete the form “Request for New Advisor or Committee Appointment” (form may be accessed on the School of Graduate Studies website (http://graduateschool.und.edu/graduate-students/current/forms.cfm). Please have the faculty member sign; this form must also be signed by the Director of the MSW Program. Then forward this form to the School of Graduate Studies. The Dean of the School of Graduate Studies has the final authority for approving your advisor appointment. If you do not select an advisor by the published deadline, the Director of the MSW Program will select one for you.

If you are planning to complete a thesis (SWK 998, 4 credits) please refers to the checklist for a detailed outline for thesis requirements and note you will need a three-person committee. The Chair of your thesis committee will serve as your advisor. If you complete an Independent Study (SWK 997, 2 credits), you will work with one faculty member who is your advisor around your research project, and you will also be required to pass a comprehensive final examination in order to graduate.

It is wise to put a good deal of thought into your decision, as you will be working closely with your advisor for as long as it takes you to finish your degree. Advisors are also available to provide professional guidance, including assisting you with career planning or professional references.

You may want to consider the following when choosing your advisor:

- It is generally helpful to choose an advisor who has similar academic interests.
- If you are not sure whether or not your prospective advisor has expertise in your specific topic of interest – ask. You may also want to ask for a list of her/his recent and past publications. Reading your potential advisor’s own work is the best way to determine his/her academic interests. If your interests do not match, s/he will likely suggest someone else with whom you should work. It is important that you find out how much time the professor has for each of her/his students. A professor who is spread too thin may be a source of frustration for you.
- Is your advisor available to you during the summer months (May 15-August 15)?
- Are we a good fit in terms of style and temperament?

It is the responsibility of the student to become informed and to observe all regulations, procedures and deadlines required by the University, the 2015-2017 University of North Dakota Undergraduate and Graduate Catalog, and the program the student is pursuing. Faculty are available for advisement, but the student must initiate all steps of the processing of documents by the published deadline.

Deadlines are published in the schedule of classes and in the University of North Dakota Undergraduate and Graduate Academic Catalog. Please be aware that ignorance of a rule does not constitute a basis for waiving that rule. The student is responsible for ascertaining his or her academic standing and grade-point average. All graduate students must maintain a 3.00 GPA. While the School of Graduate Studies attempts to notify students regarding any problems in the student’s progress toward a degree, the student alone is responsible for maintaining satisfactory
academic standing and progress.

All of the forms discussed on the following checklist are available on the School of Graduate Studies website (http://graduateschool.und.edu/graduate-students/current/forms.cfm), and are also posted on your MSW Community Blackboard site. Reminders about deadlines are periodically e-mailed to students by the Director of the MSW Program. Your advisor will assist you if you have any questions about these forms or the published deadlines. Before you have selected your advisor, please direct questions to the Director of the MSW Program if you are a Concentration student (campus or distance), or to the MSW Distance Coordinator if you are a Foundation student.

**Forms Checklist**

All forms can be downloaded from the School of Graduate Studies website at: http://graduateschool.und.edu/graduate-students/current/forms.cfm

__________ Choose an Advisor  
(First Semester)

__________ Select the Members of Your Faculty Advisory Committee*  
(Second Semester)

__________ Submit Your Program of Study  
(Second Semester)

__________ Submit a Topic Proposal of Your Research  
(As early as possible, but no later than the semester prior to your final semester)

__________ Advance to Candidacy  
(No later than the semester before you plan to graduate)

__________ Apply to Graduate  
(You must submit this by the published deadline for the term in which you plan to graduate)

__________ Preliminary Approval of Your Thesis*  
(You must submit this by the published deadline for the term in which you plan to graduate)

__________ Notice of Defense of Your Thesis*  
(One week prior for master’s students)

__________ Final Defense of Your Thesis*  
(At least two or three weeks before commencement)

__________ Submit a Copy of Your Thesis to the School of Graduate Studies to be checked for Format and Style*  
(Once your copy is approved by your committee)

__________ Submit a Final Copy of Your Thesis to the School of Graduate Studies*  
(You must submit this by the published deadline for the term in which you plan to graduate)

__________ Submit the Final Copy of Your Independent Study, Scholarly Project or Design Project to Your Advisor**  
(At least two to three weeks before commencement)
Complete Comprehensive Final Exams
(Check with your department for this requirement)

Submit the form “Final Report on Candidate” to the School of Graduate Studies
(Your advisor must submit this by the published deadline for the term in which you plan to graduate)

* Only applies to students writing a thesis (SWK 998).
** Only applies to students writing an independent study (SWK 997) or scholarly project (SWK 995).

Hooding/Pinning Ceremony Guidelines

MSW students graduating from the University of North Dakota are encouraged to participate in the BSSW Pinning/MSW Hooding Ceremony in recognition of their achievement in obtaining their master’s degree. It is a wonderful opportunity to meet family and friends and celebrate together.

This is a student-focused event that is a more intimate ceremony to honor the accomplishments of MSW and BSSW students. At this formal event, the faculty advisors place a hood on MSW graduates, acknowledging their successfully-completed MSW degrees.

The students choose the student and faculty speakers, and a time and place is reserved (typically, it is held about three hours before the formal commencement ceremony on campus). Typically, the event is held at the Memorial Union on the UND campus because there is no cost for the space.

Below are guidelines for the event:

1. **Faculty cannot not hood students who have not completed their MSW degree.**
   Completion means all coursework, Independent Study or Thesis work, and a passing grade on the comprehensive final examination. The Director of the MSW Program will determine who is eligible to participate as a graduate from our program.
2. It must be an alcohol-free event.
3. Students must ask their advisor to hood them. If, for some reason, the advisor is unable to attend the ceremony, students may choose another faculty member in the Department of Social Work to hood them.
4. Faculty and MSW students are expected to attend this event in regalia, which can be purchased through the UND Bookstore.

