Catalog Content Non-Binding, Subject-To-Change Statement:
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Group photo of the online BSSW cohort during their campus visit June 2019.

University of North Dakota

Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians. [https://und.edu/student-life/diversity/multicultural/land-acknowledgement.html](https://und.edu/student-life/diversity/multicultural/land-acknowledgement.html#d28e106-4)
Welcome to the Department of Social Work! Social work has been described as both a “calling” and a “profession.” Graduates earn a Bachelor of Science in Social Work.

The Department is committed to realizing our mission to provide students with knowledge, values, and skills for practice. Completion of our bachelor’s degree provides eligibility for licensure as well as provides you with the credential for admission to Master of Social Work Programs accredited by the Council on Social Work Education. The BSSW Program has a history dating back to 1905 when social work courses were first offered at the University of North Dakota and the BSW degree was formally being offered in 1939. The program has been accredited by the Council on Social Work Education since 1974, when undergraduate accreditation first began. Our Department offers an innovative Second-Degree Program for those who have completed a bachelor’s degree in another field and want to pursue the social worker degree and professional licensure.

Social work is a versatile professional degree and provides a diverse range of exciting career opportunities. Social workers are employed in various settings (hospitals, schools, child welfare agencies, homeless shelters, battered women’s centers, and more) where they work on a variety of issues (advocacy, crisis intervention, school safety, sexual assault, end of life care, poverty and social inequality, and more). Social workers also help change policy, lead non-profit agencies and administer programs (NASW).

We have prepared this Bachelor of Science in Social Work Handbook to provide you with information about admission and academic requirements. Additionally, there resources such as the UND Code of Student Life and the Undergraduate Academic Catalog. Our faculty and staff are committed to helping you achieve your educational goals. Please contact Lani Moen, BSSW Academic Advisor, to schedule an informational meeting to learn more about earning a social work degree.

Best wishes,

Barbara A. Kitko

Assistant Professor, Director of the BSSW Program
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Chapter 1: Bachelor of Science in Social Work Program

Introduction

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

Departmental Mission Statement

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

BSSW Program Mission Statement

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

BSSW Program Goals

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

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

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

4. Prepare students for continued professional development opportunities.

BSSW Program Competencies and Practice Behaviors

The University of North Dakota BSSW Program follows the Educational Policy and Accreditation Standards (EPAS) used by the Council on Social Work Education (CSWE). Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable
components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (*2015 Educational Policy and Accreditation Standards*)

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
About the Profession

What is Social Work Practice?

Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors. (NASW Standards for Classification of Social Work Policy Statement).

Opportunities for Social Work Practice

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

Accreditation

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

Admission to the Program

Criteria for Admission:

2. Grade of C or higher in SWK 255 and SWK 257
3. Overall GPA of at least 2.75 (includes all transfer work).
5. Completion of 45 semester hours of coursework at the end of the term in which the application is submitted.

<table>
<thead>
<tr>
<th>Campus BSSW Program application deadlines</th>
<th>Online BSSW Program application deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall admission: March 15th or June 15th</td>
<td>Fall admission: June 15th</td>
</tr>
<tr>
<td>Spring admission: Oct. 15th</td>
<td>Spring admission: Oct. 15th</td>
</tr>
<tr>
<td></td>
<td>Summer admission: March 15th</td>
</tr>
</tbody>
</table>

To apply for admission to the program, students complete the online application, available on the department’s website.

The application process is competitive. All factors including grade point average, strength of written materials, and volunteer/work experience will be given consideration in admissions decisions. Students are notified of the decision regarding admission via email. Following admissions, students are required to sign the BSSW Program Agreement Form upon reviewing it with a staff or faculty member during the BSSW Program Orientation.

Provisional admission may be considered when a student is not meeting the minimum admission criteria or the BSSW Committee has a concern with the student’s academic performance. Students admitted provisionally are required to obtain a 3.00 GPA in all social work courses during their first semester of the program, and to meet with their faculty advisor at least 3 times per semester. Failure to do so could result in dismissal from the program.

Progression through the Program

After admission to the social work program, a student must maintain an overall GPA of 2.75, and a GPA of 2.75 in all social work courses. Students must attain a C or better in social work courses. Transfer credit for courses follows university and Council on Social Work Education (CSWE) requirements. All transfer social work courses must be from an accredited BSSW Program. There may be exceptions to this if articulation agreements are in place. No credit is given for life experience. Students must complete the required social work courses (39 credit hours).
## Curriculum

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

**Admission to BSSW Program required**

<table>
<thead>
<tr>
<th>Additional Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 111 Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110 Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 115 American Government</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Social Sciences (200-level or above)</td>
<td>15</td>
</tr>
<tr>
<td>Global or US Diversity</td>
<td>6</td>
</tr>
<tr>
<td>Statistics course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Work Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 311 Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 313 Orientation to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SWK 315 Substance Use and Abuse</td>
<td>2</td>
</tr>
<tr>
<td>SWK 316 Interprofessional Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>SWK 318 Mental Health</td>
<td>2</td>
</tr>
<tr>
<td>SWK 493 Special Topics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

- All students are required to fulfill UND’s [Essential Studies requirements](#) and credit requirements for graduation
Sample 4-Year Degree Plan

*This is a sample schedule for a traditional campus student
*Degree plans will vary by student

### B.S. in Social Work

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition I</td>
</tr>
<tr>
<td>PSY 113</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Essential Studies Approved Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Essential Studies Approved Humanities course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td>POLS 110</td>
<td>American Government I</td>
</tr>
<tr>
<td>EMSL 120</td>
<td>Composition II: Writing for Public Audiences</td>
</tr>
<tr>
<td>Essential Studies Approved Fine Arts course</td>
<td>3</td>
</tr>
<tr>
<td>Essential Studies Approved Fine Arts or Humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Essential Studies Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>SWK 256</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>COMM 110</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Statistics Course</td>
<td>3</td>
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<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td>SWK 297</td>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>6</td>
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<tr>
<td></td>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>SWK 317</td>
<td>Social Work Research</td>
</tr>
<tr>
<td>SWK 367</td>
<td>Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>See advisor for available options</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
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</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
</tr>
<tr>
<td>SWK 424</td>
<td>Generalist Social Work Practice with Individuals and Families</td>
</tr>
<tr>
<td>SWK 433</td>
<td>Generalist Social Work Practice with Teams and Treatment Groups</td>
</tr>
<tr>
<td>Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen/ Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
</tr>
<tr>
<td>SWK 490</td>
<td>Social Policy</td>
</tr>
<tr>
<td>SWK 494</td>
<td>Generalist Social Work Practice with Communities and Organizations</td>
</tr>
<tr>
<td>General Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Credits | 120 |
Second Degree Program

The student who has secured a bachelor’s degree in a related field and wishes to secure a bachelor’s degree in Social Work can complete the Second Degree Program. The Second Degree Program allows a student to secure a BSSW in as little as one year on the UND campus. Satisfactory completion of a bachelor’s degree in a related field from an accredited institution is 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 on the UND campus 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 317 Social Work Research</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>Social Work Elective</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong> = 15</td>
<td></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> = 12</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>SWK 481 Field Education I</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>SWK 482 Field Education Seminar I</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>SWK 483 Field Education II</td>
<td>(5)</td>
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<tr>
<td></td>
<td>SWK 484 Field Education Seminar II</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong> = 12</td>
<td></td>
</tr>
</tbody>
</table>

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

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

*Students may complete the Second Degree Program online, but due to course offerings, it may take longer than one year.
Criteria for Admission to the Second Degree Program

1. Must have a bachelor’s degree in a related field from an accredited university
2. Overall GPA of at least a 2.75 (includes all transfer work)

Prior To Entering the Second Degree Program:

1. Apply to UND as a transfer student and have all official transcripts sent to UND for evaluation by the UND Office of the Registrar. https://und.edu/admissions/transfer/index.html
2. Complete BSSW Program Application which is located at https://cnpd.und.edu/social-work/forms.html
3. Schedule a time with Lani Moen, BSSW Academic Advisor, to review the BSSW Program Application and develop a tentative degree plan
4. If you received your undergraduate degree from a university other than UND, you need to provide a copy of your transcript indicating completion of a bachelor’s degree to the Department of Social Work.
Online BSSW Program

Students can also complete the BSSW Program online. Students must apply for admission to the online BSSW Program—only students admitted to the online BSSW Program can take online social work classes unless previously approved by the BSSW Program Director. Students will be required to come to the UND campus for a 4-day campus visit during the first summer of the program.

