2012-2013

Hello Students,

Welcome to the Bachelor of Science in Social Work (BSSW) program in the Department of Social Work at the University of North Dakota. Completion of the bachelor’s degree in social work prepares you for licensure in most states and provides you with the minimum credentials for application to Master of Social Work programs accredited by the Council on Social Work Education (CSWE). With the BSSW, you will find exciting opportunities for service in diverse settings.

This handbook summarizes the BSSW curriculum, introduces social work students to the program, and describes program opportunities and expectations. Web sites for other professional resources are included.

Be sure and take advantage of opportunities to collaborate with other students through the Student Social Work Association and Phi Alpha Honor Society. Your advisor is available to meet with you each semester for planning your coursework, and whenever you have questions, or would like to talk over your professional goals. Additionally, office staff are always ready to assist you.

Have a great year.

Sincerely,

Thomasine Heitkamp, LICSW
Chair of the Social Work Department
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Picture on cover:
The picture was taken Spring 2012 underneath the UND flame.

Catalog Content Non-Binding, Subject-To-Change Statement
Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. 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.
Chapter 1: Bachelor of Science in Social Work Program

Introduction

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

Departmental Mission Statement

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

BSSW Program Mission Statement

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

BSSW Program Goals:

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

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

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

4) Prepare students for continued professional development opportunities.
**BSSW Program Competencies**

Graduates of the BSSW program will be able to:

| 1. | **Identify as a professional social worker and conduct oneself accordingly.**  
|    | - Advocate for client access to the services of social work.  
|    | - Practice personal reflection and self-correction to assure continual professional development.  
|    | - Attend to professional roles and boundaries.  
|    | - Demonstrate professional demeanor in behavior, appearance, and communication.  
|    | - Engage in career-long learning.  
|    | - Use supervision and consultation.  

| 2. | **Apply social work ethical principles to guide professional practice.**  
|    | - Recognize and manage personal values in a way that allows professional values to guide practice.  
|    | - Tolerate ambiguity in resolving ethical conflicts.  
|    | - Apply strategies of ethical reasoning to arrive at principled decisions.  

| 3. | **Apply critical thinking to inform and communicate professional judgments.**  
|    | - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
|    | - Analyze models of assessment, prevention, intervention, and evaluation.  
|    | - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.  

| 4. | **Engage diversity & difference in practice.**  
|    | - Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
|    | - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
|    | - Recognize and communicate their understanding of the importance of difference in shaping life experiences.  
|    | - View themselves as learners and engage those with whom they work as informants.  

| 5. | **Advance human rights, social & economic justice.**  
|    | - Understand the forms and mechanisms of oppression and discrimination.  
|    | - Advocate for human rights and social and economic justice.  
|    | - Engage in practices that advance social and economic justice.  

| 6. | **Engage in research-informed practice & practice-informed research.**  
|    | - Use practice experience to inform scientific inquiry.  
|    | - Use research evidence to inform practice.  


<table>
<thead>
<tr>
<th></th>
<th>Apply knowledge of human behavior and the social environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
</tr>
<tr>
<td></td>
<td>- Critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td></td>
<td>Engage in policy practice to advance social and economic well-being &amp; to deliver effective social work services.</td>
</tr>
<tr>
<td></td>
<td>- Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td></td>
<td>- Collaborate with colleagues and clients for effective policy action.</td>
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<td></td>
<td>Respond to contexts that shape practice.</td>
</tr>
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<td></td>
<td>- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
</tr>
<tr>
<td></td>
<td>- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<td></td>
<td>Engage, assess, intervene &amp; evaluate practice with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td></td>
<td><strong>Engagement:</strong></td>
</tr>
<tr>
<td></td>
<td>- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td></td>
<td>- Use empathy and other interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td>- Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>- Collect, organize, and interpret client data.</td>
</tr>
<tr>
<td></td>
<td>- Assess client strengths and limitations.</td>
</tr>
<tr>
<td></td>
<td>- Develop mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td></td>
<td>- Select appropriate intervention strategies.</td>
</tr>
<tr>
<td></td>
<td><strong>Intervention</strong></td>
</tr>
<tr>
<td></td>
<td>- Initiate actions to achieve organizational goals.</td>
</tr>
<tr>
<td></td>
<td>- Implement prevention interventions that enhance client capacities.</td>
</tr>
<tr>
<td></td>
<td>- Help clients resolve problems.</td>
</tr>
<tr>
<td></td>
<td>- Negotiate, mediate, and advocate for clients.</td>
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<tr>
<td></td>
<td>- Facilitate transitions and endings.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>- Critically analyze, monitor, and evaluate interventions.</td>
</tr>
</tbody>
</table>
About the Profession

What is Social Work Practice?

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

Opportunities for Social Work Practice

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

Accreditation

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

Admission to the Program

Criteria for Admission:
1. Completion of SWK 255 and 257
2. Overall GPA of 2.75
3. Grade of B or higher in SWK 255 and 257
5. Completion of 45 semester hours of coursework at the end of the term in which the application is submitted.
6. Students may apply during any term including fall, spring, and summer. Deadlines will be published each term on the Department of Social Work webpage. To apply for admission to the program, students complete the application, available on the Department’s web site, in consultation with their advisor.

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

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

Progression through the Program

After admission to the social work program, a student must maintain an overall cumulative GPA of 2.75 and must attain a C or better in social work courses. Transfer credit for courses follows university and Council on Social Work Education (CSWE) requirements. All transfer social work courses must be from an accredited BSSW program.* No credit is given for life experience. Students must complete the required social work courses (39 credit hours).

SWk 442 (A) fulfills the UND essential studies special emphasis requirement for advanced communication.
Field Instruction comprises 12 credits of BSSW students’ requirements. The field instruction placement in a human service organization is the capstone experience for BSSW students. The field experience integrates knowledge, values and skills from completed social work courses. Application dates will be published each term. SWk 483 and SWk 484 fulfill the capstone requirement for essential studies at UND. Students should contact Field Director Bruce Reeves, brucereeves@mail.und.edu, immediately after admission into the BSSW program to discuss field placement interests.

Students completing their field placement are required to participate in a background check in February if completing a summer placement, in March if completing a fall placement, and in September if completing a spring placement. The Department of Social Work at the University of North Dakota will conduct these background checks as required by the North Dakota University System on individuals who serve vulnerable populations. These background checks are contracted with Verified Credentials, Inc. Please follow the instructions on the Verified Credential, Inc. website. You will be required to pay a $75.00 fee. The results of your background check will be returned to you and Field Director Bruce Reeves. This process will assist the Department in documenting to field placement agencies that a background check has been completed.

