

2023-2024



Social Work

Student Guide

A Supplement to the
Bemidji State University Catalog
and Student Handbook

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Home Page: http://www.bemidjistate.edu/academics/departments/social_work/

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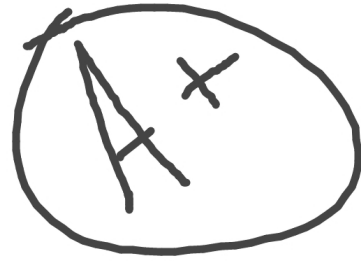
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Upon Request this document can be made available in alternate formats. Please contact the Admissions Office at 218-755-2040 for assistance. For TTY communication, contact the Minnesota Relay Service at (612) 297-5353 or 1-800-627-3529 and ask them to contact us at the Admissions Office at 218-755-2040.

Introduction



This guide is designed to supplement the Bemidji State University Catalog and the Student Handbook. It is important to consult this guide and your advisor concerning requirements for the Social Work major and appropriate sequencing of courses. Information about the Social Work Department is also available on the web at: <http://www.bemidjistate.edu/>

The guidebook should enable the student to:

1. Examine social work as a potential major;
2. Understand the social work curriculum, including sequencing and integration of knowledge;
3. Become aware of the policies and procedures of the Social Work Department;
4. Better plan her/his academic program;
5. Become aware of social work licensure and professional organizations; and
6. Prepare for graduation and beginning social work practice.

Background of the Social Work Department

Developed in 1971, the Social Work Department was accredited by the Commission on Accreditation, Council on Social Work Education (CSWE) in 1974. The program was awarded reaffirmation of accreditation in 1979, 1985, 1992, 2000, 2008 and most recently, 2016. The accreditation process is accomplished through an intensive self-study evaluation by the Social Work faculty, an in-depth evaluation by a Social Work educator that visits the campus, and, finally, a review and approval by the Commission.

Advantages of Council on Social Work Education Accreditation include:

1. Enhanced employability in the social services job market;
2. Advanced standing in select graduate programs in social work;
3. Meeting one of the qualifications necessary to apply for a license as a social worker in Minnesota;
4. Meeting one of the requirements necessary to be licensed as a school social worker in Minnesota;
5. Skill development that enhances readiness for social work practice.

Social Work Faculty



Ashley Charwood, MSW, University of North Dakota;
Licensed Graduate Social Worker, MN Board of
Social Work

Position: Assistant Professor, Child Welfare Scholars Director

Interests: Native Americans, children and families, LGBT issues, social justice, social welfare policy

Office: 430 Bensen Hall, Box 35

Telephone: 755-2836 **Email:** ashley.charwood@bemidjistate.edu

Dr. Rebecca Hoffman, DSW, St. Catherine University – University of St. Thomas; MSW, University of Wisconsin-Madison; Licensed Independent Social Worker, MN Board of Social Work.

Position: Associate Professor, Assessment Coordinator, and Department Chair

Interests: Partnerships between institutions of higher education and human service organizations, macro social work practice & education, Community Social Determinants of Health, Social Emotional Learning

Office: Bensen Hall 419, Box 35

Telephone: 755-2837 **E-Mail:** rebecca.hoffman@bemidjistate.edu

Bridget Larson-Linder, MSW, University of Minnesota-Duluth; Licensed Independent Clinical Social Worker, MN Board of Social Work; Licensed School Social Worker, MN Department of Education

Position: Assistant Professor

Interests: Memory & cognition, prevention science, school social work, youth, historical trauma, social work education

Office: 427 Bensen Hall

Telephone: 218-755-3861 **Email:** bridget.larson-lindner@bemidjistate.edu

Amanda M. Longie, MA, Ottawa University of Arizona, Licensed Alcohol and Drug Counselor of MN Board of Behavioral Health

Position: Assistant Professor of Substance Use Disorders; Faculty Liaison for Licensed Alcohol and Drug Counselor (LADC) Internships

Interests: Neuroscience of addiction, trauma informed care and best clinical practices in substance abuse treatment, practitioner self-care

Office: Bensen Hall 430 Box # 35

Telephone: 755-2058 **Email:** amanda.longie@bemidjistate.edu

Dr. Brenda Mack, DSW University of St. Thomas, MSW University of North Dakota; Licensed Independent Clinical Social Worker, MN Board of Social Work.

Position: Associate Professor (On Sabbatical)

Interests: Social worker self-care and resilience, culturally-responsive/trauma-informed best practices, children and adult mental health and wellness, rural mental health, school social work, suicide prevention and postvention

Office: 420 Bensen Hall

Telephone: 218-755-4050 **Email:** brenda.mack@bemidjistate.edu

Emily Paine, MSW, University of North Dakota; Licensed Independent Clinical Social Worker, MN Board of Social Work.

Position: Associate Professor; SWIM Program Director

Interests: Human library

Office: 431 Bensen Hall

Telephone: 755-2849 **Email:** emily.paine@bemidjistate.edu

Dr. Sue Rickers, PhD, MSW, University of Minnesota; Licensed Independent Clinical Social Worker, MN Board of Social Work.