Students are strongly encouraged to attend the formal commencement ceremony at the Chester Fritz Auditorium (fall and summer) or the Alerus Center (spring).
PART VI: LICENSURE INFORMATION, FINANCIAL AID AND SCHOLARSHIPS, STUDENT ORGANIZATIONS, COMMITTEE REPRESENTATION, AND OTHER STUDENT RESOURCES

Licensure Information

The state of North Dakota licenses graduates from UND’s MSW Program as a Licensed Social Worker (LSW) or Licensed Certified Social Worker (LCSW). Students are also eligible to become Licensed Independent Clinical Social Workers (LICSW) after completing a specified number of post-MSW supervised clinical hours. Students 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. The North Dakota Board of Social Work Examiners requires a student to submit a Letter of Good Standing from the Department of Social Work or a final transcript before taking the exam. Information regarding licensing can be obtained from the North Dakota Board of Social Work Examiners, or, for other states, see the Association of Boards of Social Work Examiners.

The state of Minnesota licenses graduates from UND’s MSW Program as a Licensed Graduate Social Worker (LGSW). To become a Licensed Independent Clinical Social Worker (LICSW), applicants must provide verification of 360 clock hours in clinical knowledge areas and meet specific requirements of supervision. A template for the University of North Dakota MSW curriculum specific to Minnesota licensing requirements can be found in the Appendix on page 62.

Each state has different licensure requirements, the first of which is an MSW from a CSWE accredited program. Students are advised to carefully review the licensing requirements from their state of residence in order to guide selection of electives and the application and testing process.

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 or the School of Graduate Studies (http://graduateschool.und.edu).

Scholarship applications for the Department of Social Work are available electronically in the spring. Notifications of scholarships are emailed to students. The following sources of educational support are available to MSW students:

**IV-E Child Welfare Stipends**

The purpose of the IV-E Child Welfare Stipend is to enhance the child welfare workforce in the state of North Dakota. The University of North Dakota, Department of Social Work collaborates with the Department of Human Services, Division of Child and Family Services, to enhance and
increase the child welfare workforce. Through the University of North Dakota, education stipends are provided each semester to University of North Dakota social work students who agree to intern in a child welfare setting and seek employment in a child welfare setting.

Ken Dawes Social Work Scholarship

This scholarship provides $1,000 to a second-year graduate student in social work who demonstrates potential leadership in social work administration and public policy. Application must include: 1) a resume, 2) a letter of recommendation from UND Department of Social Work faculty, and 3) a written paper (no more than five pages) on a current social work administration and public policy issue. Applicants with a commitment to practice social work in North Dakota will be given the highest priority. There is an expectation that you would meet with Ken Dawes if you are awarded the scholarship. Priority consideration will be given to applications received by April 15 of each year.

Don Schmid Child Welfare Leadership Scholarship

The Don Schmid Child Welfare Leadership Scholarship provides a $1,000 scholarship for a second-year graduate student in social work who demonstrates potential for leadership in child welfare and excellence in scholarship. Application must include: 1) a resume, 2) a letter of recommendation from UND Department of Social Work faculty, and 3) a written paper (no more than five pages) on a current child welfare issues. There is an expectation that you would meet with Don Schmid in Bismarck if you are awarded the scholarship. Priority consideration will be given to application received by April 15 each year.

Henriette Lund Scholarships

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 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. Priority consideration will be given to applications received by April 15 of each year.

Ben & Ruth Gustafson Continuing Education Endowment

The Ben and Ruth Gustafson Continuing Education Endowment Scholarships will be awarded once a year. To be eligible, you must be enrolled in one of the University of North Dakota’s online or distance education programs that is (1) approved by the Board of Higher Education as an undergraduate or graduate degree program, or (2) offered as a non-credit or graduate certificate program. In addition, you must submit a completed application form by May 31 that includes an essay responding to the following questions (please limit your answers to one page
per question): (1) how will the completion of this distance education program enhance your future goals and (2) what impact will the Ben and Ruth Gustafson Continuing Education Endowment Scholarship have on your efforts to complete your degree or certificate program. Past recipients of the Ben and Ruth Gustafson scholarship are not eligible to reapply. Further information can be found at http://distance.und.edu/forms/DCE-Scholarship-Brochure.pdf.

Student Organizations

Student organizations at the UND Department of Social Work include Phi Alpha, the Student Social Work Association, and the 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 encourage fellowship among those training for this profession. Phi Alpha encourages student scholarship, good citizenship, and the practice of high ethical standards. Graduate student members of Phi Alpha are nominated twice per year. Eligibility for membership for graduate students includes a 3.0 grade point average, completion of 55 credit hours, and 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 prospective social work majors and students admitted to the BSSW and MSW Programs.

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.

Student Representation on MSW Committee

This committee assists the Director of the MSW Program in overseeing curricular matters, program administrative tasks, program policy development, and assists with student gatekeeping
matters. Please let the Director of the MSW Program know if you would like to serve as the student representative to this committee.

**Student Resources**

*Computer Lab and Meeting Space*

The social work computer lab is located in Room 1 of Gillette Hall, and is open from 8:00 AM to 4:30 PM Monday through Friday. Meeting space for student meetings can be scheduled through the department secretary. A campus student lounge is located in Room 11 of Gillette Hall and is open daily. Distance students use an Adobe Connect room dedicated for casual conversation and collaboration.