Students are required to participate in and complete an assessment process administered by the Department of Social Work upon admission to the BSSW Program, and again prior to graduation.

*See articulation agreements for exceptions.

**Graduation Requirements**

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

I. Essential Studies Requirements. [Essential Studies](#) requirements apply to incoming freshman 2008 and transfer students Fall 2009. Students admitted prior to these dates must fulfill [General Education Requirements](#).

II. Transfer Agreement
a. ND Colleges
   i. Students transferring from a General Education Requirement Transfer Agreement (GERTA) partner institution will have satisfied UND's Essential Studies Requirements if they have completed an **Associate of Arts Degree** (AA) or an **Associate of Science Degree** (AS) or completed the General Education Requirements of that college.
   ii. Students who have not completed their Associate of Arts (AA) or Associate of Science (AS) degree or General Education Requirements from a GERTA partner institution will have their transfer credit
evaluated for applicable Essential Studies transfer credit on an individual course by-course basis.

b. MN Colleges
   i. Students transferring from one of Minnesota's MnSCU institutions will have satisfied UND's Essential Studies Requirements if either of the following conditions is met during or after Fall 2001:
      1. The student has completed a Bachelor's Degree or an Associate of Arts degree program at a MnSCU institution; or
      2. The student has completed the 39-44 credits of MnSCU General Education requirements (MnTransfer Curriculum) as verified by the MnSCU institution.
   ii. Students who do not meet one of these conditions will have their transfer credit evaluated for applicable Essential transfer credit on an individual course-by-course basis.

c. Other Colleges
   i. Please see http://www.und.nodak.edu/dept/registrar/articulation/Other/Otherschools.html for information about the specific school from which you are transferring.

d. Transfer students from two-year colleges (junior or community colleges) are required to complete a minimum of 60 semester hours at a four-year college. The last 30 credits toward the degree must be institutional credit at the University of North Dakota.

III. The following curriculum:

A. Social Work (39 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWk 255</td>
<td>Introduction to Social Work</td>
<td>4</td>
</tr>
<tr>
<td>SWk 257</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWk 317</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SWk 357</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWk 424</td>
<td>Generalist Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SWk 434</td>
<td>Generalist Social Work Practice with Task and Treatment Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWk 442</td>
<td>Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWk 454</td>
<td>Generalist Social Work Practice with Communities and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SWk 481</td>
<td>Field Instruction I</td>
<td>5</td>
</tr>
<tr>
<td>SWk 482</td>
<td>Field Instruction Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SWk 483</td>
<td>Field Instruction II</td>
<td>5</td>
</tr>
<tr>
<td>SWk 484</td>
<td>Field Instruction Seminar II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Social Work Elective</td>
<td>2</td>
</tr>
</tbody>
</table>
B. Liberal Arts Requirements

Psyc 111  Introduction to Psychology  (3)
Soc 110  Introduction to Sociology  (3)
Pols 115  American Government I  (3)
Advanced Social Sciences Courses (200-level or above)  (15)
Statistics  (2-3)
Human biology content  (3)
Global Diversity or United States Diversity (cannot double count for essential studies requirements)  (6)

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

GER or ES requirements are checked by an Advisor in the College Nursing and Professional Disciplines

Elective Social Work Courses

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

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester</td>
<td>2nd semester (15 credits)</td>
</tr>
<tr>
<td>English 110</td>
<td>English 120 or 125 (3)</td>
</tr>
<tr>
<td>Biology 111</td>
<td>Political Science 115 (3)</td>
</tr>
<tr>
<td>Sociology 110</td>
<td>Indian Studies 121 (3)</td>
</tr>
<tr>
<td>Psychology 110</td>
<td>Fine Arts credits for ES (3)</td>
</tr>
<tr>
<td>Anthropology 100</td>
<td>Math 103 (3)</td>
</tr>
<tr>
<td>Math 103</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester</td>
<td>2nd semester (15 credits)</td>
</tr>
<tr>
<td>SWk 255</td>
<td>SWk 257 (3)</td>
</tr>
<tr>
<td>Anthropology 171</td>
<td>Psychology 361 (3)</td>
</tr>
<tr>
<td>Communications 110</td>
<td>Sociology 326 (3)</td>
</tr>
<tr>
<td>Religion 203</td>
<td>Rehabilitation &amp; Human Services 250 (3)</td>
</tr>
<tr>
<td>Political Science 220</td>
<td>Elective (2)</td>
</tr>
<tr>
<td>Math 103</td>
<td></td>
</tr>
</tbody>
</table>

Apply for admission to social work program.

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

**Field Practicum Placement**

Please see BSSW Field Manual for further information.
The student who has secured a bachelor’s degree in a related field and wishes to secure a bachelor’s degree in Social Work can complete the “Second Degree Program.” The Second Degree Program allows a student to secure a BSSW in one year. Satisfactory completion of a bachelor’s degree in a related field and prerequisites or corequisites of statistics and human biology from an accredited institution are required for the Second Degree program. Second Degree students must fulfill essential studies requirements or have the equivalent to graduate with a BSSW degree from UND. If accepted into the Second Degree Program, the schedule to complete the undergraduate degree in one year is as follows*:

**Full-Time Second Degree Schedule for BSSW (39 hours)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SWk 255 Introduction to Social Work</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>SWk 257 HBSE I</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWk 424 Generalist SWK Individuals and Families</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWk 317 Social Work Research</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Social Work Elective</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours =</strong></td>
<td>15</td>
</tr>
<tr>
<td>Spring</td>
<td>SWk 357 HBSE II</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWk 434 Generalist SWK Task and Treatment Groups</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWk 442 Social Policy</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>SWk 454 Generalist SWK Communities and Organizations</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours =</strong></td>
<td>12</td>
</tr>
<tr>
<td>Summer</td>
<td>SWk 481 Field Instruction I</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>SWk 482 Field Instruction Seminar I</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>SWk 483 Field Instruction II</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>SWk 484 Field Instruction Seminar II</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours =</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

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

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

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

PRIOR TO ENTERING SECOND DEGREE PROGRAM:

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

1ST SEMESTER – FALL SEMESTER

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

2ND SEMESTER – SPRING SEMESTER

1. January: Full-time MSW Program applications are due by January 15.
2. January or early February: Schedule a time to meet with Bruce Reeves, Field Director, to discuss career interests, field considerations, and learning needs.
3. Statistics course must be completed by the end of semester (Statistics is a co-requisite for SWK 317 Social Work Research).
4. All social work core courses must be completed prior to entering field instruction.