Tentative Course Schedules

<table>
<thead>
<tr>
<th>Fall Semester Start</th>
<th>Spring Semester Start</th>
<th>Summer Semester Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Fall</strong></td>
<td><strong>First Spring</strong></td>
<td><strong>First Summer</strong></td>
</tr>
<tr>
<td>SWK 255 Intro to Social Work</td>
<td>SWK 255 Intro to Social Work</td>
<td>SWK 255 Intro to Social Work</td>
</tr>
<tr>
<td>SWK 257 Human Behavior and the Social Environment</td>
<td>SWK 257 Human Behavior and the Social Environment</td>
<td>SWK 257 Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>**First Spring <strong>Pending Admission</strong></td>
<td><strong>First Summer ** Pending Admission</strong></td>
<td>**First Fall <strong>Pending Admission</strong></td>
</tr>
<tr>
<td>SWK 357 Human Behavior and the Social Environment II</td>
<td>SWK 357 Human Behavior and the Social Environment II</td>
<td>SWK 357 Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td><strong>First Summer</strong></td>
<td><strong>First Fall</strong></td>
<td><strong>First Spring</strong></td>
</tr>
<tr>
<td>SWK 424 Practice with Individuals and Families</td>
<td>SWK 317 Social Work Research Methods</td>
<td>SWK 442 Social Policy</td>
</tr>
<tr>
<td>SWK 434 Practice with Task and Treatment Groups</td>
<td>SWK 357 Human Behavior and the Social Environment II</td>
<td>SWK 454 Practice with Communities and Organizations</td>
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<tr>
<td>4-day campus visit required during the summer; room and board not included in tuition.</td>
<td></td>
<td>Social Work Elective</td>
</tr>
<tr>
<td><strong>Second Fall</strong></td>
<td><strong>Second Spring</strong></td>
<td><strong>Second Summer</strong></td>
</tr>
<tr>
<td>SWK 442 Social Policy</td>
<td>SWK 442 Social Policy</td>
<td>SWK 424 Practice with Individuals and Families</td>
</tr>
<tr>
<td>SWK 454 Practice with Communities and Organizations</td>
<td>SWK 454 Practice with Communities and Organizations</td>
<td>SWK 434 Practice with Task and Treatment Groups</td>
</tr>
<tr>
<td><strong>Second Spring</strong></td>
<td><strong>Second Summer</strong></td>
<td><strong>Second Fall</strong></td>
</tr>
<tr>
<td>SWK 481 Field Instruction I</td>
<td>SWK 481 Field Instruction I</td>
<td>SWK 481 Field Instruction I</td>
</tr>
<tr>
<td>SWK 482 Field Instruction Seminar I</td>
<td>SWK 482 Field Instruction Seminar I</td>
<td>SWK 482 Field Instruction Seminar I</td>
</tr>
<tr>
<td>SWK 483 Field Instruction II</td>
<td>SWK 483 Field Instruction II</td>
<td>SWK 483 Field Instruction II</td>
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<tr>
<td>SWK 484 Field Instruction Seminar II (Note: this is a 40-hour a week field placement. It can be taken part time over two semesters.)</td>
<td>SWK 484 Field Instruction Seminar II (Note: this is a 40-hour a week field placement. It can be taken part time over two semesters.)</td>
<td>SWK 484 Field Instruction Seminar II (Note: this is a 40-hour a week field placement. It can be taken part time over two semesters.)</td>
</tr>
</tbody>
</table>
Minors

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

Additional minors that the social work major should consider are American Sign Language and Deaf Studies, 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 the older person. It requires five courses in four disciplines. Students select another 6 credits to earn 20 credits in coursework related to gerontology.

Required:

1) Nine credit hours:
   SWK 313 Orientation to Gerontology  (3)
   PSYC 355 Adulthood and Aging      (3)
   SOC 352 Aging                      (3)

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

With current approval of the student advisor and the minor coordinator up to three credit hours of departmental tutorial readings, special topics and/or research studies may be included. For more information on the Gerontology Minor, contact the Gerontology Minor coordinator, Ken Flanagan (Kenneth.flanagan@und.edu).
Chemical Dependency Minor

**Required:**

**Twenty credits including the following:**

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

**Thirteen credits from the following:**

- COUN 529* + Dynamics of Addiction (3)
- COUN 250* Dialogue on Diversity in US Society (3)
- IS 311 Health and American Indian Cultures (3)
- PPT 499* Readings in Pharm and Toxicology (1-4)
- PSYC 360* Introduction to Personality (3)
- PSYC 270* Abnormal Psychology (3)
- SOC 115 Social Problems (3)
- SOC 335* The Family (3)
- RHS 309 Medical & Psychosocial Aspects of Disability (3)
- T&L 350* Development & Education of the Adolescent (3) **OR**
- CJ 430* Developmental Perspectives on Adolescent Problem Beh. (3)

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

**Addiction Counselor Training Program**

The Department of Social Work is designated as an Addiction Counselor Training Program by the North Dakota Board of Addiction Counseling Examiners. Students who complete required courses within the minor, meet the education requirements to apply for licensing in addiction counseling in the states of North Dakota and Minnesota, following the completion of a practicum in a certified addiction facility.

Students must apply for admittance into a board approved Clinical Training Program. **Applications are accepted once per year on February 1, and if admitted to this competitive program, the 960 hour practicum begins the following fall semester.**

Students are admitted to this training 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 25 week long practicum in the Clinical Training Program. Students must meet all requirements for a social work major in addition to the minor requirements and the addiction practicum requirement.

This generally involves a five-year program of study. For more information regarding this program, please contact Isaac Karikari (isaac.karikari@und.edu).

The second level relates to graduate students in Counseling who must meet the required graduate program of study, the required addiction courses, and 700 hours of practicum. For more complete details, please contact Isaac Karikari (isaac.karikari@und.edu) or the Department of Counseling.
Field Education

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

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

Guidelines and Requirements for the Criminal Background Check

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

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

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

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

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


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

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. Prerequisite: Declared Chemical Dependency minor. 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 and a prerequisite or co-requisite of statistics. Provides students with a generalist understanding of how basic qualitative and quantitative research methods along with qualitative and quantitative data analysis can be used to enhance social work practice. The course promotes critical thinking and the integration of ethical principles in order to promote research-informed practice and practice-informed research. F, S

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

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. 1-2 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. Prerequisites or corequisites: SWK 317 & SWK 357. Provides knowledge of social policy, and develops critical analysis skills to advance social and economic well-being and understanding of the interaction between research, practice and policy. F, S

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

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

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

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

484. Field Education Seminar II. 1 credit. Corequisite: SWK 483. F, S, SS

489. Senior Honors Thesis. 1-3 credits, repeatable to a maximum 6 credits. Supervised independent study and culminating in a thesis. F, S
493A (regular grading) 493B (S-U grading). Special Topics. 1-3 credits. Repeatable to a maximum 9 credits. Prerequisite: SWK 255 or consent of instructor. Individually or group supervised research or interdepartmental studies and seminars in social work related areas. F, S, SS
Chapter 3: Policies and Procedures

See the UND Undergraduate and Graduate Academic Catalog for additional undergraduate information.