*Educational and Social Resources*

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

*Division of Student Affairs* ([http://und.edu/student-affairs](http://und.edu/student-affairs))  
*Twamley Hall, Room 307 (701-777-2724)*

- Admissions ([http://und.edu/admissions/undergraduate](http://und.edu/admissions/undergraduate))  
- Communications ([http://und.edu/the-link](http://und.edu/the-link))  
- Dakota Student ([http://dakotastudent.com](http://dakotastudent.com))  
- Memorial Union ([http://und.edu/student-life/union](http://und.edu/student-life/union))  
- Multicultural Student Services ([http://und.edu/student-life/multicultural-student-services](http://und.edu/student-life/multicultural-student-services))  
- Residence Services ([http://und.edu/student-life/housing](http://und.edu/student-life/housing))  
- Student Financial Aid ([http://und.edu/admissions/financial-aid](http://und.edu/admissions/financial-aid))  
- Student Health Services ([http://und.edu/health-wellness/student-health](http://und.edu/health-wellness/student-health))  
- Student Success Center ([http://und.edu/student-affairs/student-services](http://und.edu/student-affairs/student-services))  
- Trio Programs ([http://und.edu/student-life/trio](http://und.edu/student-life/trio))  
- Wellness Center ([http://und.edu/health-wellness/wellness](http://und.edu/health-wellness/wellness))  
- Women's Center ([http://und.edu/student-life/womens-center](http://und.edu/student-life/womens-center))

B. **Counseling Center** ([http://und.edu/health-wellness/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)

Links of Importance

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

University of North Dakota Code of Student Life
http://und.edu/student-affairs/code-of-student-life

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

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

National Association of Social Workers
www.socialworkers.org

Council on Social Work Education
http://www.cswe.org
Faculty Biographies

Full-Time Faculty

Carenlee Barkdull, Ph.D., LCSW
Department Chair and Associate Professor
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Carenlee Barkdull, Department Chair and Associate Professor studied at the University of Utah for her MSW and Ph.D. in Social Work. She has been teaching at UND since 2005. She is a Licensed Certified Social Worker in North Dakota. Dr. Barkdull’s years of practice in the public and nonprofit sectors encompass policy advocacy, nonprofit administration, and direct practice with children and families and the homeless. Dr. Barkdull has numerous service and research grants to her credit, and she has also helped to develop university-community partnerships in the Great Basin region and the Southwest in both rural and reservation communities. Her teaching interests are organizations, communities, and policy.

Her research is focused on the impacts of extractive industries and its relationship to the emergent area of environmental social work, Native American communities, Muslim populations, and distance education, and she has several publications in these areas. Dr. Barkdull was a board member for the Global Friends Coalition, a local nonprofit that matches refugee families with tutors and mentors. She 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.

Ken Flanagan, Ph.D., MSW, LICSW
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Ken 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.

Yi-Ping Hsieh, Ph.D.
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Dr. Yi-Ping Hsieh obtained her BS in Medical Sociology and Social Work, MA in Language Education, and a PhD degree in Educational Psychology (minor in Counseling) from Indiana University- Bloomington. Before she joined UND in Fall 2015, Dr. Hsieh has been teaching and doing research at the Department of Medical Humanities and Social Sciences at Florida State University, Department of Medical Sociology and Social Work at Kaohsiung Medical University, and the Institute of Education at National Cheng Kung University in Taiwan. Her research focus includes human development, with a special focus on middle childhood through young adulthood. Dr. Hsieh has been trained in quantitative and longitudinal research methods and has applied these skills toward her research interests in child maltreatment, victimization and behavioral and mental health problems, parenting, problematic Internet use, and cyberbullying. She continues to publish in these areas and has participated in national and international conferences. More recently, Dr. Hsieh also collaborates with scholars from various disciplines in Taiwan on a national Longitudinal Study of Children and Adolescents' Family and Social Experiences. Dr. Hsieh has taught a variety of undergraduate and graduate courses, including human behavior in the social environment II, research method, and international social work, etc.

Dheeshana Jayasundara, Ph.D., MSSW, LCSW (On Developmental Leave CY 2017)
Associate Professor
Gillette Hall, Room 307
Dheeshana Jayasundara obtained both her MSW and Ph.D. in Social Work from the University of Texas at Arlington; she also has an MA in criminology and criminal justice and a bachelor of arts in sociology. She has been teaching at UND since Fall 2010. She has worked in the domestic violence field since 1998, and has worked in various roles and capacities. 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 these skills toward her research interests in both developing and developed countries. More recently her studies also include studying the impact of oil related to interpersonal violence. Dr. Jayasundara has taught a variety of graduate courses to include practice with families, research and is scheduled to teach practice with communities in Spring 2016. She has developed two elective courses Diversity/International Social Welfare and Domestic violence.

Dr. Jayasundara’s research focus includes human development, with a special focus on women; more specifically on domestic violence and the reproductive health of women in developing countries. More recently her research also focuses on the impact of oil on interpersonal violence in the Bakken. She continues to publish in these areas and has participated in national and international conferences. Dr. Jayasundara connects her service with research by collecting primary data on the special needs of Muslim women undergoing domestic violence and helping agencies become trauma-informed and documenting the process undertaken. She continues to provide service to agencies by supporting grant and evaluation efforts, and volunteers at several local and international agencies. She is an elected board member of the International Consortium for Social Development and is the chair of the CSWE Council on External Relations.

Roger Johnson, MSW, LICSW
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Email: roger.johnson@email.und.edu

Roger Johnson obtained his MSW degree from Florida State University, and has been teaching at UND since fall 2010. He has thirty-five years of social work practice as a clinician, supervisor, and program manager. Professor Johnson 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 Center at the University of North Dakota. Professor Johnson works primarily with Field Education serving as a faculty field liaison; he also teaches SWK 581/583 Field Education Seminar I/II, and graduate electives in Interprofessional Health Care, Supervision, and Rural Social Work.
Roger Johnson has been a social work practitioner, supervisor, trainer, and administrator for the past 35 years. His extensive background in mental health and child welfare is brought to the classroom and field placement settings to provide a bridge between academics and practice. He recently served for seven years on the Board of Director 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 served on a statewide committee addressing standards for sex offender treatment programs.