3RD SEMESTER – SUMMER SEMESTER

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

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

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

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

Required:
1) Eleven credit hours:
   - SWk 313 Orientation to Gerontology (3)
   - Nurs 284 Functional Changes in Aging (2)
   - Psyc 355 Adulthood and Aging (3)
   - Soc 352 Aging (3)
2) Nine hours from the following:
   - CSD 365 Aging and Communication Processes (3)
   - Phil 215 Contemporary Moral Issues (3)
   - IS 121 Introduction to Indian Studies (3)
   - IT 300 Technology and Society (3)
   - Nutr 240 Fundamentals of Nutrition (3)
   - Psyc 331 Behavior Modification and Therapy (3)
   - Psyc 421 Individual and Group Differences (3)
   - Rel 345 Death and Dying (3)
   - RLS 360 Inclusion in Recreational Setting (3)
   - Soc 354 Medical Sociology (3)
   - SWk 257 Human Behavior in the Social Environment I (3)
   - RHS 309 Medical and Psychosocial Aspects of Disability I (3)
   - RHS 310 Medical and Psychosocial Aspects of Disability II (3)

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

20 credits including the following:
Required:
PPT 410* Drugs Subject to Abuse (2)
Soc 355* Drugs and Society (3)
SWk 315* Substance Use and Abuse (2)

Thirteen from the following:
Coun 529+* Dynamics of Addiction (2)
PPT 499 Readings in Pharm & Toxicology (1-4)
Psyc 360* Introduction to Personality (3)
Psyc 270* Abnormal Psychology (3)
Soc 115 Social Problems (3)
Soc 335* The Family (3)
RHS 309 Medical & Psychosocial Aspects of Disability I (3)
T&L 350* Development & Education of the Adolescent (3)
Comm 301 Psychology of Communication (3)

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

Addiction Counselor Training Program

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

Students are admitted to this program on two levels. The first level includes social work majors who also complete the minor in Chemical Dependency (required courses for licensing in addiction counseling, or their equivalent) and the nine month/1400 hours practicum in a certified addiction facility. Students must meet all requirements for a social work major, in addition to the minor requirements and the addiction practicum requirement. This generally involves a five-year program of studies. For more complete details, please contact Bruce Reeves in the Department of Social Work at #701-777-3259 or bruce.reeves@und.edu.

The second level relates to graduate students in Counseling who must meet the required graduate program of studies, the required addiction courses and the nine month practicum. Please contact the Department of Counseling for more information.
Course Descriptions

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


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

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

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

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

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

317. Social Work Research. 3 credits. Prerequisite: Admission to the BSSW program. Prerequisite or corequisite: Statistics. Qualitative and quantitative methods of social work research and evaluation. Develop skills to engage in research-informed practice and practice-informed research. F, S

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

357. Human Behavior and the Social Environment II. 3 credits. Prerequisite: Admission to the BSSW program. Application of social work theory and research across the life span with social systems theory as the conceptual framework. Theories regarding development of groups, communities and organizations. F, S

397. Cooperative Education. 1-6 credits. Prerequisite: consent of instructor. Individually supervised experiences in a human service agency. Integrates social work theory with practice. Contact the Cooperative Education Office. F, S, SS

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

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

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

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

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

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

484. **Field Instruction Seminar II.** 1 credit. Corequisite: SWk 483. F,S, SS

489. **Senior Honors Thesis.** 1-3 credits, repeatable to a maximum 6 credits. Supervised independent study and culminating in a thesis. F, S

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

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

Declaring Intent to Enter the Social Work Program

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

Social Work Readmission

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

Advising

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

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

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

4. The completed advising form is given to students in a hard copy format. A hard copy is placed in the file, and an electronic copy is posted on the T drive. Copies located on the T drive will have protected access. If a student wants an electronic copy of the advising form, it can be sent via email during the advising session.
5. **Advisor holds are placed** on pre-social and social work students’ ability to register until contact is made with their advisor to secure advisement assistance. The advisor then removes the hold. Students are expected to initiate contact with their advisor.

6. Individual advisors determine how often they will meet with their advisees. Recommended frequency is each semester prior to registration for courses and career advising, as needed. Some advisement appointments may occur by electronic mail and via telephone contact.

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

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

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

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

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

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

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

Transfer Credits

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

Petitions

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

Standards for Social Work Education

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1.1 Student Rights and Responsibilities
1.1.1 Student Responsibility (Code of Student Life)

1.2 The Grievance Process
1.2.1 Grievance Options
1.2.2 Grievance Procedures

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2.2.1 Communication skills
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2.6 Sources of Information upon which Academic Performance is Based

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4.0 Academic Grievances
4.1 Procedures for Handling Grievances
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4.2 Non-Academic Grievances
Standards for Social Work Education

1.0

Introduction

This document sets out Standards for the Department of 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 coordinators, 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 instruction 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 social work students will be provided with and expected to read the Standards for Social Work Education, 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.

All Graduate students will be expected to read the Graduate Student Handbook.

1.1

Student Rights and Responsibilities

1.1.1 Student Responsibility (Code of Student Life)

All material in the section on student rights and responsibility is secured from the Code of Student Life, Human Resources at UND, and Education and Human Development 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.

1.2 The Grievance Process

Students

For undergraduate students, this process applies to any "complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, quality of instruction) which is thought by the student to be unfair" (UND Code of Student Life, Section 3).

The academic issues subject to the grievance procedures specified within this policy differ from those issues subject to the academic petition process, which include a request by the student to have a university, college, or program requirement waived or modified. "If a student thinks that a petition has not been handled fairly, the student may initiate a grievance based upon unfair treatment, but not upon the substantive issue" (Code of Student Life, Section 3).

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

1.2.1 Grievance Options

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

B. Informal Options

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

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

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

C. Formal Options

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

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

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

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

1.2.2 Grievance Procedures

Procedure and Timing

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

The College Appeals Committee will be formed and a Chair elected within five (5) working days after the appeal has been filed.