Position: Associate Professor, Field Director

Interests: Social work education, youth, school social work, aging, and spirituality in social work practice

Office: 418 Bensen Hall

Telephone: 755-2835 **Email:** sue.rickers@bemidjistate.edu

Social Work Dept.



The Bemidji State University Mission Statement and the College of Individual and Community Health Mission Statements create a context for the Social Work Department, its mission, goals, and competencies.

Bemidji State University Mission:

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

Shared Fundamental Values:

Bemidji State University, The College of Individual and Community Health, and the Social Work Department embrace shared set of fundamental values:

Through the sum of their educational experience at Bemidji State, students will have multiple opportunities to learn about, experience, and reflect on the University's Shared Fundamental Values of:

- **Civic engagement and leadership**
- **International and multicultural understanding**
- **Belief in the power of the liberal arts**
- **Environmental stewardship**

These core values guide Bemidji States curriculum and services. Not tightly defined, they invite interpretation and discovery.

College of Individual and Community Health Mission Statement:

Helping Individuals, Families and Communities Thrive



Social Work Department Mission Statement:

Prepare students for generalist social work practice that is grounded in engaged civic commitment and embraces cultural responsiveness, social and economic justice, professional ethics, active scholarship, and global interconnectedness.

Social Work Department Goals:

With liberal arts as its foundation, the Social Work Department's goals are:

1. The Program will graduate students who engage in professional and ethical social work practice.
2. Provide a curriculum that prepares students for culturally responsive, evidence-based practice at all levels; be it local, tribal, state, national, or international.
3. The Program will graduate students who engage in a respectful, present, person-centered practice that utilizes bio-psycho-social, cultural, and spiritual models of human behavior.
4. The Program will engage in and provide opportunities for life-long learning and critical reflection; grounded in a globally interconnected system of practice.
5. The Program will engage in and support research inquiry to ensure the use of culturally responsive, evidence-based practice.
6. The Program will utilize models of policy analysis and development to advocate for social justice.

Social Work Department Competencies and Practice Behaviors:

The program competencies create a guide to shape and focus curriculum content and the values, knowledge and skills that Social Work students will demonstrate upon completion of the Social Work major. Practice Behaviors associated with each competency area are measurable outcomes (skills) to which students graduating with a social work degree will attain. See Curriculum for a description of these competencies.

The Social Work Department's mission statement, goals and competencies, particularize the University and College of Individual and Community Health Mission statements to guide the curricular content and to establish indicators of successful completion of the major. It is helpful for students to periodically review these in order to have a clearer picture of the program's direction and purpose



Philosophy and Theoretical Framework

The Social Work Department is committed to educating students to be culturally responsive generalist social work practitioners who understand the historical and contemporary importance of the broader context in terms of the political economy and the many faceted dimensions of a democracy on the lives of all citizens and residents.

Social Work Code of Ethics:

The National Association of Social Workers (NASW) Code of Ethics (Attachment 6) along with the Minnesota Board of Social Work Code of Ethics (Attachment 5) are reviewed continually throughout the Social Work curriculum as the standards within which all social workers are accountable.

Theoretical Framework:

Originally accredited by the Commission on Accreditation of the Council on Social Work Education in 1974 and most recently reaccredited in 2016, the undergraduate Social Work Department at Bemidji State University offers a 69 credit major. The major requires core courses in social work as well as in psychology, biology, and political science.

Focused on generalist practice, the Social Work curriculum utilizes an ecosystems approach with a strengths perspective. Understanding and employing the human diversity framework and developing cultural competence, knowledge, values and skills are integral outcomes of the curriculum.

Generalist Practice:

The curriculum prepares graduates to be generalist social work practitioners, concentrating on the development of social work values, knowledge, and skills that can be applied across populations and agencies and with various size systems - individuals, families, groups, and communities are developed and employed. Key knowledge and skills focus around engagement, assessment, intervention, and evaluation.

According to the Baccalaureate Program Directors (BPD), generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. Generalist practitioners also engage in community and organizational development and evaluate service outcomes are part of improving the service-delivery system to be client focused. [BPD Social Work Continuum Committee and Board of Directors, 2006.]

Human Diversity framework:

The human diversity framework focuses on the many facets that are integral to life span development: aesthetic, biological, psychological, cognitive, social-structural, and cultural, at the same time considering the importance of gender, sexual preference, and spirituality on the person's experience within his / her social environment.

Ecosystems:

An ecosystems approach with a human diversity framework provides the theoretical orientation in all course work. Using this approach, social workers understand that human systems, individuals, families, groups, organizations, and communities are in ongoing interaction and transaction among and between each other. There is ongoing exchange and sharing of resources. "As we discover the desires, talents, and interest of each person...we hone our skills in recognizing, appreciating, valuing, and utilizing that which is already there. In a sense, we co-create with individuals and various social settings a mutually enriching partnership and exchange" (Saleeby, 2006, p. 180).

Cultural Competence/Cultural Humility:

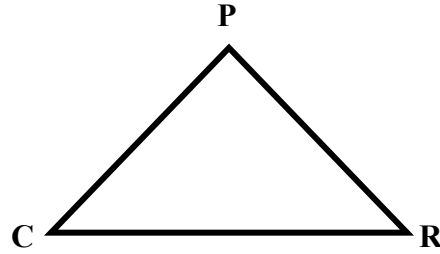
Throughout the curriculum and in programming, students receive training in cultural competence/cultural humility. Terry Cross' cultural competence continuum provides the foundation for this training as well as the cultural humility work of Tervalon & Murray-Garcia.

Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency or professional to work effectively in cross-cultural situations. The word culture is used because it implies the integrated pattern of human behavior that includes thought, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social group. The word competence is used because it implies have the capacity to function effectively. A culturally competent system of care acknowledges and incorporates—at all levels—the importance of culture, the assessment of cross-cultural relations, and vigilance towards the dynamics that result from cultural differences, the expansion of cultural knowledge and the adaptation of services to meet culturally unique needs. [Cross et al (1989) *Towards a Culturally Competent System of Care*, Washington D.C.: CASSP Technical Assistance Center, p. 13].

Cultural humility is a lifelong process of self-reflection, self-critique, and commitment to understanding and respecting different points of view, and engaging with others from the perspective of being a learner

Strengths Perspective:

The strengths perspective focuses on service users' assets-talents, abilities, and competencies; an appreciation of and respect for the assets of individuals, families, and communities. According to Saleeby (2006, p. 10), the core values of strengths-based social work practice can be found in a few core words or concepts utilizing the "CPR" model below.

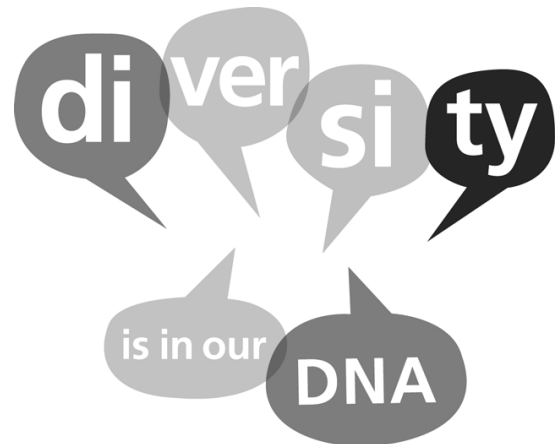


C stands for *competence, capacities, courage*
P stands for *promise, possibility, and positive expectations*
R stands for *resilience, reserves, and resources*

Saleeby further promotes six principles or assumptions when practicing strengths- based social work practice:

- Every individual, group, family, and community has strengths
- Trauma and abuse, illness and struggle may be injurious but they may also be sources of challenge and opportunity
- Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspiration seriously.
- We best serve clients by collaborating with them.
- Every environment is full of resources.
- Caring, caretaking, and context.

[Saleeby, D. (2006). *The Strengths Perspective in Social Work Practice* (4th Ed.). New York: Pearson/Allyn and Bacon.]





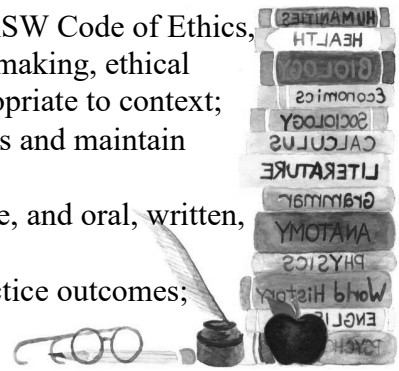
Social Work Curriculum

The curriculum for the Social Work major is guided by nine competency areas that shape and focus curriculum content and the values, knowledge and skills that Social Work students will demonstrate upon completion of the Social Work major. Practice Behaviors associated with each competency area are measurable outcomes (knowledge, values, skills, cognitive & affective process) to which students graduating with a social work degree will attain. Each of the specific courses required in the Social Work Department are designed with objectives which, when implemented, lead to the achievement of the competency areas and related behaviors.

Competency 1: Demonstrate ethical and professional behavior.

Behaviors:

- 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;
- Use supervision and consultation to guide professional judgment and behavior.



Competency 2: Engage diversity and difference in practice

Behaviors:

- 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;
- 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.

Behaviors:

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

Competency 4: Engage in practice-informed research and research-informed practice.

Behaviors:

- 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;
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in policy practice.***Behaviors:***

- 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.***Behaviors:***

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

Competency 7: Assess individuals, families, groups, organizations, and communities.***Behaviors:***

- 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;
- 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.***Behaviors:***


- 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 the analysis of assessment data from 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;
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.***Behaviors:***

- 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;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

It is beneficial for students to discuss the overall curriculum with social work faculty. Learning can be much more meaningful when students know where they are going (mission, goals and objectives of the Social Work Department); how they will get there (the social work curriculum and teaching/learning strategies); and finally how to know when they have arrived (the various means to evaluate the degree to which students have integrated curriculum content with practice and achieved the objectives).

As a tool for planning your education, there are planning sheets for both liberal education and the Social Work courses (**Attachment 1**) and a two-year Major Planning form (**Attachment 2**).

Social Work Major, B.S:

A 70 credit major, the Social Work curriculum prepares students for generalist social work practice as well as graduate study. **Attachments 1 and 2** provide curriculum planning forms for students and **Attachment 3** includes descriptions of all courses required for the Social Work major as well as Social Work electives.