Declaring Intent to Enter the Social Work Program

A student interested in applying for the BSSW Program should contact the BSSW Academic Advisor who will assist the student in declaring a Pre-Social Work major and will develop a tentative plan of study with the student. The BSSW Academic Advisor will serve as the student’s academic advisor until the student has been formally admitted to the BSSW Program, at which point the student will be assigned to a Social Work faculty advisor.

Advising

1. Social Work 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. Advisors will be available to their students throughout the academic year for career and academic advisement. Students are encouraged to see their advisor regularly. Advisors will be able to provide letters of recommendation, offer ideas for internships and job possibilities, and discuss opportunities for student involvement within the department.

3. 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. Students admitted to the program provisionally are required to meet with their advisor at least 3 times per semester. Advisement appointments may occur in person, by email, phone, or online format (zoom, skype, etc.).

4. Advisor holds are placed on all Pre-Social Work and admitted 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.

5. Advisors will document advising appointments notes in Starfish. A copy of the note can be sent to students upon request.

6. Upon admission to the program, students sign the BSSW Program Agreement Form after review during the BSSW Program Orientation.
7. Students should consult with their advisor on completion of the field application 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. A status sheet will also be completed by the BSSW Academic Advisor during the semester prior to the student entering field to determine if any requirements are unfulfilled. The status sheet will be sent to the student and the student’s advisor, and a copy will be placed in the student’s file.

8. The BSSW Academic Advisor will complete a graduation audit for all students who have applied for graduation to ensure all Essential Studies/General Education requirements, BSSW Program requirements, and University 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 II). Students are required to speak with their current advisor regarding the reason for their request for a new advisor. A reasonable attempt should be made to resolve the issue or conflict. If a student does not feel comfortable talking to their current advisor, they have the option of discussing the conflict with someone from the Social Work Administrative Team (BSSW Program Director, MSW Program Director, Department Chair, Field Program Director, or Distance Program Coordinator). The request will be submitted to the Director of the BSSW Program for review. The Director of the BSSW Program will assign a new advisor.

**Transfer Credits**

All transfer students will be expected to fulfill UND’s Essential Studies/General Education requirements. The UND Office of the Registrar evaluates and records transfer credit. All social work credits approved for transfer must have been offered by an accredited social work program. Upon request by the student, the BSSW Program Director will evaluate any transfer social work credits for equivalency to any core social work courses to determine if course substitutions can be made.

**Social Work Readmission**

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

- Demonstrate a caring, considerate attitude
- Be accessible to students by maintaining regular office hours and keeping scheduled appointments
- Assist students in understanding Essential Studies requirements, university graduation requirements, and academic policies
- Assist students in understanding BSSW Program requirements and monitor progress towards degree completion
- Orient students to the social work profession and provide career counseling
- Assist students to clarify their values, goals, and academic potential to determine fit with the profession
- Support student retention by providing resources to students experiencing academic problems as result of personal/family issues, physical or mental illness, major life events, etc., and follow up with students as necessary
- Assess students for academic risk and recommend available resources when academic problems arise
- Reach out to students to discuss midterm deficiencies and provide referrals for academic support as needed
- Keep accurate records of advising sessions and maintain confidentiality

**Student Responsibilities**

- Schedule appointments with your advisor each semester prior to registration to discuss your academic plans and to have your advisor hold removed
- Provide reasonable notice to your advisor when requesting to make an appointment
- Be respectful of your advisor’s office hours and keep scheduled appointments
- Follow through with course suggestions and referrals made by your advisor
- Take an initiative in the advising process and come prepared to discuss your career goals and tentative course selections
- Understand that ultimately it is your final responsibility to meet all requirements of the Bachelor of Science in Social Work degree
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Introduction

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

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

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

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

Student Rights and Responsibilities

Student Responsibility (Code of Student Life)

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

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

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

Harassment Policy

The University of North Dakota has policies to define and protect employees and students from harassment related to protected class.

UND’s Policy on Discrimination and Harassment

The University of North Dakota (University/UND) is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, marital status, veteran's status, political belief or affiliation, or any other status protected by law or UND/North Dakota University System/State Board of Higher Education policy.

UND prohibits retaliation by its employees and students against a person who exercises their rights or responsibilities under any provision of state or federal law, including Title VII, the Americans with Disabilities Act, or the North Dakota Human Rights Act, or this policy.

Employees or students who violate this policy may face disciplinary action up to and including separation from the University. Third parties who commit discrimination or harassment may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.
Making a Report

The University encourages anyone who experiences discrimination or harassment to immediately report the incident to the University through the reporting options below. It is the University's policy to handle complaints at the earliest possible level to ensure a quick and effective response.

1. Using the on-line EO/Title IX report: https://campus.und.edu/equal-opportunity/incident-report.html

2. By contacting any of the following offices, as appropriate, in person, by phone, or in writing:
   - **EO/Title IX Office** – any report of harassment or discrimination
   - **Office of Student Rights & Responsibilities** - any report against a student
   - **University Police Department** – all reports of criminal activity
Criteria for Evaluating Academic Performance in the BSSW Program

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

Basic Abilities Necessary to Acquire Professional Skills

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

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

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

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

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

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

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

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

https://www.socialworkers.org/
http://www.ndbswe.com/

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

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

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility.

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

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

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

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

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

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

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

- No history of convictions of an offense determined by the department to have a direct bearing upon that individual’s ability to practice social work, unless sufficiently rehabilitated as determined by the Department of Social Work. (Reference NDCC Chapter 43-41-10 relative to grounds for denial of Social Work Licensure by the ND Board of Social Work Examiners).

- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
• Comprehension of another individual’s way of life and values. Empathic communication with and support of the client as a basis for a productive professional relationship.

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

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

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

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

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

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

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

http://und-public.courseleaf.com/

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

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

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences.
- Feedback from agency-based field instructors.
- Observation of classroom, volunteer, or field behaviors.
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework.
- Student personal statements or self-assessments.
- Interviews with faculty or other professionals.
- Taped interview situations (audio or video).
- Feedback from students, staff, university (UND or other colleges and universities), helping professionals, or community about behaviors.
- Feedback from faculty in other social work programs that the student may have attended.
- The Department of Social Work will adhere to the guidelines of FERPA in regards to all students on a need to know basis.

Accommodations for Disabilities

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

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

Policies and Procedures for Review of Academic Performance

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

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

Student reviews can occur under any of the following circumstances:

• Failure to meet or maintain any of the “Criteria for Evaluating Academic Performance”

• Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student.

• Behavior judged to be in violation of the current NASW Code of Ethics.

• Any threat or attempt to harm oneself or someone else.

• Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Department of Social Work and becoming known after admission.

• Consistent pattern of unprofessional behavior.

Academic Probation/Dismissal Policy

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

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

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

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

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

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

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

Undergraduate Students

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

2. A student on Academic Probation may remove Probation by attaining a 2.0 GPA. A student on Academic Probation who does not remove his or her probation at the end of the next term (semester or summer session) in which he or she enrolls will be dismissed.
3. Students may apply for reinstatement only if highly extenuating circumstances have led to the academic deficiencies. Applications for reinstatement are processed through the office of your academic dean or program director. If you have not declared a major, please contact the Office of Admissions and Records.

Gatekeeping Policy: Student Performance Concerns

Social work is a professional program which prepares students for practice. All social work students must demonstrate adherence with policies, maintain classroom expectations related to assignments and attendance, and demonstrate professional expectations and ethical codes of conduct outlined in this handbook. Typically, if a faculty member has concerns about student behavior, the initial concerns will be addressed informally in person as a first step toward remediation. However, students may be referred for a formal gatekeeping review if any standards are not met. A gatekeeping meeting can be called by a social work faculty member, advisor, program director, or field liaison.

Gatekeeping documents are stored in the BSSW Program Director’s office. Although gatekeeping forms are not placed in the student’s academic file, they may be utilized to identify appropriate field placements for the student.