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

Selection of the College Appeal Committee

Members of the College Appeals Committee pool will be selected in the academic departments through elections conducted by September 1 of each year. Within each department, two faculty members, one graduate student, and two undergraduate students
(if appropriate) will be selected for the pool. For each appeal by academic staff, four faculty names will be drawn by lot from the college pool. Members of the department involved in the appeal being heard will be excluded from the drawing. In the event that any of the four faculty representatives are unavailable at the time of the hearing(s), additional name(s) will be drawn from the college pool.

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

Committee Procedures

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

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

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

Hearing Procedures

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

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

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

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

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

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

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

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

**Committee Decision**

The Appeals Committee will consider all documents and testimony provided by the parties prior to deliberation. A quorum, defined as four out of five members for a student appeal or three out of four for a faculty appeal, must be present at the time of the vote. The recommendation(s) of the committee shall be approved by a majority vote of those present. The committee chair will vote only in case of a tie.

Any appeal not resolved at this level may be brought by either party to the appropriate university committee. Students should consult the UND Code of Student Life, Section 3; faculty should consult the UND Faculty Handbook, 12.2.

**General Information**

Secretarial support for the College Appeals Committee will be provided by the Dean's office staff, who will be responsible for audio-taping the meeting, keeping official minutes, and distributing and storing all documents provided by parties involved. All documents related to the appeal will be kept for a period of three years after the final resolution at the College level. At that time, the Dean will be responsible for destroying the documentation. Should the recommendation of the Committee be appealed to a higher level, all documents shall be provided to the relevant administrator or committee and subsequent security and storage shall be maintained according to appropriate University policies and/or procedures.  
http://www.und.edu/dept/ehd/policy.htm
1.3

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 work place 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.

1.3.1 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.

2.0
Criteria for Evaluating Academic Performance in the BSSW Program in the Department of Social Work

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.

2.1
Accommodations for Disabilities

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

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

2.2

Basic Abilities Necessary to Acquire Professional Skills

2.2.1 Communication Skills

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

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

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement 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.

2.2.2 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.

2.2.3 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.

2.2.4 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. For more information reference UND Teacher Education 2005-2006 page 3-5.

2.3
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

2.3.1 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.

2.3.2 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 criteria 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).

2.4 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.4.1 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).

2.4.2 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 individuals 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.

2.4.3 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.

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

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Dakota or other relevant boards.
- No history of convictions of an offense determined by the Department to have a direct bearing upon that individual’s ability to practice social work, unless sufficiently rehabilitated as determined by the Department of Social Work.
  (Reference NDCC Chapter 43-41-10 relative to grounds for denial of Social Work licensure by the ND Board of Social Work Examiners).
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual’s way of life and values. Empathic communication with and support of the client as a basis for a productive professional relationship.
- Appreciation for the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients’ rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- 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.

2.5

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://www.und.edu/dept/registrar/AcademicPolicy.htm](http://www.und.edu/dept/registrar/AcademicPolicy.htm)
- [http://www.und.edu/dept/registrar/catalogs/catalog/graddept/policy.htm](http://www.und.edu/dept/registrar/catalogs/catalog/graddept/policy.htm)

2.5.1 Undergraduate Students

Undergraduate students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.4 in major. Failure to maintain a passing grade in field placement may result in dismissal from the program. Progress will be formally reviewed if a student earns a D or F in any required social work courses. An overall GPA of 2.4 is required for graduation.

2.6

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.
3.0 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 coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators 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.

3.1 Performance that May Result in a Review and/or Dismissal from the Department of Social Work

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

3.1.2 Academic Probation/Dismissal Policy

Information in this section was secured through the graduate and undergraduate catalog pertaining to Undergraduate Probation, Suspension, and Dismissal Policy.

Undergraduate

1. Any student who does not maintain minimum academic requirements will, at the end of the term in which he or she fails to meet minimum standards, be placed on Academic Probation. Subsequent failure to meet these standards will result in dismissal from the University.
2. A student on Academic Probation may remove Probation by attaining a 3.0 GPA. A student on Academic Probation who does not remove his or her probation at the end of the next term (semester or summer session) in which he or she enrolls will be dismissed.
3. Students may apply for reinstatement only if highly extenuating circumstances have led to the academic deficiencies. Applications for reinstatement are processed through the office of your academic dean or program director. If you have not declared a major, please contact the Office of Admissions and Records.
3.2
The Three Levels of Review for Concern around Student Performance

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

- Discuss concerns with the student and seek to work with the student to resolve the difficulties.
- Apprise the appropriate BSSW or Field Director 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 Field Director of the concerns.

Refer to Field Manuals on the SW website, Subchapter W: Policy and Procedures for Evaluating Students in Practicum.

Level 2
A Level 2 review involves the faculty member, student, and the BSSW Program Director or Field Director (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 Field Director will conduct the review of the student. Input will be secured from the student in this information gathering process, the field director 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 BSSW Program Director or Field Director will assess the nature of these concerns and maintain documentation. If after an assessment of the nature of the concerns and in consultation with the FAA, the Dean of Education and Human Development, and 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, Program Director, and Faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the
student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program.

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

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

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

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

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

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

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

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

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

For further information see the Field Policy in the Field Manuals on the SW Website, Subchapter U: Procedures on Termination from Field Instruction

4.0

Academic Grievances

Pursuant to the student grievance procedures for undergraduate and graduate students provided in the Code of Student Life, Section 3.2. 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. For further information, see the Education and Human Development website for student grievances. http://www.und.edu/dept/ehd/policy.htm

4.1

Procedures for Handling Academic Grievances

4.1.1 Undergraduate Students

Information in this section was secured from the Education and Human Development website for student grievances. This material is reprinted here but can also be found at: http://www.und.edu/dept/ehd/policy.htm.

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 Graduate School students that involve Graduate School policies, the relevant school is the Graduate School.)

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.

Please note the Field Manuals contain a policy in sub-chapter X: Policy on Student Appeal Procedures. The information can be found at:

4.2
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 Graduate School Catalog, and University General Information Bulletin for more detailed discussion of specific grievance procedures. Please see the Education and Human Development website for student grievances. http://www.und.edu/dept/ehd/policy.htm

University of North Dakota School of Social Work Links of Importance

Graduate Student Handbook:
http://www.und.edu/dept/grad/

Department of Social Work Links:
http://learn.aero.und.edu/pages.asp?PageID=53812

Code of Student Life for the University of North Dakota:
http://sos.und.edu/csl/

National Association of Social Workers:
www.socialworkers.org

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

Financial Aid & Scholarships

The University of North Dakota has several sources of financial aid available for qualified students including scholarships, loans, grants, and employment opportunities. For further information regarding financial assistance, contact the Student Financial Aid Office in Twamley Hall.