Social Work Degree Requirements

To earn a BSW degree at Bemidji State University, students must meet the following criteria:

- Must earn a C or better in courses with a social work prefix (SOWK)
- Must have an overall GPA of 2.50 or better in all required social work courses taken at BSU (including other disciplines). This does not include transfer courses taken at other schools.

Curriculum Planning 2022-2023

Courses required for admissions: All new students must take three social work courses to be eligible to apply for the SOWK Program. Completion of the SOWK Admissions process (written application and interview) occurs during or after completion of the three courses.					
Pre- Admissions Courses		Check-Box	Cr	Prerequisite	Notes
SOWK 2120	Introduction to Social Welfare	<input type="checkbox"/>	3		
SOWK 2140	Field Experience	<input type="checkbox"/>	3		
Choose ONE of the following	Diversity/Oppression Options:		3		
	ENVR 3600: Environmental Justice and Sustainability	<input type="checkbox"/>			
	HIST 2700: Intro to World Religions	<input type="checkbox"/>			
	INST 1107: Intro to Turtle Island	<input type="checkbox"/>			
	INST 4900 Social Justice	<input type="checkbox"/>			
	SOC 2230: Race and Ethnic Relations	<input type="checkbox"/>			
	SOC 3270: Intersectionality	<input type="checkbox"/>			
	SOC 3320: Social Class & Inequality	<input type="checkbox"/>			
	GWS 3850 Sex, Gender, & Power	<input type="checkbox"/>			
Subtotal			9		
Supporting Foundation Courses: It is recommended that students complete these courses prior to admissions.					
	Course		Cr	Prerequisite	Notes
BIOL 1110	Human Biology	<input type="checkbox"/>	4		Human anatomy or human ecology courses may be a substitute. Note that some MSW programs only accept Human Biology
POL 1200	Introduction to American Politics	<input type="checkbox"/>	3		
PSY 1100	Introduction to Psychology	<input type="checkbox"/>	4		
PSY 2217	Abnormal Psychology	<input type="checkbox"/>	4	PSY 1100	
SOWK 2110	Intercultural Communications	<input type="checkbox"/>	3		

Choose ONE of the following	Social Statistics Options:		3	MATH 1100 or 1170 or PHIL 2230	1-2000 level statistics course may be a substitute. Note that some MSW programs may only accept 3-4000 level statistics.
	CRJS 3201 Res Methods & Stats for CJ	<input type="checkbox"/>			
	PSY 3401 Basic Stats for Res	<input type="checkbox"/>			
	SOC 3001 Social Statistics	<input type="checkbox"/>			
	STAT 3660 Stats for Health Sciences	<input type="checkbox"/>			
Subtotal			21		

Core Foundation Courses: Must have completed the SOWK Admissions Process (written application and interview)					
	Course	Check-Box	Cr	Prerequisite	Notes
SOWK 2130	Interpersonal Relations	<input type="checkbox"/>	3		Taken before or with SOWK 3552
SOWK 2160	Human Behavior in the Social Environment I	<input type="checkbox"/>	3	PSY 1100; BIOL 1110	Spring term only
SOWK 3160	Human Behavior in the Social Environment II	<input type="checkbox"/>	3	SOWK 2160; POL 1200	Fall term only
SOWK 3201	Family: Dynamics and Intervention	<input type="checkbox"/>	3	SOWK 2160; PSY 2217	Fall & Spring: on-campus Summer: online. May not substitute cc Family course.
SOWK 3260	Social Welfare Policy	<input type="checkbox"/>	3	POL 1200	Spring term only
SOWK 3551	Generalist Practice 1: Working with individuals	<input type="checkbox"/>	3	PSY 1100 (can be taken at same time)	
SOWK 3552	Generalist Practice 2: Working with groups	<input type="checkbox"/>	3	SOWK 2130; SOWK 2140 (can be taken at the same time) SOWK 3551; PSY 2217	
SOWK 3553	Generalist Practice 3: Working with Organizations & Communities	<input type="checkbox"/>	3	SOWK 3552	Taken final semester on-campus
SOWK 4450	SOWK Research Seminar	<input type="checkbox"/>	3	Social statistics course	
SOWK 4880	Internship Orientation	<input type="checkbox"/>	1		Taken semester before SOWK 4970
SOWK 4970	Internship – 480 hours	<input type="checkbox"/>	12	Completion of ALL courses in the Social Work major; 2.5 GPA in the major (excluding transfer credits)	
Subtotal			40		

TOTAL SOCIAL WORK CREDITS 70

Credit for Life and Work Experience: The Social Work Department **does not** give academic credit for life and work experience towards the major.



Transferring into the Social Work Department

Generally, students need to refer to the Bemidji State University Catalog for policy and procedures for transferring to the Bemidji State University (BSU) Social Work Department. The Bemidji State University Admissions Office determines what liberal education courses may be transferred in if a student has not earned an A. A. degree from a community college. The following required courses* in the Social Work major may be transferred from another educational institution upon **review by Social Work faculty of the syllabi and any other pertinent** course materials.

- Introduction to Psychology
- Human Biology
- Abnormal Psychology
- Introduction to American Politics
- Statistics: Statistics courses at the 1000-2000 level may be accepted for the BSW. However, students interested in pursuing a graduate degree will likely need to complete a statistics course at the 3000-4000 level.