Barb Kitko, MSW
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Barb Kitko graduated with a MSW in 2002 and a BSSW from UND in 1988. She was an adjunct with the Department of Social Work at UND for 1 year prior to joining the department in August 2015. She has more than 25 years of direct social work practice. Her work history includes 17 years as a school social worker for the Grand Forks Public Schools. Prior to her employment with GFPS she served as a case manager, direct services supervisor and the director of the Region IV Children’s Services Coordinating Committee/Families First. Over the past 25 years she has provided supervision for many BSSW and MSW student interns.

Professor Kitko is teaching SWK 424: Generalist Practice with Individuals & Families, SWK 533: Advanced Generalist Practice with Families and a Children’s Mental Health elective for graduate students. She also serves as a field liaison to BSSW & MSW student. In her free time she enjoys working out, reading and spending time with family and friends.

Randy Nedegaard, Ph.D., MSW, LICSW, LP
Associate Professor, Graduate Program Director
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Email: randy.nedegaard@und.edu

Randy Nedegaard obtained his MSW from the University of Minnesota, Twin Cities, 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 the summer of 2008 when he started as an adjunct instructor. He has twenty years of post-MSW social work practice. He started work as a US Air Force 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 is currently teaching SWK 530 (Advanced Generalist Practice with
Individuals), SWK 581/3 (Field Seminar) and graduate level electives on Working with Combat Veterans and Clinical Diagnosis and Treatment.

Dr. Nedegaard has clinical expertise in the areas of military mental health and work with violent offenders, leading to current service opportunities as an operational psychologist for the Department of Defense Human Intelligence Training Course and the UND Military and Veteran Advisory committee. He currently conducts research relating to veteran’s issues and various aspects contributing to intimate partner violence.

Andrew Quinn, Ph.D., LCSW
Professor
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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 since August 2005. 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. His research interests include applied research, use of technology to facilitate social work education and practice, and evaluation. He volunteers for a number of non-profit agencies serving as a program evaluator. Professor Quinn typically teaches SWK 529 Advanced Generalist Research Methods and Analysis.

Bruce Reeves, MSW, LCSW
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Bruce Reeves received his MSW from the University of Utah. He has been a full-time faculty member teaching at UND since 2006, and has 23 years of social work practice experience. His practice experience includes a variety of settings, including Employee Assistance Programs, HIV/AIDS, home care and hospice, long-term care and domestic violence/sexual assault. He currently serves as the Director of Field Education, and teaches a graduate elective on Sexual Minorities.
Professor Reeves is active in numerous education and advocacy efforts related to LGBTQ populations locally, regionally, and nationally. He currently serves on the Council on Sexual Orientation and Gender Identity and Expression for the Council on Social Work Education (CSWE). He has been a trainer for NASW's HIV Spectrum Project since 1996, and SAMHSA’s Rapid HIV Testing and Prevention Initiative Training Program and is a trainer for NASW and Lambda Legal’s joint project training service providers on issues pertaining to LGBTQ Youth in Out-of-Home-Care. Professor Reeves has written on HIV Services in Rural Communities, and presents on LGBTQ issues throughout the region. He also serves on the Board of Director’s for a local non-profit arts organization serving the northwest region of Minnesota.

Melanie Sage, Ph.D., MSW, LICSW
Assistant Professor/BSSW Program Director
Gillette Hall Room 301C
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Grand Forks, ND 58202
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Melanie Sage received her MSW from East Carolina University and a Ph.D. in Social Work from Portland State University. She has been teaching at UND since Fall 2011, and has nine years of social work practice experience in child welfare, clinical private practice, psychiatric social work, and services to Veterans at the Veterans Administration. Her dissertation research investigated the organizational factors that influence burnout and turnover in public child welfare settings. She has a successful history of grant writing and program evaluation. She teaches Advanced Generalist Practice with Families and Motivational Interviewing in the graduate program. Her research interests include child welfare, culturally responsive services for American Indian families, technology in social work, social media, arts-based interventions, services for military/veteran family members, and evidence-based practice in social work.

Todd Sage, MSW, LCSW, LAC
Assistant Professor
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Grand Forks, ND 58202
Tel: 701-777-6263
Email: todd.sage@und.edu

Todd Sage is currently working on a Ph.D. in Higher Education at UND. He received his MSW from Portland State University in 2008 and his BASW from California State University, San Bernardino in 2005. He holds Licenses in both Social Work and Addiction Counseling in North Dakota. Professor Sage started teaching as an Adjunct in 2013 and has taught courses in both undergraduate and graduate programs. He currently is responsible for administration of the NCWWI and IV-E Child Welfare Scholars program. He has 9 years experience in child welfare primarily in child protective services (CPS). Professor Sage has experience in mental health and substance abuse treatment, forensic interviewing, Guardian ad Litem (GAL), and
hospital social work. Current research and practice interests include Motivational Interviewing, Indian Child Welfare Act, and the use of technology in social work practice.

Carol Schneweis, MSW, LICSW
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Carol Schneweis obtained both her BSSW and MSW degrees from the University of North Dakota. Professor Schneweis joined the department in 2006 as the distance MSW program coordinator, and serves as field faculty and graduate advisor. She has held various roles in the Adult and Family Unit at the Northeast Human Service Center and spent seven years as a school social worker with the Grand Forks Public Schools. As a licensed Independent Clinical Social Worker, she has a twenty-year career as a clinician serving children and their families specific to treating trauma response and symptoms. She teaches courses in clinical diagnosis, play therapy and trauma informed care, as well as, field seminar for students in their internship. In addition to teaching, she frequently provides trainings on Social Work ethics and topics related to therapeutic services to children both at a local and state level.