Scholarships applications for the Department of Social Work are available in the Spring. Applications can be picked up with the secretary in the Department of Social Work. The following scholarships are available through the Department of Social Work:

Catholic Charities ND/Hassing Scholarship

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

Henriette Lund Scholarship

This scholarship was created to honor the memory of Henriette Lund. Ms. Lund was one of the first professionally trained social workers to practice in North Dakota. She was instrumental in the formation of the North Dakota Conference of Social Work in 1920 which addressed child welfare needs of that day and led to the establishment of the state's Children's Code Commission. Ms. Lund held a series of positions in national and international social work before her death in 1984, at the age of 94. A $475 scholarship is awarded to an admitted undergraduate admitted senior and a graduate student who has a high grade point average, high promise as a social work professional, and demonstrated participation in advancement of the profession.

Morris and Charlotte Thomte Scholarship

A $400 scholarship is available to an admitted undergraduate or graduate social work student who has: 1) a high grade point average, 2) high promise as a social work professional, and 3) demonstrated participation and personal involvement reflecting potential for a successful career in the profession of social work. The scholarship is alternated every year between social work students and nutrition and dietetic students. This scholarship will be offered again to social work students in 2013.
Student Social Work Organizations

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

Phi Alpha

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

Student Social Work Association

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

Student Resources

A. Dean of Students Office McCannel Hall/777-2664

1) Planned Educational Leave
2) Veterans Services
3) Women's Programs
4) International Student Programs
5) Black Student Programs
6) Native American Programs
7) Disability Support Services
8) Upward Bound
9) Student Support Service
10) Talent Search
11) Student Advocacy
12) Student Judicial Affairs
13) Crisis Programs
B. Addiction Prevention/McCannel Hall/777-2127
   1) Eating Disorders
   2) Alcoholism
   3) Drug Addiction
   4) Co-dependency

C. Counseling Center/Career Services/McCannel Hall/777-2127
   1) Occupational Information
   2) Interest Testing
   3) Educational Needs for Careers
   4) College Information

D. Career Services/McCannel Hall/777-3904
   1) Placement Files
   2) Resume Writing
   3) Job Research Strategies
   4) Job Vacancy Bulletin

E. Counseling Center McCannel Hall/777-2127
   1) Testing Services
   2) Individual Counseling and Therapy
   3) Career Counseling Services
   4) Substance Abuse Prevention Program
   5) Groups and Workshops

F. Disability Student Support Services/McCannel Hall/777-3425, Voice or TTY
   1) Counseling Services
   2) Note taking
   3) Adaptive Testing
   4) Accommodation Requests

**Computer Lab, Library, & Student Lounge**

The computer lab is located in Room 1 of Gillette Hall and is open from 8:00 AM to 4:30 PM Monday through Friday. The Student Social Work Lounge is located in Gillette Hall, room 3. The T.W. Cape Room, the student study and reading room located in Room 309 of Gillette Hall, is open from 8:00 AM to 4:30 PM Monday through Friday. Please check with the Department Secretary for room availability.

The T.W. Cape Room contains several journals such as Child Welfare, Social Service Review, Social Casework, and Social Work. It also contains pamphlets, magazines and books concerning topics of importance to the Social Work profession. Materials may be checked out of the T.W. Cape Room through the secretary in the Department of Social Work.
Student Participation on Department Committees

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

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

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

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

Committee Chair: BSSW Director

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

**Master of Social Work (MSW) Committee (one student representative)**

**Purpose:** Assist the MSW Director in the following components of administering the MSW program on campus and off-campus program: 1) serve as the admissions committee, 2) assist with gate keeping of student progress, 3) oversee development and updating of the student handbook, 4) schedule courses, 5) evaluate students’ progress, 6) update catalog copy to assure adherence to accreditation guidelines, 7) provide oversight of the curriculum including text book selection and, 8) work with the distance education coordinator to assure continuity between on-campus and distance program.

**Membership:** Three Department of Social Work faculty members (one from each curriculum content area committee), one student representative, and one social work community representative. Ex officio members are: Chair, BSSW Director and Field Director.

**Committee Chair:** MSW Director

**Selection:** Faculty representatives volunteer or are elected by the voting members of the Department of Social Work faculty if competition exists. Community and student representatives are recommended by the Department of Social Work faculty and appointed by the MSW Director.
**Field Advisory Committee (two students)**

**Purpose:** Assist the Field Director in the following components of administering the Field program: 1) periodically review the field instruction program to advise and recommend policy changes to Department of Social Work faculty, 2) advise and recommend procedural changes to the Field Director, 3) review the student applications for placements relative to the availability and best match of placement settings, and 4) make recommendations regarding that match.

**Membership:** Two Department of Social Work faculty and three social work community representatives who have adjunct field instructor status, and two students, representing the BSSW and MSW programs, will be named to the committee, for policy and procedure review functions. The students will not participate in reviews of student applications.

**Committee Chair:** Field Director

**Selection:** Faculty members volunteer or are selected by voting members of the faculty if competition exists. Community representatives are recommended by faculty and approved by the Chair of the committee. Student representatives are recruited by BSSW and MSW Directors.

**Assessment Committee (one student)**

**Purpose:** To assess and provide feedback regarding the BSSW and MSW curriculum and their implementation.

**Membership:** Representatives of BSSW and MSW committees, one community representative, and one Social Work student.

**Committee Chair:** Elected by the committee

**Selection:** MSW and BSSW Committee representatives are elected by those committees. Community representatives are recommended by the Department of Social Work faculty. Student representatives are recruited by BSSW and MSW Directors.