There are three levels of formal gatekeeping, which are typically sequential. However, if the concern is egregious, gatekeeping may start at Level 2 or 3. Any concern that would normally be reported to the State Board of Social Workers must be addressed with a Level 3 review, including gross breach of boundaries, impairment due to substances that affects work, substantiated child abuse, or criminal allegations related to physical harm to another person.

At every level of review, the BSSW Program Director and student advisor will be notified of the meeting. If the student is in field placement, the Field Director will also be notified. If a problem arises in field, the agency-based field instructor and liaison may also be involved in the meeting. The student will receive a copy of all gatekeeping documents and have an opportunity to attach a statement.

At any gatekeeping meeting, the meeting convener will:

- Discuss concerns with the student and seek to work with the student to resolve the difficulties.
- Indicate the performance criteria that is not being met and the plan for correction.
- Complete the BSSW Program Gatekeeping Documentation form and circulate it to the student, advisor, and program director/s.
The advisor will assess patterns of behavior indicated by multiple Level 1 meetings, and can choose to call a gatekeeping meeting if there are multiple concerns that should be addressed jointly.

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

Levels of Review

Level 1

A Level 1 review involves a meeting between a faculty member and a student, and occurs 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. After the level 1 meeting, the faculty members will decide whether the issue is resolved, requires follow-up, or requires intervention at level 2 or 3.

Level 2

A Level 2 review involves the faculty member, student, BSSW Program Director and/or Field Director (whichever is appropriate), and advisor. After the level 2 meeting, the faculty members will decide whether the issue is resolved, requires follow-up, or requires intervention at level 3.

Level 3

A Level 3 review involves the faculty member, student, BSSW Program Director and/or Field Director (whichever is appropriate), and other participants who have information. At the student’s request, the BSSW Student Representative can also be present. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation that may lead to immediate dismissal from the program. The student will be notified in writing of the concerns and meeting date, with at least 48 hours to prepare for and attend the meeting.

After the meeting has occurred, the program director or 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 advisor, BSSW Program 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 internship; or requiring the student to withdraw from the program with the option of reapplying.

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

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

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

**Academic Grievances**

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

**Definition**

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

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

**The Grievance Process**

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

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

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

**Grievance Options**

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

1. **Informal Options**

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

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

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

2. **Formal Options**

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

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

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

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

**Grievance Procedures**

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

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

2. Selection of the College Grievance Committee

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

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

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

3. Committee Procedures

The committee must hold a meeting and elect a Chair within five (5) working days after the appeal has been filed. Selection of the Chair shall be by nomination of the committee members and majority vote of those individuals.
The committee shall set a date, time, and place for a hearing to receive testimony from the parties to the appeal.

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

4. **Hearing Procedures**

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

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

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

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

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

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

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

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

5. Committee Decision

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

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

Non-Academic Grievances

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

Department of Social Work Link:
https://cnpd.und.edu/social-work

Code of Student Life for the University of North Dakota:

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

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

University of North Dakota One-Stop Student Services
(Tuition & Fees, Financial Aid):
https://und.edu/one-stop/index.html

National Association of Social Workers:
www.socialworkers.org

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

Social Work Scholarships and Stipends

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 One-Stop Student Services (https://und.edu/one-stop/index.html).

Sandi Curry Christofferson Memorial Scholarship

Allocations from the endowment will provide scholarships for juniors or seniors admitted to the Social Work Program within the College of Nursing and Professional Disciplines who have expressed interest in children’s mental health with a preference for infant mental health and a minimum GPA of 3.0.

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.

Myrna Haga Community Service Scholarship

Allocations from this endowment will provide one scholarship for a junior student majoring in Social Work at the University of North Dakota who demonstrates financial need and who is carrying at least a 3.0 grade point average. Preference is given to students who show active involvement in the community.

North Dakota Conference of Social Welfare Scholarship

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

**Title IV-E Child Welfare Stipend**

The purpose of the IV-E Child Welfare Stipend is to enhance the child welfare workforce in the state of North Dakota. The University of North Dakota, Department of Social Work collaborates with North Dakota Department of Human Services, Division of Child and Family Services, to enhance and increase the child welfare workforce. Through the University of North Dakota, education stipends are provided each semester to University of North Dakota social work students who agree to intern in a child welfare setting and seek employment in a child welfare setting. Contact Avery Erickson (avery.erickson@und.edu) for more information.

**Student Social Work Organizations**

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

**Phi Alpha**

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

**Student Social Work Association**

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

**National Association of Social Workers**

The National Association of Social Workers (NASW) is an organization comprised of professional and student social workers who have united on local and national levels to increase their impact on today's major social problems. NASW attempts to enhance social work practice, improve professional standards and salary levels, and promote societal improvements important to social workers and their clients.
Students are offered a membership at reduced fees. The benefits of NASW membership include free subscription to the bi-monthly Social Work Journal and the monthly NASW NEWS. NASW also offers low-cost health, life, and liability insurance coverage, low-cost travel service, and reduced rates for membership in the Social Work Vocational Bureau, a central employment reference service. Visit NASW website at: www.socialworker.org.

**Educational and Social Resources**

A. *Students Affairs & Diversity Office* ([http://und.edu/student-affairs/dean-of-students](http://und.edu/student-affairs/dean-of-students))  
*McCannel Hall, Room 280 (701-777-2664)*  
Includes: Multicultural Student Services

- Admissions ([http://und.edu/admissions/undergraduate](http://und.edu/admissions/undergraduate))
- Dakota Student ([http://dakotastudent.com](http://dakotastudent.com))
- Memorial Union ([http://und.edu/student-life/union](http://und.edu/student-life/union))
- One-Stop Student Services ([https://und.edu/one-stop/index.html](https://und.edu/one-stop/index.html))  
  Includes: Financial Aid, Tuition & Fees
- Residence Services ([http://und.edu/student-life/housing](http://und.edu/student-life/housing))
- Student Health Services ([https://und.edu/student-life/student-health](https://und.edu/student-life/student-health))
- Student Success Center ([https://und.edu/student-life/student-affairs](https://und.edu/student-life/student-affairs))
- TRIO Programs ([http://und.edu/student-life/trio](http://und.edu/student-life/trio))
- Veteran and Military Services ([https://und.edu/student-life/military](https://und.edu/student-life/military))
- Wellness Center ([https://und.edu/student-life/wellness-center](https://und.edu/student-life/wellness-center))

B. *Counseling Center* ([https://und.edu/student-life/counseling-center](https://und.edu/student-life/counseling-center))  
*McCannel Hall, Room 200 (701-777-2127)*

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

C. *Career Services* ([https://und.edu/student-life/career-services](https://und.edu/student-life/career-services))  
*Twamley Hall, Room 103 (701-777-3904)*

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

**D. Disability Services for Students** ([https://und.edu/student-life/disability-services](https://und.edu/student-life/disability-services))
McCannel Hall, Room 280 (701-777-3425 Voice or TDD)

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

**E. Other**

• University of North Dakota Indian Association (UNDIA) ([https://www1.und.edu/orgs/indian-association/index.cfm](https://www1.und.edu/orgs/indian-association/index.cfm))
• International Center ([https://und.edu/academics/international-center/index.html](https://und.edu/academics/international-center/index.html))
  Includes: Study Abroad

**Computer Lab, Library, and Student Lounge**

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

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

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

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

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

**Purpose:** Assist the Director of the BSSW Program in the following components of administering the BSSW Program: 1) serve as the admissions committee, 2) assist with gatekeeping 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 textbook selection.

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

**Committee Chair:** Director of the BSSW Program

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

**Field Advisory Committee (two students)**

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

**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:** Director of Field Education

**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 the Directors of the BSSW and MSW Programs.
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 Directors of the BSSW and MSW Programs.