Professor Schneweis is a founding board member of the North Dakota Association for Play Therapy and strives to increase the number of clinicians trained in providing clinical services to children, across the state and region.

Bret Weber, Ph.D., MSW, LCSW
Associate Professor
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Bret Weber received his MSW in 2008 from the University of North Dakota and a Ph.D. in History in 2006 from the University of Utah. He has been teaching at UND since 2006. As a Licensed Certified Social Worker in North Dakota Bret’s practice includes his work as a policy maker on the Grand Forks City Council, and as a community organizer serving on multiple boards and committees. He teaches an undergraduate policy course, as well as graduate courses on policy and theory.

Bret’s research focuses on underserved populations both historically and in the present including historical analysis of the War on Poverty. Consistent with that research focus, he is particularly interested in housing and related policy issues. This work includes the formation of the Grand Forks Community Land Trust and the High Plains Fair Housing Center, service on the board of
the local Housing Authority, and his ongoing work with the North Dakota Man Camp Project, an effort to collect archival data on temporary workforce housing in the state’s Bakken oil patch.

Adjunct Faculty

<table>
<thead>
<tr>
<th>Marlys Bratteli, Ph.D., MSW</th>
<th>Jennifer Modeen, MSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelsey Bless, MSW, LCSW</td>
<td>Vincent Lindgren, MSW, LICSW</td>
</tr>
<tr>
<td>Debra Dewitz, MSW</td>
<td>Nicole A. Moore, MSW, LICSW</td>
</tr>
</tbody>
</table>
**Professional Staff**

**Leilani Moen, MSW, LCSW**  
BSSW Academic Advisor/Undergraduate and Graduate Assessment  
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Lani Moen received her MSW from the University of North Dakota. She holds a bachelor’s degree in Psychology and Social Work. Lani serves as the BSSW Academic Advisor and Assessment Coordinator for the Department of Social Work. She currently meets with undergraduate students interested in the BSSW Program to discuss the social work profession, program requirements, admission criteria, and to offer academic advisement. Lani also assists with assessment of both the BSSW and the MSW Programs. She worked as a long-term care social worker prior to serving the Department of Social Work.

**Support Staff**

**Beverly Blegen, B.S.**  
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**Jackie Jensen**  
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References


APPENDIX
Standards for Social Work Education

Introduction

This document explicates 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.

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 administrators, 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 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 graduate social work students will be provided with and expected to read these standards, the Code of Student Life, and the National Association of Social Workers (NASW) Code of Ethics. 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. Additionally, all graduate students will be expected to read the Graduate Student Handbook.

Student Rights and Responsibilities

Student Responsibility (Code of Student Life)

All material in the section on student rights and responsibilities is secured from the Code of Student Life, Human Resources at UND, and College of Nursing and Professional Disciplines policy through the top of page 8. 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 Graduate Catalog and General Information Bulletin, 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. 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.

**Sexual Harassment Policy**

In support of UND’s Equal Employment Opportunity/Affirmative Action program, it is the policy of the University of North Dakota to maintain a workplace free of sexual harassment and intimidation. Sexual harassment has been defined by the Equal Employment Opportunity Commission as follows:

Harassment on the basis of sex is a violation of Sec. 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Such conduct on the part of supervisors or co-workers is expressly prohibited and the offenders are subject to disciplinary action. The University's Equal Employment Opportunity Office is empowered to investigate complaints based on sexual harassment. If employees believe that they are experiencing this type of conduct, they should immediately report any such incidents to the Office of Human Resources.

**Sexual Harassment of Students**

It is the policy of The University of North Dakota to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action.

"Sexual Harassment“ is defined as either unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, by a faculty member or other employee of The University, when:
1. submission by a student to such conduct made explicitly or implicitly a condition for academic opportunity or advancement;

2. submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student; or

3. the intended effect or reasonably foreseeable effect of such conduct is to create an intimidating, hostile, or offensive environment for the student.

The Office of Human Resources has been given the primary responsibility for responding to questions about and receiving complaints of sexual harassment of students. Students who believe they have been subjected to sexual harassment may contact the Office of Human Resources. However, they also may address their questions or complaints to the department chairperson or other University administrative personnel. In such cases, the chairperson or other administrator should immediately contact the Assistant Dean of Students for consultation.

Investigation of a specific complaint of sexual harassment will be initiated upon submission of a written and signed statement by the student to the Assistant Dean of Students, department chairperson, or dean. Investigation and resolution of such complaints will be through the Office of the Executive Vice President and Provost. Confidentiality will be maintained to the extent permitted under the law, and the rights of the individuals involved will be protected.

Disagreement with the resolution of the complaint will be handled according to the usual procedures for grievances.

In addition to complying with the above policy dealing with sexual harassment, students and faculty members should conduct themselves in an appropriate manner and should avoid compromising situations involving any romantic or sexual relationship between a faculty member and a student who is enrolled in a course taught by the faculty member or who is otherwise under the supervision of the faculty member.

This policy is not intended, in any way, to discourage the interaction of faculty and students where harassment or a conflict of interest is not a factor; however, the policy is intended to clarify that it is inappropriate for a faculty member to form romantic or sexual relationships with students working under the faculty member's direct supervision (http://und.edu/finance-operations/human-resources/_files/docs/sexual-harrassment.pdf).

Criteria for Evaluating Academic Performance in the MSW Program

In order 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.

**Accommodations for Disabilities**

Material from this section was referenced from the University of North Dakota Disability Support Services. 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 Disabilities Support Services (DSS) and provide documentation as needed. Disability Support Services 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 may be found at: [http://www.und.edu/dept/dss/Faculty/faculty%20letter.html](http://www.und.edu/dept/dss/Faculty/faculty%20letter.html).

**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.

1. *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.