**Licensure Information**

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

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 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. [www.socialworkers.org](http://www.socialworkers.org).
APPENDICES
Appendix I
Advisement Guidelines

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

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

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

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

University of North Dakota
Department of Social Work

BSSW Program Agreement

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

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

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

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

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

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

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

____________________  __________________________  ____________
Student Name      Student Signature     Date
Appendix III

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

BSSW Course Petition

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Request:

Reason:

Required Signatures:

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<th>Recommend</th>
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<tr>
<td>Approval</td>
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______________________________  _______________  Student

__yes  ___no

______________________________  _______________  Advisor

__yes  ___no

______________________________  _______________  BSSW Director

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

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

University of North Dakota
Department of Social Work

Change of Advisor Form

Name____________________________________ ID#____________________________________
E-Mail Address___________________________ Phone#_______________________________

Name of Current Advisor__________________________________________________________
Reason for Request_________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Have you spoken to your advisor about this request? Yes No

After completing this form, please submit to the BSSW Program Director, Gillette Room 306A.

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

_________________________________________  _________________________________
Signature of Student                                                     Date

To be completed by BSSW Program Director:

New advisor assignment ________________________________________________________

Signature of BSSW Director ______________________________________________________

Signature of Previous Advisor _________________________________________________

Date __________________
### Appendix V

#### Department of Social Work

#### Student Advising Form

#### Essential Studies

#### September 6, 2012

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours Required</th>
<th>Courses Taken</th>
<th>Hours Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>9 sem. credits</td>
<td>Fulfilled</td>
<td></td>
</tr>
<tr>
<td>ENG 110 College Composition</td>
<td></td>
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<tr>
<td>ENG 120 College Composition or Technical and Business Writing 125</td>
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<tr>
<td>COMM 110 Fundamentals of Public Speaking</td>
<td></td>
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<tr>
<td><strong>Social Sciences in minimum of 2 departments</strong></td>
<td>9 sem. credits (additional 15 credits for SWk)</td>
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<tr>
<td>Introductory Psych</td>
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<tr>
<td>Introductory Poli Sci</td>
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<tr>
<td>Introductory Soc</td>
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<tr>
<td>Advanced Social Science</td>
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<td>Advanced Social Science</td>
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<td>Advanced Social Science</td>
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<tr>
<td>Advanced Social Science</td>
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<tr>
<td><strong>Arts &amp; Humanities in two departments with 3 credits from fine arts &amp; 3 credits from humanities</strong></td>
<td>9 sem. credits</td>
<td>Fulfilled</td>
<td></td>
</tr>
<tr>
<td>Mathematics, Science, &amp; Technology in 2 departments &amp; 4 hrs. of lab science</td>
<td>9 sem. credits</td>
<td>Fulfilled</td>
<td></td>
</tr>
<tr>
<td>World Culture for SWk (can’t count for Advanced Social Science or Special Emphasis)</td>
<td>6 sem. Credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 2. Special Emphasis Areas. These courses may meet both a Special Emphasis and a Breadth of Knowledge or major requirement.

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

Other courses:


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

A course in statistics has been completed. □
A course with human biology content has been completed. □

Part 4. Student Checklist.

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

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

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

Part 5. Advisor Notes.

<table>
<thead>
<tr>
<th>Person reviewing form</th>
<th>Date</th>
<th>Comments</th>
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<tbody>
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**Student Responsibility**

Check if completed

Student has requested an Essential Studies status sheet from the College of Education and Human Development advisor prior to entering field instruction, and a copy is located in the file. ☐

Student has applied and has been admitted into the SWK Program.  
Admission: Deadline:  
Fall: March 15 or June 15  
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NOTE: A minimum of 125 credit hours and completion of General Education Requirements (GERs) are required to graduate. Transfer students are required to complete a minimum of 60 credit hours at 4 year institutions. A minimum of 36 credit hours must be completed in upper division courses by all undergraduate degree recipients. The last 30 credits must be UND institutional credit.

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Appendix VII

Administration Team

Department Chair
Thomasine Heitkamp

BSSW Program Director
Kenneth Flanagan

Field Education Director
Bruce Reeves

BSSW Field Education Coordinator
Pattie Sele

FULL-TIME FACULTY

Thomasine Heitkamp, MSW, LICSW, Department Chair
Professor, Department Chair
Gillette Hall Room 302A
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-4950
Email: thomasine.heitkamp@email.und.edu

Thomasine Heitkamp is a Licensed Independent Clinical Social Worker in North Dakota and a Professor and Chair of the Department of Social Work. She has served as Chair for the Department of SW for the past six years and continues in that role into the 2011-2012 academic year. Professor Heitkamp received her Master of Science in Social Work from the University of Wisconsin at Madison. She has been employed as a faculty member at the University of North Dakota for the past 27 years serving primarily as an instructor of social work policy and community practice on both a graduate and undergraduate level. Professor Heitkamp has also administered numerous grant funded research projects through the University of North Dakota. They include contracts with the Casey Family Programs, the Center for Substance Abuse Treatment through the United States Department of Health and Human Services, the Mental Health Association in North Dakota, the Minot Commission on the Status of Women, Keddish House as part of United States Department of Justice, North Dakota Department of Human Services, and Easter Seals. Most recently she has worked with the Government Rural Outreach Project through the College of Business and Public Administration to assist poverty-stricken American Indian communities in five states. She has served as the Field Director, MSW Coordinator, Graduate Coordinator, and Distance/Continuing Education Coordinator in the Department of Social Work.

She is a board member and president of Prairie Harvest Human Services Foundation. She has served on the board of the North Dakota Department of Human Services, Northeast Human
Service Center, the Dakota Science Center, The Governor's Committee on Children and Youth, the North Dakota Children’s Trust Fund and United Way of Grand Forks/East Grand Forks and Area/Allocation Committee. Professor Heitkamp has also worked as a consultant on a variety of projects including raising funds to assist in the establishment of a treatment facility for women with addictive disorders. During the 2003-2004 academic year she completed service as a Bush Teaching Scholar through the Office of Instructional Development at the University of North Dakota.

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

Carenlee Barkdull received her MSW and Ph.D. degrees in Social Work from the University of Utah, and has an undergraduate degree in Cultural Anthropology. Her teaching interests include community practice, qualitative research methods, social policy and diversity. Dr. Barkdull also brings with her 20 years of social work experience in the public and nonprofit sectors, where she developed a passion for research and practice focused on community collaborations, particularly those that improve child and family well-being in socioeconomically disadvantaged communities. She has also had the honor of working with Native American communities to help develop university-community partnerships in the Great Basin region and the Southwest.