Diversity/Oppression requirement:

Choose one:

ENVR 3600: Environmental Justice and Sustainability

HIST 2700: Intro to World Religions

INST 1107: Intro to Turtle Island

INST 4900: Social Justice

SOC 2230: Race & Ethnic Relations

SOC 3270: Intersectionality

SOC 3320: Social Class & Inequality

GWS 3850: Sex, Gender, & Power

Other required courses in the Social Work major may be considered for transfer if the student is enrolled in the courses at a Council on Social Work Education accredited program. Course materials (syllabus, course outline, and text) will be reviewed for transfer consideration.

Credit for Life and Work Experience: The Social Work Department **does not** give academic credit for life and work experience towards the major.

* Check Bemidji State Catalog for course descriptions.

Faculty Advising for Social Work Students

Involvement in the process of academic advisement is essential to assure a more systematic progression towards the BSW degree.

The responsibilities of the advisor include:

- Explaining the requirements of the degree;
- Providing guidance in the selection of courses;
- Identifying and discussing personal concerns and issues which may be related to the student's educational progress;
- Helping to clarify future plans, including admission to graduate school; and
- Reviewing formal graduation plans.

The advisee's responsibilities include:

- Maintaining contact with the advisor;
- Keeping their advising materials in an organized fashion;
- Being prepared to discuss course options in advance of each registration period; exploring areas which may be related to the student's academic progress;
- Sharing success and growth as a student;
- Ensuring all requirements for graduation (both Bemidji State University and the Social Work Department) are met.

The Curriculum Planning form (**Attachment 1**) is used to facilitate a plan for students to complete liberal education courses and the Social Work major. **Attachment 2** provides a Social Work major planning form.

Upon admission to BSU, students are assigned to an advisor. Students can, with the agreement of a faculty member, see an advisor of their choice. It is important that students formally change their advisor through the Academic Advising Center. The student/advisor relationship is maintained until the student's graduation.

Students must see their advisor for pre-registration advising. With implementation of electronic registration, students can access course schedules online. Students must review their registration plan with an advisor and then will be provided an access code for registration.

Admission Goals, Criteria, and Application Process



All students wishing to major in social work are required to participate in the initial admission process and periodic review of their performance.

Goals:

1. To provide an opportunity for students to assess their knowledge, attitudes, and skills.
2. To provide a screening process that will generate information concerning the fit and preparedness of students to enter the Social Work profession.

Description:

During the course of the student's matriculation, there may be evaluative sessions to review information and call attention to the strengths and challenges of the student in relationship to Social Work practice, professional values, cultural responsiveness, standards of conduct and ethics, and the admission, retention, and completion standards.

SOCIAL WORK PROGRAM ADMISSIONS POLICY

EXPECTATIONS OF STUDENTS:

- Students may apply during or after their sophomore year.
- Students will successfully enroll in and/or complete (with a grade of a C or higher) SOWK 2120: Intro to Social Welfare and SOWK 2140: Field Experience at the time of application to the program.
- Students will successfully complete no less than 30 semester hours (about two semesters) of liberal education coursework prior to application. It is recommended that students complete the supporting foundation courses as part of their liberal education credits. Refer to the curriculum guide [here](#).

ADMISSIONS REQUIREMENTS AND PROCESS:

Complete the BSW Program Application, which includes submitting the following information:

1. Two professional references. (If students are transferring coursework from another institution, at least one reference should be from a faculty member from the previous institution.)
2. A statement of interest that addresses:
 - Why do you want to become a social worker?
 - What experiences have contributed to your interest in social work?
 - What personal qualities do you have that will contribute to your success as a social worker?

3. An essay, in APA format, addressing the six components of the Namid Reynolds case study below. Documentation, in APA style, should come from students' coursework readings. (Create a heading for each section.)
 - Briefly paraphrase the components of an ecosystems approach. How does this case study relate to an ecosystems approach to social work practice? Draw and describe the major components of an eco-map of Namid Reynold's world.
 - Briefly paraphrase the components of "generalist social work practice". How does this concept apply to the Namid Reynold's scenario?
 - Briefly paraphrase concept of "cultural humility" in social work practice. Discuss how, and in what ways you are (and are not) prepared to practice culturally humility in working with Namid. Reynolds.
 - Briefly paraphrase the "strengths perspective" in social work practice. Identify five of Namid's assets (strengths).
 - Briefly paraphrase the primary roles of a generalist social worker. Discuss which of these social work roles you might use in working with Namid Reynolds. Understanding your role what do you, the social worker, do? Select ONE of the following as your most probable course of action. In addition, provide a rationale including how your choice is related to and supported by the values, standards, and/or principles of the NASW Code of Ethics.

Namid Reynolds Case Choices:

- A. Talk with Namid while she calms down, identify housing options, and then drive Namid back to her boyfriend's house with plans to meet tomorrow to look at apartments, or
- B. Form a united front with tribal police for Namid to file a domestic assault complaint and then drive her to the local women's shelter where she will receive counseling and support services, or
- C. Identify a safety plan with Namid and take her lead as it is implemented.