---

**Licensure Information**

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

University of North Dakota
Department of Social Work

BSSW Program Agreement

Upon admission to the BSSW Program, this form must be signed in the presence of your advisor. 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 have reviewed the BSSW Student Handbook, and I am aware that there is a Gatekeeping Policy in place.

________ 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 if admitted to the program provisionally, I am required to obtain a 3.0 GPA in all social work courses during my first semester in the program.

________ 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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor or Faculty Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix II

University of North Dakota
Department of Social Work

Change of Advisor Form

Name_____________________________________ ID#_________________________
E-Mail Address______________________________ Phone#_____________________
Name of Current Advisor_________________________________________________
Reason for Request______________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
**Students are required to speak with their current advisor regarding the reason for their request for a new advisor. A reasonable attempt should be made to resolve the issue or conflict. If a student does not feel comfortable talking to their current advisor, they have the option of discussing the conflict with someone from the Social Work Administrative Team (BSSW Program Director, MSW Program Director, Department Chair, Field Program Director, or Distance Program Coordinator).**

Signature of Current Advisor or Administrative Team Member_____________________

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

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

Signature of Student_________________________ Date_________________________

To be completed by BSSW Program Director:

New advisor assignment ___________________________________________________

Signature of BSSW Director_________________________ Date____________________
### Appendix III

**BSSW Program Gatekeeping Documentation Form**

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Date of Meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person initiating Gatekeeping Meeting</th>
</tr>
</thead>
</table>

- The student has been informed that a gatekeeping meeting was requested, the date and location of the gatekeeping meeting, and the potential consequences of gatekeeping.

**Please indicate the level of this gatekeeping meeting:**
- Level 1 (between faculty and student)
- Level 2 (between faculty, student, program director, and advisor)
- Level 3 (between faculty, student, program director, advisor, and other participants who have information; when incident may lead to discontinuance from program)

Copies of the completed documentation will be distributed to the student, advisor, individual initiating the form, and the BSSW Director, as well as the Field Director if the student is in field. Copies will be retained until the student’s graduation from the program.

**Is the student not meeting or at risk of not meeting any of the following BSSW Program Performance Criteria? (see BSSW Student Handbook for a full description of each criteria)**

<table>
<thead>
<tr>
<th>Basic Abilities Necessary to Acquire Professional Skills</th>
<th>Professional Performance Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Communication Skills</td>
<td>☐ Professional Commitment</td>
</tr>
<tr>
<td>☐ Interpersonal Skills</td>
<td>☐ Professional Behavior</td>
</tr>
<tr>
<td>☐ Cognitive Skills</td>
<td>☐ Self-Awareness</td>
</tr>
<tr>
<td>☐ Physical Skills</td>
<td>☐ Ethical obligations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mental and Emotional Abilities</th>
<th>Scholastic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stress Management</td>
<td>☐ Does not meet UND and BSSW Program Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Emotional and Mental Capacities</td>
<td></td>
</tr>
</tbody>
</table>

57
|---|

<table>
<thead>
<tr>
<th>Reason/s for gatekeeping meeting (Please be as detailed as possible. Indicate specific concerns regarding the student, any academic criteria or university policies not being met, dates of any incidents, relevant correspondence between you and the student or others involved, or attach other documentation.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Please list all persons present at the gatekeeping meeting and their relationship to the student.</th>
</tr>
</thead>
</table>
As a result of the meeting, please indicate the expectations of the student and/or actions to be taken by the Department of Social Work.

<table>
<thead>
<tr>
<th>Signature of person initiating meeting</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSSW Program Director/Field Director</td>
<td>Date</td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Advisor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair Signature</td>
<td>Date</td>
</tr>
<tr>
<td>(if level 3)</td>
<td></td>
</tr>
</tbody>
</table>

“I have been informed of the gatekeeping process and the reasons this gatekeeping meeting was called. I understand the expectations and/or actions to be taken by the Department of Social Work as stated above, as well as the consequences I may face if these expectations are not met.”

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copies will be kept separate from academic file, and be made available to social work faculty for reasons related to performance review and field placement.

A student may attach a written response to this form.
Appendix IV

CNPD Social Media Policy

<table>
<thead>
<tr>
<th>Policy Number:</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Name:</td>
<td>Student Social Media Policy (SSMP) for CNPD Students</td>
</tr>
<tr>
<td>Reviewed by:</td>
<td>College Faculty</td>
</tr>
<tr>
<td>Last Review Date:</td>
<td>03/26/2018</td>
</tr>
</tbody>
</table>

POLICY STATEMENT

This policy describes expected student behaviors when using social media sites.

REASON for POLICY

The College of Nursing and Professional Disciplines (CNPD) faculty recognize the role social media plays in today’s society. As professionals in our respective disciplines (Nursing, Social Work, and Nutrition) that are in training, CNPD students are held to a high standard when it comes to the presentation of themselves in the community and on social media sites. As students enter their professional careers, it is important that they carefully consider what they are posting on social media sites, who they are asking to network with them, and how they respond to others on social media sites. Information placed on social media sites must not violate the University’s Code of Student Life, the Health Insurance Portability and Accountability Act (HIPAA), or the Family Educational Rights and Privacy Act (FERPA).

SCOPE of POLICY

All Undergraduate and Graduate Students in the College of Nursing and Professional Disciplines (Departments of Nursing, Nutrition and Dietetics, and Social Work)

RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Student</th>
<th>Responsible to monitor their professional behavior on social media sites and report violations of HIPAA or FERPA to the appropriate authority.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Provide a copy of the Social Media Policy to all students</td>
</tr>
<tr>
<td>Administration</td>
<td>1) Violations of the Social Media Policy should be reported utilizing the following chain of command: Department Chair → CNPD Associate Dean → CNPD Dean →</td>
</tr>
<tr>
<td>UND Assistant Dean of Students, Director of Student Rights &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2) Investigate reports of violations of this policy and determine discipline as appropriate (CNPD Procedure 200a).</td>
<td></td>
</tr>
</tbody>
</table>

**PRINCIPLES**

**OVERVIEW** – This policy establishes professional behavior regarding student use of social media sites.

Students should not have the expectation that social network sites are private. Students should assume that what they post on a social media site is permanent. Archival systems may save information even if someone deletes a post, and search engines can retrieve posts years after the publication date. When using social networks, the lines between public and private, personal, and professional are indistinct. Mixing social, academic and professional networking may create problems. Because comments can be forwarded or copied, a person authorized to post on a student’s social media page can pass it on to others. Friends may post something to a student’s site regarding their social life, which may prove to be embarrassing to the student’s academic or professional life. Posting media that portrays students or their peers participating in what could be perceived as unprofessional behavior such as inappropriate sexualized behaviors, drinking, drug use and illegal activity is not advised. Students are encouraged to check their privacy settings on social media sites to limit who can and cannot read and post to their sites. Students should also consider conducting an Internet search of their name to discover what is in cyberspace that others can see about them. If students have any social media posts that are questionable, they should remove them from their site immediately.

Employers, faculty, clinical preceptors, field educators, patients, and clients may access information on student’s social media sites that may negatively influence them regarding the student’s professionalism. Many potential employers go to these sites to see what students have posted and often determine if they are interested in having that student as an employee. Students have been reprimanded by clinical rotation site supervisors for social networking practices such as becoming electronic “friends” with site co-workers, interns, volunteers, patients, or clients. To promote respectful discussion, students should be courteous and respectful. With due regard for lawfully protected speech and forms of expression, students should strive to avoid comments that are profane, obscene, defamatory, offensive, harassing, disruptive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Harassing speech that is severe, persistent, or pervasive, and is objectively offensive, is never permitted.