2. *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

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

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. 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. 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.legis.nd.gov/information/acdata/pdf/75.5-02-06.1.pdf

Stress Management

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

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively secures assistance for medical or emotional problems that interfere with scholastic and professional performance. 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 (This criterion is described in the current Codes of Ethics by the NASW and the North Dakota State Board of Social Work Examiners for Social Work Licensure, or other relevant boards).

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. Appearance, dress, and general demeanor reflect a professional manner. 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. 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

Exhibits knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Accurately assesses one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one’s own limitations as they relate to professional capacities. 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 North Dakota 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 are described in the undergraduate and graduate catalogs. The web sites where you can find this information are located at:

http://und.edu/academics/registrar/academic-policy-procedures-manual.cfm

Graduate Students

A cumulative grade point average (GPA) of at least 3.00 for all work taken as a graduate student, i.e., while registered in the UND School of Graduate Studies, must be maintained in order to remain in satisfactory academic standing in the School of Graduate Studies; however, mere maintenance of a 3.00 GPA or better may not be considered adequate satisfactory performance. Satisfactory performance may include, but is not limited to, satisfactory research performance, a satisfactory GPA in the major, satisfactory performance in examinations, such as the comprehensive final examination, or satisfactory performance in other specific program requirements.

The academic standing and progress of Degree Students will be reviewed by advisors and the Director of the MSW Program periodically to determine whether appropriate progress is being made toward the degree. Students may be placed on probation with conditions or dismissed as a result of unsatisfactory academic performance or progress.

The conditions regarding Grade Point Average are as follows:

1. No decision on dismissal will be reached until a minimum of 12 graduate credits has been accumulated.

2. The academic standing of all graduate students whose cumulative GPA falls below 3.00 will be reviewed at the end of each academic term by the graduate dean. Students having accumulated 12 or more credit hours will be placed on academic probation for one semester; students having accumulated fewer than 12 credit hours will be placed on academic probation until either (a) the GPA is raised to at least 3.00 or (b) 12 graduate credit hours are accumulated, whichever occurs first. If, at the end of the probationary period, the GPA is still less than 3.00 the student will be dismissed.

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.

Policies and Procedures for Review of Academic Performance

The Department of Social Work may utilize three levels of review to evaluate student’s academic performance. The level of review depends upon the severity of the concern. Information disclosed during student meetings with faculty, program administrators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program administrators 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 MSW 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**

Please refer to the Graduate Academic Catalog section on Academic Standards ([http://und.edu/academics/registrar/_files/docs/catalogs/catalog-2011-2013.pdf](http://und.edu/academics/registrar/_files/docs/catalogs/catalog-2011-2013.pdf)).

**Three Levels of Review for Concern around Student Performance (Gatekeeping)**

**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 MSW 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 liaison. It is the responsibility of the faculty liaison to apprise the Director of Field Education of the concerns.

*Refer to Field Manuals on the Department of Social Work website, Subchapter W: Policy and Procedures for Evaluating Students in Field Internship ([http://nursing.und.edu/social-work/sw-field-instruction-resources.cfm](http://nursing.und.edu/social-work/sw-field-instruction-resources.cfm)).*

**Level 2**

A Level 2 review involves the faculty member, student, and Director of the MSW Program or Director of Field Education (whichever is appropriate). Faculty and 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 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, 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 MSW Program or Director of Field Education will assess the nature of these concerns and maintain documentation. Following consultation with the Department Chair, if deemed necessary, a decision will be to conduct a more comprehensive review pursuant to Level 3.

**Level 3**

A Level 3 review involves the Faculty member, student, the Director of the MSW Program, 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.

When a Level 3 review is called, the Director of the MSW Program and representatives of the MSW 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 Director of the MSW Program 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 Director of the MSW Program 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 Director of the MSW Program to communicate the decision to the student.

For further information see the Field Policy in the Field Manuals on the Department of Social Work website, Subchapter U: Procedures on Termination from Field Education (http://nursing.und.edu/social-work/sw-field-instruction-resources.cfm).

Academic Grievances

Pursuant to the student grievance procedures for undergraduate and graduate students provided in the Code of Student Life, Appendix IIIa-2. 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

Graduate Students

Information in this section was secured from the College of Nursing and Professional Disciplines.

A. 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.

B. The Grievance Process

1. Each undergraduate, graduate, and professional school or college shall have written procedures for academic grievances. Unless a school or college has specified a shorter time, a student must initiate a grievance within 120 calendar days from the recording of the final grade (including an “Incomplete”) in the course in which the grievance arose. These procedures are to begin with discussion between the grieving student and the faculty member, committee, or administrator with whom the student has a grievance. If the grievance is not resolved at this stage, then the student may advance the grievance through the procedures of the college or school in which the grievance originated. (In grievances brought by School of Graduate Studies students that involve School of Graduate Studies policies, the relevant school is the School of Graduate Studies.)

2. Grievances not resolved at the level of the academic unit may be brought by any of the parties to the Student Academic Standards Committee (Registrar's Office) within 30 calendar days of the final decision of the academic unit (college/school). If the grievance results from an action of a committee not associated with a specific college, it may be taken directly to the Student
Academic Standards Committee. Grievances must be presented in writing to the chair of the committee. This written statement should describe the grievance, indicate how it affects the individual or unit, and include the remedy sought from the committee. It will be the committee’s charge to review the academic grievance, consult with all parties significantly involved in the grievance, tape record its proceedings, and make a final decision within a reasonable length of time (not to exceed 20 school days, except upon agreement of the parties or the inability of the committee to make a quorum) after the grievance has been filed. All submitted documents will be made a permanent part of the student’s educational record. A copy of the decision will be sent to the originator of the grievance, the dean of the unit involved, and those against whom the grievance originated. This committee has the authority to resolve the grievance by such actions as upholding an earlier decision, requiring a re-examination or re-review, and, in extreme cases, changing a grade. The committee, however, has no authority to take or recommend disciplinary action in these cases either with faculty, administrators, or students or to require permanent changes in classroom, administrative, or committee procedures. The decision of this committee is the final step in the University Academic Grievance process.