ADMISSIONS CRITERIA

Students will demonstrate:

1. A beginning level understanding of, and a commitment to the values and ethics of the Social Work profession;
 - NASW Code of Ethics
 - General professional standards of conduct
2. A beginning level knowledge and understanding of:
 - Generalist social work practice
 - Ecosystems perspective
 - Strengths perspective
 - Cultural humility and responsiveness
 - Social work roles
 - NASW Code of Ethics
3. Interpersonal relationship skills and knowledge and appropriate application of those skills.
4. An intrapersonal adjustment to the degree that personal issues will not interfere with establishing and maintaining a professional helping relationship.

5. Writing skills reflecting clarity of thought and thought process; proper grammar; and organization of ideas and sentence structure utilizing APA style.
6. A minimum GPA in the social work major (supporting foundation and core courses) of 2.50.

POSSIBLE ADMISSIONS OUTCOMES:

Students will be notified of: acceptance, conditional acceptance, or non-acceptance into the social work major.

1. Acceptance:

Student is granted full admission into the program.

2. Conditional Acceptance:

- The student may be provisionally accepted into the program with specific recommendations or conditions. (For example, preparatory coursework may need to be completed satisfactorily or evidence of physical/emotional wellbeing may need to be provided).
- Transfer students are generally granted conditional acceptance until they have completed one semester of program coursework.

Responsibilities of Students Upon Conditional Acceptance:

- If granted provisional acceptance, the student may be required to have a written contractual agreement between herself/himself and the program. The contract will specify conditions and times for resolution of any concerns, and is binding. Upon successful resolution, the student will then gain accepted status to the program.
- If the recommendations and/or concerns are not addressed within the specified time frame, the applicant will be declined acceptance into the program.

3. Non-Acceptance:

The program faculty may deny acceptance into the program. Specific reasons will be provided for denial. (For example, an applicant may be denied due to failure to comply with the mandatory minimum grade point average, serious problems encountered by the student while attending another social work program, and/or problems or conditions that question the student's ability to engage in professional practice (i.e. allegations of cheating or plagiarism).

ADVISING UPON ACCEPTANCE OR CONDITIONAL ACCEPTANCE INTO THE MAJOR

After the admissions process, students who are accepted or conditionally accepted will be required to meet with their social work faculty advisor to discuss recommendations made during the admission process. This advising meeting will take place prior to students registering for the following semester and students should allow for a minimum of 30 minutes for this initial advising meeting. Students and their social work faculty advisor will jointly develop a plan for academic and professional success based on:

- Evaluation of the admissions essay and application;

- Discussion of concerns that are evident from the student's application and/or references;
- Planning for coursework, field placements, and minors and/or certificates that meet the student's career goals;
- Provision of evidence of psychological, behavioral, and/ or physical well-being, if requested, by the Social Work program;
- Confirmation that conditional acceptance conditions have been met; and
- Consultation with the BSU Writing Center, as needed.

SOCIAL WORK FACULTY RESPONSIBILITIES

1. Social work faculty advisor and one other social work faculty member will evaluate the writing assignment and admissions application according to the admissions rubric.
2. Confirm that a copy of the application packet, writing assignment, application evaluation, application documentation (i.e, substitute transfer forms, syllabi, transcripts, DARS, etc.) and advising forms are located in the student's advising file on the J:Drive under Student Advising.
3. Discuss with students any concerns regarding the student's ability to meet academic, professional, intrapersonal, or interpersonal requirements of the degree:
 - The student may be required to provide evidence of psychological, behavioral, and/or physical well-being;
 - A follow-up meeting with a social work faculty member may be scheduled; and
 - A student may not be accepted into the social work major or may be accepted conditionally.
4. Follow-up with students with regards to any concerns that arose during the application process.
5. Provide, in writing, a clear statement of recommendations to the student concerning acceptance, conditional acceptance, or non-acceptance into the social work major.
6. Meet with the student to discuss the faculty's recommendations and provide academic advising. The initial meeting upon acceptance will last approximately 30 minutes and take place prior to registration for the following semester.

HEARING AND APPEAL PROCESS

Students can appeal decisions concerning conditional acceptance or non-acceptance into the Social Work major, along with decisions concerning retention and completion of the major. The following procedure should be used:

- Written statement concerning appeal is submitted to Dr. Rebecca Hoffman, the Social Work Department chair.
- A meeting is established with the student and the appeals committee, an ad hoc committee established as needed to address student concerns. The committee when convened will be made up of representatives from the Social Work Department and other university departments and programs when appropriate.



Background Study

An integral part of the Social Work is the 60-hour field experience and the 480-hour internship experience. Minnesota law requires that any person who provides services which involve direct contact with clients of a human services facility/organization have a background study conducted by the State. A facility or organization most likely will initiate a background study by asking you to complete a form so that a criminal background check can be conducted (possibly at your own expense). If, as a result of the background study, you are disqualified from direct contact, it is highly unlikely that the facility or organization will be able to allow you to participate in providing direct services to clients. If a student refuses to cooperate in the criminal background check, the facility or organization will refuse to allow you to participate in the internship experience. The Social Work Department does not guarantee an alternative internship placement. If no internship placement is available, you may be terminated from the Social Work Department.

Why is this necessary?