Students are required to use their official UND email address for all professional correspondence and academic issues related to their role as a professional UND student. Student must recognize that they are a representative of their professional program and are expected to act professionally in all correspondence. Students are reminded that North Dakota has an open records law, which means that all UND e-mail is potentially subject to open records. As such, students may want to consider setting up a private email account with a different provider than the UND for personal correspondence.
ACADEMIC INTEGRITY AND PROFESSIONALISM:
Discussing or posting information regarding content of examinations, tests, quizzes, or assignments could be considered a violation of a department’s policy on Academic Integrity. It is the student’s responsibility to read their student handbook regarding academic integrity and professionalism as defined by their department. The use of social media or personal devices to threaten, intimidate, ridicule, humiliate, insult, or harass someone may constitute cyber-bullying. Students experiencing this type of behavior as well as those who witness it are required to report utilizing the following chain of command: Department Chair → CNPD Associate Dean → CNPD Dean → UND Assistant Dean of Students, Director of Student Rights & Responsibilities.

CNPD students have a responsibility to help maintain public trust and confidence in their professions. Students should refrain from posts that use institutional intellectual property, copyrights, trademarks or logos without explicit written permission. Such care should also extend to the unauthorized dissemination of copyrighted material, such as lecture notes and recordings. Students should not represent themselves as official representatives of the University or clinical facility in public forums. Consent obtained for educational purposes does not extend to consent for public dissemination. Even when appropriate consent is obtained for public posting and the media-containing posts are sufficiently anonymized, public perception remains an important consideration. An individual viewing a sensitive picture posted online by a CNPD student might not assume consent has been obtained and may therefore come to think less of the student, their profession and the institution. The separation between personal and professional online profiles should be made explicit. Faculty and Administrators reserve the right to monitor student’s publicly viewable social media sites.

CLINICAL EXPERIENCES AND FIELD PLACEMENTS:
Students participating in practice experiences (clinical experiences, field placements, or supervised practice) must consult with the hospital/clinic or agency policies or an appropriate leader within the organization for guidance regarding work related social media postings. Clinical and field experiences are also frequently governed by a legally binding agreement between the host facility and the University. Unless authorized, students are not allowed to post or speak on behalf of the clinic, hospital, or agency. Students must be aware of and comply with clinical affiliation policies regarding use of computers, cameras, and other electronic devices and the use of personal devices at the clinical site. Students are advised not to ask their faculty, preceptors, instructors, or field supervisors to “friend” and/or “follow” them via social media during their time in the educational program. This puts the student, their faculty, and their supervisors in an awkward situation by sharing personal information. If students and supervisors mutually decide to do this after the student graduates, that is their personal choice. Students are strongly advised to refrain from posting remarks about faculty or clinical site employees and from making comments that are or may be perceived to be profane, obscene, defamatory, offensive, harassing, disruptive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Harassing speech that is severe, persistent, or pervasive, and is objectively offensive, is never permitted.

HIPAA & FERPA
Students violating HIPAA, FERPA, or other university/hospital/clinic/agency policies may be subject to disciplinary action including dismissal from their professional program, criminal
and/or civil charges and fines. Students must not present themselves as licensed practitioners, and are advised to refrain from offering medical advice in any non-educational setting, including on social media.

CNPD students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. Releasing confidential health information is unethical, unlawful, and could result in irreparable harm and suffering to the patient as well as fines or imprisonment for the healthcare practitioner. CNPD students must not identify patients by name or post or publish information that may lead to the identification of a patient. Students must not refer to patients in a disparaging manner, even if the patient is not identified.

CNPD students are strictly prohibited from transmitting by way of any electronic media any patient related information or images that may be reasonably anticipated to violate a patient’s rights to confidentiality or privacy. This includes references to family, employment, relatives, conditions, locations of treatment or any circumstances surrounding the patient’s situation. Posting information about, or images of, a research subject is strictly prohibited.

CNPD students must follow CNPD clinical affiliation and UND policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices. CNPD students must not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the student-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so unless appropriate permissions are obtained. Online social contact with patients is discouraged, and students must use caution when having online social contact with former patients. The fact that a patient may initiate contact with the student does not permit the student to engage in a personal relationship with the patient. It is unprofessional and inadvisable to form or accept a social media connection with patients or individuals with whom there is an active therapeutic, supervisory or evaluative relationship.

PROCEDURES

DISCIPLINARY ACTION:
Violation of the social media policy may result in disciplinary action by the student’s department, the CNPD, UND, the field agency, and/or the clinical facility. Suspected violations should be reported within 5 business days as outlined in the Student Social Media Policy Suspected Violation Procedure (200a).

WEB SITE REFERENCES

UND School of Medicine and Health Sciences Policy Office.  https://med.und.edu/policies/_files/docs/3.10-social-media.pdf


Canadian Federation of Medical Students Guide to Medical Professionalism: Recommendations for Social Media.
Social Networking Policy. Duke University. 

National Association of Social Workers Code of Ethics. 

https://www.ncsbn.org/Social_Media.pdf

Social Media Policy Best Practices. University of Tennessee at Chattanooga. 
https://www.utc.edu/communications-marketing/social-media/best-practices.php

Note: This policy was adapted with permission from the UND School of Medicine and Health Sciences Social Media Policy for all SMHS Students.

<table>
<thead>
<tr>
<th>Policy Number:</th>
<th>200a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Name:</td>
<td>Student Social Media Policy Suspected Violation Procedure</td>
</tr>
<tr>
<td>Reviewed by:</td>
<td>CNPD Faculty</td>
</tr>
<tr>
<td>Last Review Date:</td>
<td>03/26/2018</td>
</tr>
</tbody>
</table>

Procedure:
In situations where a faculty member, field/clinical agency staff, preceptor or another student witness and/or are advised of a suspected violation of the Student Social Media Policy (SSMP), action will be taken promptly to address the issue with the student.

Reporting and Documentation Process for a Suspected Violation of the Student Social Media Policy

1. Reports of suspected and/or witnessed misconduct should be made to the appropriate Department Chair within 5 business days of the suspected occurrence. Failure to report will result in disciplinary action.
2. Within 5 business day of report of the suspected violation the SSMP form (200b) is completed by the Department Chair and the Associate Dean or Dean is notified.
3. Department Chair will set up meetings with students involved in suspected and/or witnessed occurrence.
4. Documentation of the meeting details will be recorded on the SSMP form (200b) and a copy will be placed in the student file. All documentation related to a suspected or witnessed violation will be removed from the student file upon graduation from the college.
5. Depending on the seriousness of the violation, field/clinical experiences may be suspended during the process of investigation.
**Disciplinary Sanctions for a Suspected Violation of the Code of Conduct**

Upon completion of investigation,

1. Department Chair will determine if sanctions will occur within the program of study or will be referred to the Associate Dean or Dean.
2. Sanctions may include but are not limited to, grade reduction, failure of the assignment, failure of the course.
3. Sanctions will be communicated in writing to the student/students by the Department Chair.
4. Incidents of misconduct that are deemed to have broader impact as determined by Department Chair will be referred to the Associate Dean or Dean for disciplinary sanction.
5. Sanctions by the Associate Dean or Dean will be communicated in writing to the student/students involved in the occurrence.

**Student Appeals Process**

Students have right to appeal sanctions as outlined in appropriate department and university policies.