3. Students who wish to challenge specific data or information in an educational record or who wish to amend their records should refer to Section 8-3-G in the Code of Student Life for procedures.

C. College of Nursing and Professional Disciplines’ Policy Outlining Academic Grievance Procedures for Students (Policy 236A)

Student Responsibilities

The student first discusses the issue with the faculty, committee, or administrators involved and attempt to resolve the issue.

If the issue is not resolved at this point, the grievance process may then be initiated by the student. The student may discuss the grievance procedure with his/her academic advisor for clarification. The student may proceed by stating in writing his/her intent to initiate the grievance procedure to the party involved within 10 school days from the time the issue was discussed and not resolved.

It is the student's responsibility to advance the grievance in accordance with following procedure.

The student must first obtain the Student Grievance Statement Form from the Admissions and Records Associate of the College of Nursing and Professional Disciplines. A Student Grievance Statement must be submitted to the faculty, committee or administrator involved within 10 school days following the written initiation of intent of the grievance procedure.
The student then:

1. Submits the copy to the Admissions and Records Associate for placement in a separate grievance file until resolution of the grievance.

2. Retains the original copy.

The student must schedule an appointment with the individual(s) with whom the issue originated. The original copy of the Student Grievance Statement Form is submitted to the involved individuals at this time. This will allow time for review of the grievance, prior to the formal review, by the individual(s) involved.

If the grievance is not resolved with the individual(s) involved, the student should discuss and attempt to resolve the issue within 10 school days with the next person following the College of Nursing and Professional Disciplines organizational chart.

If the grievance is not resolved at the last available level with exclusion of the Dean, the next step is the College of Nursing and Professional Disciplines Student Special Appeals Board. Action must be taken in 10 school days.

**Disposition of Grievance Materials**

The last faculty, committee, or administrative person hearing the grievance shall keep the original Student Grievance Statement and the Statement of Decisions Related to Grievance forms that have been completed by other faculty, committee, or administrators hearing the grievance. These shall be sealed and placed in the student grievance file in the Admissions and Records Office of the College of Nursing and Professional Disciplines. Other copies of the grievance shall be destroyed by the Admissions and Records Associate upon completion of the grievance process. Only the Dean and/or the student can open the sealed envelope. The student shall inform the Admissions and Records Associate in writing prior to graduation if they do not want the file to be destroyed. Otherwise, the grievance file shall be destroyed upon graduation.

If a student withdraws a grievance without completing the process, all related records will be destroyed.

*School day is defined as any day Monday through Friday in which university classes are scheduled to meet.*

**Behavioral Grievances**

Student-initiated grievances that are not academic in nature are addressed in other documents. Students should refer to the Code of Student Life, University School of Graduate Studies Catalog, and University General Information Bulletin for more detailed discussion of specific grievance procedures. Please see the College of Nursing and Professional Disciplines website for student grievances.
MSW Program Resource Links

*Graduate Student Handbook*

*Department of Social Work*
http://nursing.und.edu/social-work

*University of North Dakota Code of Student Life*
http://und.edu/student-affairs/code-of-student-life

*National Association of Social Workers*
www.socialworkers.org

*Council on Social Work Education*
http://www.cswe.org

**MSW Comprehensive Final Exam**

The MSW Program requires that MSW students pass written final comprehensive examinations in order to help assess their ability to reflect upon, articulate, and integrate gains made in relation to the program’s ten core competencies. The MSW comprehensive final exam uses the following format.

**The student will write about each of the following ten core social work competencies:**

- **EP 2.1.1:** Identify and conduct oneself as a professional social worker.
- **EP 2.1.2:** Apply social work ethical principles to guide professional practice.
- **EP 2.1.3:** Apply critical thinking to inform and communicate professional judgments.
- **EP 2.1.4:** Engage diversity and difference in practice.
- **EP 2.1.5:** Advance human rights and social justice.
- **EP 2.1.6:** Engage in research-informed practice and practice-informed research.
- **EP 2.1.7:** Apply knowledge of human behavior and the social environment.
- **EP 2.1.8:** Engage in policy practice to enhance social and economic well-being and to deliver effective social work services.
- **EP 2.1.9:** Respond to contexts that shape practice.
• EP 2.1.10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

For each of these competency areas, the student will respond to these three questions:

1. Your informed understanding of what the core competency means to the social work profession;

2. Moments from your MSW course experience that promoted your learning around the competency;

3. How this competency will affect your future practice.

Assessment Criteria

Each student’s responses will be reviewed by two independent readers who will determine whether the individual’s response for each competency “meets or exceeds expectations” or “does not meet expectations”. Where a student’s response in relation to a specific competency does not meet expectations, the student will be asked to re-write that portion of the exam up to two additional times. If the response is still not satisfactory, appropriate field faculty will meet with the student, the student’s advisor, and the Director of the MSW Program to determine an appropriate course of action for remediation. The first section of the MSW comprehensive final exam addresses seven of the core competencies; the remaining three competencies are integrated into the field education seminar, and also comprise a portion of the seminar grade.

MSW Comprehensive Final Exam Schedule


   Part 1 of the MSW comprehensive final exams will be scheduled as follows:

   • Campus Program

   Exam period will begin 2 weeks before Reading & Review day of the spring semester. The exam period will close end of day on Sunday of exam week. This is a total of 3 weeks.

   Grading must be completed 2 weeks following the close date. Grading will be scored as “meets or exceeds expectations” or “does not meet expectations”.