- Agencies are required to initiate a Background Study on all prospective volunteers, interns, and employees who will have *direct contact* with vulnerable adults and children and youth, **BEFORE** they begin working for the agency. Conducting the Background Study here will help expedite more timely involvement of our interns and Field Experience students in their volunteer experiences.
- For anyone with a criminal record it is possible that the students' field experience and internship, as well as future professional employment and licensure will be in jeopardy. It is our responsibility to inform students that this is a possibility. Students may retain an attorney to obtain a legal opinion about their future in a helping profession in terms of their criminal record and requirements of state statute.

What information is reviewed by the Department of Human Services (DHS)?

- Criminal conviction records maintained by the Bureau of Criminal apprehension. This includes felonies, gross misdemeanors, and misdemeanors.
- Records of substantiated maltreatment of vulnerable adults and minors.
- When DHS has reasonable cause to believe there is additional information, the study may be expanded to include records from police departments, courts, other states, and the FBI.

From the Minnesota Department of Human Services Website:

http://www.dhs.state.mn.us/main/groups/business_partners/documents/pub/dhs_id_008631.hc

Minnesota Statutes, Chapter 245 C, Dept. of Human Services Background Studies Act

Q: What information does the Department of Human Services (DHS) review when conducting a background study?

- Criminal conviction records maintained by the Bureau of Criminal Apprehension. Generally, these records include felonies, gross misdemeanors and misdemeanors.
- Records of substantiated maltreatment of vulnerable adults and minors, including:
 - All substantiated perpetrators from DHS investigations
 - All substantiated perpetrators from investigations that resulted in negative licensing actions against family day care providers, family foster care providers and adult foster care providers
 - All substantiated perpetrators in the same facilities who were disqualified by the county and who asked for reconsideration of their disqualification
 - All substantiated perpetrators of maltreatment reported to DHS from the counties and the Department of Health (MDH).
- When DHS has reasonable cause to believe there is additional information, the study may be expanded to include records from police departments, courts, other states and the FBI.

Q: Who needs a DHS background study?

- Employees and contractors providing direct contact services in facilities licensed by DHS, MDH, programs serving youth and children licensed by the Department of Corrections (DOC) and non-licensed Personal Care Provider Organizations (PCPO)
- All employees of MDH-licensed nursing homes and boarding care homes. If the employee is disqualified, s/he may not provide direct contact services or have access to residents or patients, or their personal belongings
- Volunteers in licensed facilities IF they are providing direct contact services AND they will not always be within sight or hearing of a staff person
- People who are placed in licensed facilities to provide direct contact services by educational programs, temporary personnel agencies professional service agencies and supplemental nursing services agencies
- People applying for a license
- Owners and managerial officials of home care agencies and PCPOs.

Q: What does "direct contact" mean?

"Direct contact" means providing face-to-face care, training, supervision, counseling, consultation or medication assistance to the people being served by the facility.

Q: When must a study be initiated?

A background study must be initiated by the facility BEFORE a person begins providing direct contact services, or for nursing homes and boarding care homes, BEFORE a person has access to clients or residents or their belongings.

Q: How often must a study be initiated?

- Employees and contractors must be studied at the time of hire. A study should not be repeated UNLESS there is a break in the person's affiliation with the facility. EXAMPLES:

- If a person quits and then is rehired, a new study must be done.
- If a person is employed on an intermittent basis, such as a college student working during breaks, a new study must be done whenever that person returns to work.
- If a person is continuously affiliated with a facility as a substitute staff, NO NEW STUDY is required.
- Students from educational programs and employees of temporary personnel agencies, professional service agencies and supplemental nursing services agencies must have a study every year.

Q: If a person commits a crime after they've passed the background study, how will DHS know if they should be disqualified?

When a person is convicted of a disqualifying crime and they are working in a facility that requires a DHS background study, that person's probation officer will report the crime to DHS. DHS will then disqualify that individual by the same process used when a background study form is received on a new employee.

In addition, if an employer has information about an employee that could lead to disqualification, they must report that information to DHS for further investigation.

Q: Does a person who works in more than one facility that is owned by the same license holder need a separate study done for each facility?

Only one background study is required for individuals who provide direct contact services in multiple facilities owned by the same license holder, or for individuals who transfer from one site to another site owned by the same license holder, IF BOTH OF THE FOLLOWING CONDITIONS ARE MET:

- The license holder maintains all background study results at a central location. DHS encourages license holders to send a copy of the background study notification from DHS to the actual facility where the person is working.
- The license holder designates one person with one address and one telephone number as the background study contact person (person designated to receive sensitive information) for all their licensed facilities. If any information on that contact person changes, the license holder must submit the updated information to the Division of Licensing, Background Studies Unit, immediately.

Unless both of the above conditions are met, the license holder must initiate separate background studies for each facility where the individual is providing direct contact services.

Q: What causes a person to be disqualified?

- A person can be disqualified if s/he is substantiated as a perpetrator of serious and/or recurring maltreatment of a vulnerable adult or a minor; and/or
- A person can be disqualified if s/he is convicted of, admits to or there is a preponderance of evidence that s/he committed certain crimes. A list of disqualifying crimes or conduct can be found in Minnesota Statutes, Section 245C.15. (Retrieve an entire chapter of Minnesota Statutes.)

Q: What happens when a person is disqualified?