<table>
<thead>
<tr>
<th>Policy Number (form):</th>
<th>200b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Name:</td>
<td>Suspected Violation of Student Social Media Policy Form</td>
</tr>
<tr>
<td>Reviewed by:</td>
<td>CNPD Faculty</td>
</tr>
<tr>
<td>Last Review Date:</td>
<td>03/26/2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-Situation</td>
<td>Briefly describe the suspected behavior or action of concern.</td>
</tr>
<tr>
<td>B-Background</td>
<td>Document the facts suspected behavior or action, including date, time, location/medium, situation, names of persons involved as applicable</td>
</tr>
<tr>
<td>A-Assessment</td>
<td>Identify the seriousness of the behavior or action as it relates to CNPD policies</td>
</tr>
<tr>
<td>R-Recommendations</td>
<td>Set a time and date for a follow up meeting to discuss an action plan for addressing the suspected behavior or action</td>
</tr>
</tbody>
</table>

Follow-Up Meeting: __________
<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up Meeting</td>
<td>Plan to address suspected behavior or action is shared with student, including resources needed to reach the desired outcome.</td>
</tr>
<tr>
<td>Resolution</td>
<td>Describe resolution</td>
</tr>
</tbody>
</table>

Copy of this form is to be placed in student file and will be removed on student graduation.
Appendix V
Faculty Biographies

FULL-TIME FACULTY

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

Kenneth Flanagan graduated with a MSW and Ph.D. in Social Work from The Ohio State University and has an undergraduate degree in Sociology. He has been at the University of North Dakota since 2009 teaching in the undergraduate and graduate programs. During his time at UND he has served as the BSSW Program Director, MSW Program Director and the Gerontology Minor Coordinator. Dr. Flanagan is currently serving as Chair of the Department of Social Work. He also served as Interim Chair of the Nutrition and Dietetics Department. He is a Licensed Clinical Social Worker in North Dakota.

Dr. Flanagan brings over 30 years of post-MSW professional social work practice experience in a variety of human service settings, including community based organizations, outpatient behavioral health facilities, hospitals, and managed care organizations. In these positions he has been involved with the redesign of organizational programs and processes to proactively respond to the changing needs of clients and payers. He has been involved with the expansion of outpatient and community-based services in order to reduce the need for more restrictive levels of care. These services included the development of ambulatory detox services, intensive outpatient programming and in-home crisis intervention services for adolescents and adults. In addition, Dr. Flanagan has been involved with the implementation of managed care protocols and related quality improvement activities. He has also been involved with provider contract negotiations, grant writing and the implementation of grants. In 2005, he was involved with the implementation of an innovative approach to working with individuals coping with chronic homelessness funded through a federal grant. In addition, he maintained a private practice for 12 years focused on the treatment of mood and anxiety disorders in adults.

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

**Barbara Kitko, MSW, LCSW**  
Assistant Professor, BSSW Program Director  
Gillette Hall, Room 105B  
225 Centennial Drive, Stop 7135  
Grand Forks, ND 58202  
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Barbara Kitko graduated with a MSW in 2002 and a BSSW from UND in 1988. She was an adjunct with the Department of Social Work at UND for 1 year prior to joining the faculty in August 2015. She has more than 25 years of direct social work practice. Beginning in January 1990 she began working at Region IV Children’s Services Coordinating Committee/Families First, she began as a case manager, moved to direct services supervisor and then served as the director. Her work history includes 18 years as a school social worker for the Grand Forks Public Schools. Over the years she provided supervision for many BSSW and MSW student interns.

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

**Craig Burns, MA, MSW**  
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Craig graduated from Western Michigan University with his MA in Spanish Literature in 2000, then spent the next six years in the US Army as an Army Cryptologic Communications Interceptor/Locator, including a 12-month deployment to Afghanistan in 2004-2005. After leaving the Army, he returned to school, receiving his MSW from the University of Hawaii at Manoa in 2009. Since graduation, Craig has worked in Early Intervention for the State of Hawaii Department of Health, Crisis Mobile Outreach, social work faculty with the MCH-LEND (Maternal and Child Health-Leadership Education in Neurodevelopmental and Related Disorders) program at the University of Hawaii John A. Burns School of Medicine, and as the Social Worker for the Home Based Primary Care Program with the Department of Veterans Affairs on Guam. He has taught as adjunct faculty at the University of Guam and Guam Community College. He developed and taught a Military and Veteran Social Work course for the University of Hawaii Distance
Education MSW program. Craig served as President of the NASW Guam Chapter as was recognized as the NASW Guam 2016 Social Worker of the Year. His interests include decolonization of social work education, curriculum, and practice, the role of place and voice in social work, and the indigenization of social work practice in indigenous communities. He was instrumental in establishing the first community garden on Guam and is passionate about food security, the role of social work in sustainability, and Social Determinants of Health.

Carenlee Barkdull, Ph.D., MSW, LCSW
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Carenlee Barkdull graduated with her MSW degree in 1989, and a Ph.D. in 2004 in Social Work from the University of Utah; she also holds an undergraduate degree in Anthropology. She has been teaching at the University of North Dakota for fifteen years and remains active in practice with voluntary work in the nonprofit sector. Dr. Barkdull’s years of social work experience in the public and nonprofit sectors are where she developed a passion for research and practice focused on community collaborations, particularly those that improve child and family well-being in socioeconomically disadvantaged communities. She has also had the honor of working with Native American communities to help develop university-community partnerships. Current research is focused on improved implementation of the Indian Child Welfare Act, support for child welfare workforce issues, and Covid 19-related community action research.

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Kelli Gast, Assistant Professor, received her BA from Concordia College, with a major in Social Work and a minor in Psychology. She received her MSW from the University of Minnesota in 2005 and is a Licensed Independent Clinical Social Worker. She has worked in the Fargo-Moorhead community since then in several capacities, including doing professional home-based services, children’s day treatment, and outpatient services. Professor Gast is certified in Infant and Early Childhood Mental Health from the University of Minnesota and has extensive training in early intervention and trauma work with young children and families. She has taught adjunct social work classes for several years prior to joining the University of North Dakota full time, including Trauma Informed Practice, Mental Health Assessment, Social Work Policy and Supervision.
In her most recent work, Professor Gast directed early intervention services, including the management of several grants focused on children’s services. She is a trainer for The Incredible Years Teacher Classroom Management Program and along with her colleague, has trained over 500 teachers in the Fargo-Moorhead area. She also provides reflective supervision to various programs including Head Start, school districts and childcare centers. She has been trained/certified in Infant and Early Childhood Mental Health, Child Parent Psychotherapy, Incredible Years Child, Parent and Teacher programs, Dialectical Behavioral Therapy, Managed and Adaptive Practice and Trauma Focused Cognitive Behavioral Therapy.

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Stephanie Homstad obtained her BSSW in 2006 and MSW in 2007 from the University of North Dakota. Prior to joining the UND’s Social Work Department in March of 2017, she practiced social work as a Family Preservation Case Manager with Grand Forks County Social Services for over 8 years. This role was providing case management services to families involved in the child welfare system, due to concerns of abuse and/or neglect. Her practice experience was focused on assessing safety for children remaining in the parental home, connecting families with services to reduce the risk of future abuse and/or neglect, and decreasing the need for children to be removed from parental custody and placed into the foster care system. Prior to child welfare work, she briefly worked as a Support Coordinator serving individuals with developmental and physical disabilities living within the community.

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Yi-Ping Hsieh is an Associate Professor in the Department of Social Work at the University of North Dakota. Her primary research focus is the joint effects of multidimensional/ multilevel risk and protective factors on behavioral, psychological and social outcomes of children and adolescents as well as potential underlying mechanisms in an ecological systems model and from a lifespan developmental perspective. Her research interests include child maltreatment, parenting, internet addiction and cyberbullying, bullying and victimization, mental health and behavioral problems of children and youth, culture value and practice.
Isaac Karikari, MSW, PhD  
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Isaac Karikari holds a PhD in Social Work (minor in Anthropology and Sociology) from Indiana University, MSW from the University of Utah, and BA in Sociology and Social Work from Kwame Nkrumah University of Science and Technology, Ghana. Before joining the Department of Social Work at UND, Dr. Karikari served as a research specialist for Indiana's System of Care (IN-SOC) at the Division of Mental Health and Addiction, Family and Social Services Administration (FSSA), and faculty at the Indiana University School of Social Work.