   • Distance Program

   Exam period will begin 2 weeks before final exam day of the summer semester. Exam period will close 2 weeks following final exam day. Grading must be completed by the second week of the fall semester. Grading will be scored as “meets or exceeds expectations” or “does not meet expectations”. (MSW
Committee should consider whether to administer these exams in spring semester as well.)

2. **MSW Comprehensive Final Exam Part 2 (Competencies EP 2.1.1, EP 2.1.2, & EP 2.1.10(a)-(d)):**

Part 2 of the MSW comprehensive final exams will be taken during the semester the student is enrolled in SWK 583 Field Education Seminar II.

- *Campus Program and Distance Program*

  The exam schedule will be contained in the field education seminar syllabus. The schedule will ensure that exams and grading are completed at least one month prior to the end of the semester to allow time for retakes.

  Grading will be scored as “meets or exceeds expectations” or “does not meet expectations” for the purpose of the comprehensive exam but will be given a numeric score by the field education seminar instructor for the purpose of field education seminar grading.

3. **Exam Retakes**

   Students who fail one or more of the competencies will be asked to resubmit. Due dates for these resubmissions will be at least one week after notification.

**Grading Matrix for Field Education Seminar (Competencies EP 2.1.1, EP 2.1.2, & EP 2.1.10 (a)-(d)):**

<table>
<thead>
<tr>
<th>ASSESSED</th>
<th>No Credit</th>
<th>Partial Credit</th>
<th>Full Credit</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of Core Competency</strong></td>
<td>0</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Course Experiences</td>
<td>Course examples are missing or are not relevant to the competency.</td>
<td>Provides one relevant course experience that promoted learning of the competency.</td>
<td>Provides two or more relevant examples of course experiences that promoted learning of this competency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates a basic understanding of the core competency.</td>
<td>Demonstrates a thorough understanding of the core competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application to Practice</strong></td>
<td>Does not discuss how this competency will inform and guide practice or provides a weak understanding of how the competency will guide practice.</td>
<td>Demonstrates a satisfactory understanding of how this competency will inform and guide future practice.</td>
<td>Demonstrates a thorough and detailed understanding of how this competency will inform and guide future practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Engaged Writing</strong></td>
<td>Problems with mechanics (e.g., grammar, syntax, punctuation) making the writing difficult for others to comprehend.</td>
<td>Demonstrates correct spelling, grammar, punctuation, etc. Writing is clear and easy to follow.</td>
<td>Demonstrates a very good command of writing mechanics and has some flair and originality.</td>
<td></td>
</tr>
</tbody>
</table>

**Licensure Outside of the State of North Dakota**

Each state varies with regard to requirements for MSW licensure, and responsibility for licensure ultimately resides with each student. Early in the MSW journey, students should gather information about licensure in their state and consult faculty if there are questions.

It is not possible to provide licensure information about all states; however, many of our students reside in the neighboring state of Minnesota. The following information is intended as a guide for Minnesota students seeking licensure. The information may also be helpful to other students in answering questions specific to curriculum requirements in their state.

**Minnesota Licensure**

Minnesota licensure requires a breakdown of course work into designated categories. As a result, faculty have evaluated courses both core and elective and identified how the content fits into those categories. Variables for each student will be the field internship. Some students are highly clinical in nature, others are not. Students will want to reflect upon their own internship experience to determine the breakdown for that course. The following two pages are a template that may be used as a guide in submitting for the Minnesota license. Note that only those classes that provide clinical content specific to the requirements are listed in these documents.

If questions arise about licensure, do not hesitate to consult with your faculty advisor. Other resources include the Director of the MSW Program, Dr. Randy Nedegaard, Director of Field Education, Bruce Reeves, and MSW Distance Coordinator, Carol Schneweis.
### University of North Dakota Master of Social Work

<table>
<thead>
<tr>
<th>Student:</th>
<th>Graduation Date:</th>
<th>Today’s Date:</th>
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<tbody>
<tr>
<td>Placement Location:</td>
<td>500 Hours</td>
<td>Advisor:</td>
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#### Minnesota Clinical Knowledge Areas in Hours

<table>
<thead>
<tr>
<th>UND Curriculum</th>
<th>Differential Diagnosis (108)</th>
<th>Clinical Treatment Planning (36)</th>
<th>Clinical Intervention Methods (108)</th>
<th>Evaluation Methodologies (18)</th>
<th>Values and Ethics (72)</th>
<th>Culturally Specific (18)</th>
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<tbody>
<tr>
<td>SWK 527 AG HBSE I 2 credits = 30 hours</td>
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<td>SWK 529 AG Research 2 credits = 30 hours</td>
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**TOTAL:** 28/108 23/36 32/108 15/18 35/72 14/18 147

Field Education hours will vary depending upon the clinical nature of the placement.

Elective hours will vary depending on the number of credits of each elective. See page two for a list of electives and credits. List below, for total number of hours.
### Report of Total Hours

<table>
<thead>
<tr>
<th>UND Curriculum</th>
<th>Differential Diagnosis (108)</th>
<th>Clinical Treatment Planning (36)</th>
<th>Clinical Intervention Methods (108)</th>
<th>Evaluation Methodologies (18)</th>
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<td>Electives (list from page two):</td>
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**TOTALS**

### University of North Dakota Master of Social Work – Electives

**University of North Dakota Electives:** Credits for courses vary. Students must select the electives that match their transcript for credits. List electives and the hours on page one.

<table>
<thead>
<tr>
<th>UND Curriculum</th>
<th>Minnesota Clinical Knowledge Areas in Hours</th>
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<tr>
<td>SWK 560</td>
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<td>SWK 560</td>
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<tr>
<td>Play Therapy</td>
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<td>SWK 560</td>
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<td>1 credit = 15 hours</td>
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**University of North Dakota Electives**

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<th>UND Curriculum</th>
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