Kenneth Flanagan, Ph.D., MSW, LICSW
Assistant Professor, BSSW Program Director
Gillette Hall Room, 302B
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-3769
Email: kenneth.flanagan@email.und.edu

Kenneth Flanagan received his MSW and Ph.D. in Social Work from The Ohio State University and has an undergraduate degree in Sociology. Dr. Flanagan has 30 years of professional social work practice experience in different settings: community based organizations, outpatient behavioral health facilities, hospitals, and managed care organizations. He has designed and implemented utilization review protocols, developed case management and outcome measurement programs and protocols, and has substantial experience in administration, financial management, budgeting, human resources, and marketing.

Dr. Flanagan has also been a provider of services for adolescents and adults directed towards the treatment of depression and anxiety disorders, abuse, coping with chronic mental and physical illness and developmental disabilities. His teaching and research interests are in the areas of clinical and administrative practice with a focus on gerontology, use of evidence based practices, spirituality and social work practice, and implementation science.
Dr. Flanagan has held numerous professional leadership positions including being President of the Ohio Chapter of National Association of Social Workers, serving on national committees of NASW, Catholic Charities USA Code of Ethics Task Force, and other State and Local community boards.

Kim Hanson, MSW, LCSW
Assistant Professor
Gillette Hall Room 2F
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-2022
kimberly.hanson@email.und.edu

Kim received her Bachelor of Science in Social Work and Master’s in Social Work from the University of North Dakota and is a Ph.D. candidate in Educational Leadership—Higher Education Administration. Kim is a Licensed Certified Social Worker and Certified Child Welfare Worker in the State of North Dakota and brings a wealth of current social work experience to the Department of Social Work. For the past six years, she worked as a Foster Care Social Worker at Cass County Social Services in Fargo, ND providing wraparound services to diverse populations including refugees. Kim is teaching child welfare courses and supervising the Parents Learning and Understanding Supports (PLUS) Program, a project designed to promote safety, well-being, and stability to at-risk children and their families.

Dheeshana Jayasundara, Ph.D., MSSW, MA, LMSW
Assistant Professor
Gillette Hall Room 301C
255 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-4869
Email: Dheeshana.jayasundara@email.und.edu

Dheeshana Jayasundara comes to UND from a multidisciplinary academic background. She completed her undergraduate degree in sociology from the University of Delhi, Hindu College in 1998, completed a MA in criminology and criminal justice from the University of Missouri-St. Louis in 2003 and a MS in social work from the University of Texas-Arlington in 2008, and her PhD in social work from the University of Texas-Arlington in 2009. Dr. Jayasundara has been trained in both quantitative and qualitative research methods. She has applied these skills toward her research interests that examine violence against women, the reproductive health of women, and development through microfinance and capability building in both developed and developing countries. Dr. Jayasundara is currently in the process of collaborating with a South Asian regional agency operating from Sri Lanka. Her teaching experiences also reflect her knowledge of research methodology. She has taught graduate level research classes and practicum courses in stress, crisis, and coping and violence in families. Dr. Jayasundara has applied her research training toward assisting agencies that serve minority populations through grant writing and project development endeavors.
Barbara Kramer, MSW, LCSW
Assistant Professor
Gillette Hall Room 306A
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-4971
Email: barbara.kramer@email.und.edu

Barbara Kramer is a Licensed Certified Social Worker in North Dakota and is full-time faculty in the Department of Social Work, and has been an adjunct with our Department in the past. Barb received her BSSW in 1978 and MSW degree in 1997 from the University of North Dakota. Her concentration was in children and families. Barb worked for over 20 years in the Adult and Family Unit at the Northeast Human Service Center, served as Co-Director of Disaster Outreach, a FEMA funded mental health program after the disaster of 1997 and most currently served as the Director of Healthy Families, a child abuse and neglect prevention program, for 10 years. Barb will be teaching courses in the BSSW program and serving as an advisor to students.

Angie Muhs, MSW, LICSW
Assistant Professor
Gillette Hall Room
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-
Email: angie.muhs@email.und.edu

Angie Muhs graduated from UND in 2001 with a B.A. in Psychology and a B.S. in Social Work, and received her MSW from UND in 2003. Angie is currently a clinical social worker with Altru Health System in Grand Forks, North Dakota where she provides individual, family, group, and couples therapy. She has also been employed with the Stadter Center in Grand Forks as a hospital therapist. Ms. Muhs currently teaches Introduction to Social Work and Generalist Social Work Practice with Task and Treatment Groups to undergraduate students pursuing their BSSW degree at UND.
Andrew Quinn, Ph.D., LCSW
Assistant Professor
Gillette Hall Room 103
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-4568
Email: andrew.quinn@email.und.edu

Andrew Quinn comes to UND Department of Social Work from the University of Vermont, where he served as technology coordinator for the College of Education and Social Services. Dr. Quinn graduated from the School of Social Work at the University of Texas at Arlington with a Ph.D. and a MSSW.

His dissertation entitled “Providing Content by using Web-based Delivery Methods: Using Digital Video, Instructor-Selected Websites, and Search Engines, to Deliver Information about the Principles of Behaviorism” focused on how on-line content can be delivered to students to enhance their educational experience.

Dr. Quinn’s research interests include examining a variety of pedagogies for teaching social work education, the use of technology in social work education and fieldwork, and understanding how students learn and process information. Andrew’s teaching interests include research methods, quantitative research, technology use and practice, and human behavior in the social environment.

Bruce Reeves, MSW, LCSW
Assistant Professor, Director of Field Education
Gillette Hall Room 109
225 Centennial Drive Stop 7135
Grand Forks, ND 58202-7135
Tel: 701-777-3259
Email: bruce.reeves@email.und.edu

Professor Reeves is the Director of Field Education for the Department of Social Work. He received his BA in Psychology and his MSW, with an emphasis in Social Work Administration, from the University of Utah, Salt Lake City. He has taught undergraduate and graduate courses including group work, policy, introduction to social work and macro human behavior on the undergraduate level and organizations and an elective in Sexual Minority issues on the graduate level. His specialization is in field education and organizational practice. He also brings expertise in competent practice with Sexual Minorities.

Professor Reeves has worked as a Social Worker for 25 years in a variety of settings, including Employee Assistance Programs, HIV/AIDS, home care & hospice, long-term care and domestic violence/sexual assault. He has been a trainer for NASW’s HIV Spectrum Project since 1996, and SAMHSA’s Rapid HIV Testing and Prevention Initiative Training Program. Most recently, he became a Master Trainer for NASW and Lambda Legal’s joint training project dealing with issues of LGBTQ Youth in Out-of-Home-Care.