Dr. Karikari has a diversified research background, and experiences that represent an intersection of various fields of inquiry. Dr. Karikari focuses on the study of social phenomena through collaborative and interdisciplinary, multi-theoretical, and multi-method approaches. More specifically, his interests include: children, youth, and families, behavioral and mental health (including disparities), system of care, program evaluation, critical discourse analysis, critical social work, school bullying, cross-cultural studies, and international social work. More recently, as part of his research, he has been exploring substance use and addictions.

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Angela Muhs graduated with a MSW in 2003 from the University of North Dakota and has an undergraduate degree in Psychology and Social Work. She has been working in the mental health field as a Licensed Independent Clinical Social Worker providing individual, marital, and family therapy with adolescents and adults since that time. Areas of clinical interest include adolescent issues, anxiety, depression, and life span adjustments. Her specialities include task and treatment groups as well as direct practice with individuals and families. Angie enjoys developing and running groups and is presently facilitating a behavior change group for the Altru weight management program. Angie has been an active member of NASW and completed ongoing training in the area of animal assisted therapy and the human/animal bond. In her spare time she enjoys spending time with friends and family, crafting, baking, and cheering on her kids in their various activities.
Angie has been teaching for the department of social work for over 10 years and is currently teaching SWK 434 and 504, Generalist Social Work Practice with Task and Treatment Groups.

Bruce Reeves, MSW, LCSW
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Bruce Reeves graduated with a MSW (with an emphasis in Social Work Administration) in 1983 from the University of Utah at Salt Lake City and has an undergraduate degree in Psychology. He has been teaching at the University of North Dakota for seventeen years and has 37 years of social work practice experience. Prior to coming to UND, he has worked as a Social Worker in a variety of settings, including Employee Assistance Programs, HIV/AIDS, home care & hospice, long-term care and domestic violence/sexual assault.

Professor Reeves is active in numerous education and advocacy efforts related to LGBTQ+ populations locally, regionally, and nationally. He is frequently invited to present on LGBTQ+ issues throughout the state and region. Professor Reeves has written on HIV services in rural communities and is the instructor for the Department’s graduate elective course on diversity. Professor Reeves is recognized by UND as an Ally for LGBTQ+ students. He currently serves as the Director of Field Education and coordinates the undergraduate and graduate field internships.

Bret Weber, Ph.D., MSW, LCSW
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Bret Weber graduated with an MSW in 2008 from the University of North Dakota and a Ph.D. in 2006 from the University of Utah. He has been teaching in the University of North Dakota’s Social Work department since Fall 2009, and had previously been an adjunct professor in U.S. History with an emphasis on 20th century social policy and environmental history. As a practicing, Licensed Certified Social Worker, Dr. Weber is serving a third term on the Grand Forks City Council and currently co-chairs the city’s legislative committee and serves as President of its Jobs Development Authority. Prior to his academic career, he was the Executive Director of Citizens for Tax Fairness, a Political Action Committee that promoted progressive taxation, and for twenty-five years he met payroll every two weeks as the owner of Guisseppi Enterprises, a chain of pizza shops and other restaurants.
Dr. Weber’s research and service focus on underserved populations both historically and in the present including historical analysis of the War on Poverty with an emphasis on housing and urban development. Consistent with that focus he is involved in several multi-disciplinary research projects including the North Dakota Man Camp Project and a longitudinal study of a Housing First program. He also studies UAS supports for community resiliency, and, most recently COVID-related research. He primarily teaches MSW courses on macro theory and social policy.
ADJUNCT FACULTY

Crystal Aschenbrener, DSW, MSW, LCSW

Dr. Crystal Aschenbrener is an adjunct faculty and is employed full time as the department chair of the social work program at Alverno College in Milwaukee, Wisconsin. She earned her Bachelor of Social Work from the University of South Dakota. Crystal earned her Master of Social Work from the University of Kansas and her Doctor of Social Work from Aurora University. At UND, she teaches social policy for the undergraduate program and advanced generalist research methods and analysis (program evaluation) for the graduate program. During her 12 years of teaching, she has also taught courses including Human Behavior and the Social Environment, Social Work Practice Methods courses, Families and Society, and Native American Service and Research.

Dr. Aschenbrener is the creator, program coordinator, and principal investigator of the Today & Beyond Program. This mentoring intervention program introduces college students to tribal culture, traditions, and strengths as well as the historical trauma and social barriers challenging Native American youth. College students have traveled with her to a tribal school to mentor junior high students on the strengths of high school, college, and beyond while the youth mentor the college students on the strengths of their culture.

Marlys Bratteli, Ph.D., MSW, LSW

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

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Angela Muhs graduated with a MSW in 2003 from the University of North Dakota and has undergraduate degrees in Psychology and Social Work. She has been working in the
mental health field as a Licensed Clinical Social Worker providing individual, marital, and family therapy with adolescents and adults since that time. Areas of clinical interest include anxiety, depression, and life span adjustment issues. Angie has been an active member of NASW and completed ongoing training in the area of animal assisted therapy and the human/animal bond. Angie is married with two children. She enjoys spending time with family and friends, crafting, baking, and cheering on her kids in their various activities. Angie has been teaching for the department of social work since 2008 and is currently teaching primarily direct practice courses.

Jennifer Schlinger, LMSW

Jennifer Schlinger graduated from UND with her BSSW (2000) and MSW (2004) and has been teaching undergraduate social work classes at UND since 2016. Jennifer has taught Human Behavior in the Social Environment, Social Work Task and Treatment Groups, Social Policy, Field Instruction Seminar, and has served as a Field Liaison. Jennifer has over 20 years of social work practice and has worked in a variety of areas including medical, military, state government, and non-profit. Currently she is the Social Work Director for Northland PACE (Program of All-Inclusive Care for the Elderly) and oversees in-home social services for individuals across the state who choose to receive their services in their own homes and communities.

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Harmony Bercier is employed as the Grant Manager and Trainer for the North Dakota ICWA Implementation Partnership Grant. Her work primarily consists of supporting the collaborative work being done in North Dakota to support the accurate implementation of the Indian Child Welfare Act. Her primary duties consist of managing the ICWA grant related work, activities, projects and research. As a member of the Children and Family Services Training Center team, Harmony also provides formal training in the letter and the spirit of the Indian Child Welfare Act to state stakeholders. Harmony graduated from the University of North Dakota with a Bachelor’s on Arts in Psychology in 2002 and her Master of Arts in Psychology in 2011 (UND). She hopes to complete her doctoral degree requirements and attain a PhD in Clinical Psychology (UND). Harmony’s career interest includes finding innovative ways to support and empower Native American children, families and communities, both rural and urban.

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Avery Erickson is employed as a full time research assistant for the Department of Social Work. Her work primarily consists of reviewing statewide compliance of the Indian Child Welfare Act under the guidance of Dr. Melanie Sage. She also frequently works with the child welfare scholars (NCWWI and IV-E funded students), assisting with scholarship and student coordination. Avery graduated from the University of North Dakota in the spring of 2015 with a major in psychology and a minor in Spanish. Prior to joining the Department of Social Work, she was an undergraduate research assistant for the Psychology Department, which is where she first became interested in research. Avery’s research and career interests include employee satisfaction and retention, the transition from student to employee, and workplace productivity.
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Lani Moen serves as the BSSW Academic Advisor for the Department of Social Work. She currently works with undergraduate Social Work students to provide information regarding the social work profession, program requirements, admission criteria, and to offer academic advisement. She also assists the Department of Social Work with assessment of both the BSSW and MSW Programs. She also serves as a co-advisor to the Student Social Work Association and Phil Alpha Honor Societies. Lani holds Bachelor’s degrees in Psychology and Social Work from the UND, and she received her MSW from UND in 2010. She was employed as a long-term care social worker at Valley Eldercare prior to serving the Department of Social Work, where she worked on a team of healthcare professionals to develop individualized care plans and discharge plans for residents. She has a strong interest in Gerontology, and has served on the Alzheimer’s Association Grand Forks Walk to End Alzheimer’s planning committee since 2013.