Professor Reeves’ passion and expertise is in the field of HIV/AIDS, Sexual Minorities, and gender issues.
Melanie Sage, Ph.D., MSW, LICSW  
Assistant Professor  
Gillette Hall Room 306D  
225 Centennial Drive Stop 7135  
Grand Forks, ND 58202-7135  
Tel: 701-777-1224  
Email: Melanie.sage@email.und.edu

Melanie Sage joined the UND faculty in 2011, and holds a BSW from the University of North Carolina Pembroke (2001), and a MSW from East Carolina University (2002). She completed field placements in North Carolina's public child welfare system, and after obtaining her MSW, she worked for three years in California's child welfare system as a case manager, forensic interviewer, and trainer. She relocated to Oregon to obtain her PhD, and while in Oregon worked in child welfare, clinical private practice, psychiatric social work, as a housing case manager for the Veterans Administration, and as an adjunct instructor and researcher. She graduated with her PhD from Portland State University in 2010 after completing research and a dissertation about the organizational factors that influence burnout and turnover in public child welfare settings.

Melanie's research interests include child welfare (especially preventing burnout and turnover, improving organizational culture and climate, forensic interviewing, family decision making, and therapeutic visitation) and military and veteran issues. Her clinical interests include narrative therapy, motivational interviewing, art and animal assisted therapies, working with victims of crimes, and working with military families. She has been licensed for independent clinical practice since 2006 and is registered as an LICSW in North Dakota.

Patricia Sele, MSW, LCSW  
Assistant Field Coordinator  
Gillette Hall Room  
225 Centennial Drive Stop 7135  
Grand Forks, ND 58202-3765  
Tel: 701-777-3765  
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Patti Sele is a Licensed Certified Social Worker in North Dakota. She received her BSSW from University of North Dakota in 1992 and her MSW from the University of Minnesota in 2001. Patti has worked as social worker for over 15 years in a variety of settings including school social work, medical social work, and the majority of her practice has been as a Child Welfare worker. Patti has been a child protection worker at Grand Forks County Social Services since 1998. Patti is also a guest trainer at Child Welfare Certification Training, through the Children & Family Services Training Center. Patti is currently serving as president of the Board of Directors for Agassiz Enterprises.
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Bret is a Licensed Certified Social Worker. He earned his Ph.D. at the University of Utah, and his MSW from the University of North Dakota with field placements at the local Housing Authority and Child Protection. Bret teaches macro courses in Human Behavior in the Social Environment and Social Policy. He was a founding member of the Grand Forks Community Land Trust and currently serves as President of its Board of Directors. He also serves as an advisor to the Grand Forks Energy Alliance and to the PLUS Program. His research interests include social welfare history and poverty issues, with practice interests involving policy and community change efforts. Bret’s current major research activities include completion of “Victories in the War on Poverty: the Denver Model Cities Program,” and work with Sandi Marshall, Executive Director of Development Homes, Inc., on a history of North Dakota’s process of deinstitutionalization for persons with developmental disabilities.

Prior to his academic career, he was the Executive Director of Citizens for Tax Fairness, a Political Action Committee that promoted progressive taxation. For twenty-five years he met payroll every two weeks as owner of a small chain of pizza shops, eventually selling the business to the employees who are still baking great pies!
PART-TIME FACULTY

Marlys Bratteli, Ph. D., MSW
Marlys Bratteli received a bachelor’s degree from the University of North Dakota and a master’s degree from the University of Wisconsin-Madison in Social Work. She completed a doctorate at the University of North Dakota in Teaching and Learning – Higher Education with an emphasis on the older adult learner. Dr. Bratteli has thirty years of experience including twenty-three years teaching at a university level. Her primary area of interest is gerontology.

Yee Han Chu, LCSW
Yee Han Chu is a graduate teaching assistant in the Social Work Department and teaches BSSW Field Seminar and Human Behavior in the Social Environment I. She has been an adjunct with the Department since January of 2003 and has taught Child Welfare, Children and Family, and served as the BSSW Administrative and Academic Advisor. She has also taught for the Teaching and Learning Department at UND, Lake Region State College, Park University, and the Department of Social Work and Behavioral Sciences at the University of Portland. Ms. Chu received her bachelor’s degrees from the University of California, Davis, with double majors in Psychology and Genetics. She received her MSSW, concentrating in Clinical Social Work, from Columbia University, New York. After receiving her MSSW degree, Ms. Chu worked in Nevada and Oregon. Her practice experience includes substance abuse treatment, in-patient psychiatric work with adults, out-patient mental health work with children and adults, and forensic child abuse evaluation. Ms. Chu is currently pursuing a PhD in the UND Teaching and Learning Department with a research interest in gifted education.

Sandi Christofferson, LICSW
Sandi Christofferson has been an adjunct with our Department since May of 2004 and has taught a course in Advance Generalist Practice with Families. Ms. Christofferson received her BSSW from the University of North Dakota and then went on to receive her MSW from Syracuse University in New York State, specializing in Family Mental Health. Within the past year, Ms. Christofferson has completed a post-graduate diploma in Infant Mental Health in London, England. For the past 13 years, Ms. Christofferson has been teaching the 200 level preadmission Social Work course at Lake Region State College. She is currently in full time private practice and has consulting roles with Early Head Start and Head Start programs in rural North Dakota.
Nicole Suarez-Bronfman, MSW, LCSW
Nicole Suarez-Bronfman received a BA in Communication and Philosophy with a minor in Women’s Studies and a MSW from Florida State University, Tallahassee. Bilingual in English and Spanish, Ms. Suarez-Bronfman has professional interests working with Latino populations and children and families. Her practice experience includes providing counseling, case management, and crisis intervention services to both English and Spanish-speaking clients related to child welfare and public housing needs.

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Lani Moen serves as the BSSW Academic Advisor 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 holds Bachelor’s degrees in Psychology and Social Work from the University of North Dakota, and she received her MSW from UND in 2010. She worked as a long-term care social worker prior to serving the Department of Social Work.
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The Children and Family Services Training Center (CFSTC) was established in the Department of Social Work at the University of North Dakota in 1984 through a partnership with the Division of Children and Family Services in the North Dakota Department of Human Services. CFSTC serves as the primary training agency for child welfare services in North Dakota and is funded by the North Dakota Department of Human Services Division of Children and Family Services. The main goals of the training center are to:

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

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

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

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