When a background study subject receives a notice of disqualification, s/he is also informed of how to request reconsideration of the disqualification. If the person does submit a reconsideration request, it will be reviewed to determine whether the information used to disqualify the person was correct and/or whether the person has demonstrated that s/he does not pose a risk of harm to the persons being served by the facility that submitted the background study.

If the study was submitted by a DHS-licensed facility or a PCPO, DHS will do the review and make the determination whether or not the person's disqualification should be "set aside" for working in that facility; if the study was submitted by a DOC or MDH program, those agencies will do the review and make the determination.

If the disqualification is "set aside" the facility may allow the person to work. If the disqualification is "not set aside" or if the person does not request reconsideration of the disqualification within the required time, the person and the facility will be notified that the person has to be removed from any direct contact position (and a position allowing access if working in a nursing home or boarding care home).

Q: What is a "yellow mailer"?

A yellow mailer is sent to acknowledge that DHS received the background study form and that more time is needed to complete the study. The person may continue to provide direct contact services while the study is being completed. DHS will follow up by sending either a clearance or further correspondence to both the facility and the study subject.

Q: What is a "blue mailer"?

A blue mailer (Background Study Clearance) is sent to acknowledge that the study subject may provide direct contact services (and have access if working in a nursing home or boarding care home) for the facility that submitted the study.

Q: Where can the laws about the background studies be found?

A: Minnesota Statutes, Chapter 245C (Human Services Background Studies Act)

Minnesota Statutes, Section 144.057 (Department of Health)

Minnesota Statutes, Section 241.021 (Department of Corrections)

Minnesota Statutes, Section 256B.0627 (Personal Care Provider Organizations)

(Retrieve an entire chapter of Minnesota Statutes.)

Background study process and Vulnerable Adult Act review

The January 2003 Legislative Report, Background Study Process and Vulnerable Adult Act Review, is available in the portable document format (PDF).

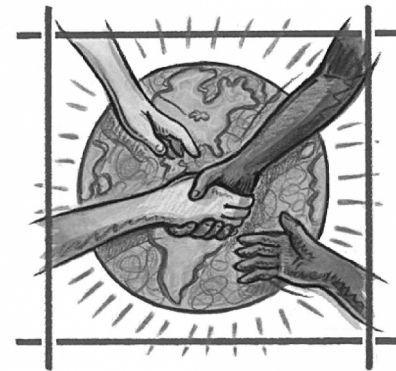
The Background Study Process report update (August 2004) also is available online.

See the DHS PDF page for more information about the PDF format.

Special Programs

Social Work Department Field Expeditions: Field expeditions bring Social Work faculty and students together over a 1-3 day period to study, observe, and participate in social work practice in an urban area. Usually held in the Twin Cities, the annual field trip gives students and faculty an opportunity to observe attend educational workshops, learn about advocacy, network with professionals from the state and region, and experience the rich diversity of an urban area. For information contact:

*Dr. Brenda Mack, MSW, LICSW,
Field Director
Social Work Department
brenda.mack@bemidjistate.edu*



Mexico Consortium:

Social Work in a Latin American Context

The Mexico Consortium is an organization of Council on Social Work Education accredited Social Work Departments in Minnesota and South Dakota, developed to facilitate a one-semester program in Mexico for undergraduate social work students. Administered by Center for Global Education at Augsburg College, there are nine member Social Work Departments of the Consortium: Augsburg College, Minneapolis, MN; Bemidji State University, Bemidji, MN; Bethel University, St. Paul, MN; College of St. Catherine/University of St. Thomas, St. Paul, MN; Metropolitan State University, St. Paul, MN; St. Cloud State University, St. Cloud, MN; St. Olaf College, Northfield, MN; University of Sioux Falls, Sioux Falls, SD; Winona State University, Winona, MN

The mission of the program is to develop cross-culturally competent, ethical social work professionals with a global perspective by providing a semester of transformative, experiential learning focused on social and economic justice (Augsburg College, Social Work Department website)

Students from any of the member programs are eligible to participate in the semester (always spring semester) program in Cuernavaca, Mexico where Augsburg College has facilities. A faculty from one the member schools is the lead faculty and coordinator onsite during the semester in Cuernavaca. In addition, adjunct faculty in Cuernavaca hired by Augsburg College, teach classes in the program. An intern/resident advisor living with the students assists with activities.

School Social Work Preparation and Licensure

Minnesota recognizes the bachelor's degree in Social Work from a Council on Social Work Education (CSWE) accredited institution (the BSU Social Work Department is accredited by CSWE through 2024), as preparation for school social work licensure by the Minnesota Department of Education.

To summarize, requirements to practice school social work licensure in MN are:

1. A baccalaureate degree or a master's degree in social work from a Council on Social Work Education (CSWE) accredited program.
2. Licensure from the Minnesota Board on Social Work.
3. Licensure from the Minnesota Department of Education as a Teacher/Related Service.

Social Work students should contact the BSU Records Office during their senior year for a Board of Teaching licensure application. This application should be completed and submitted with the graduate plans to the Records Office.

Questions about the Board of Teaching application for school social work licensure?

Contact: Ms. Kim Gourneau, Registrar
BSU, Records Office, 755-2020
kim.gourneau@bemidjistate.edu

Questions about School Social Work Licensure?

Contact: Department of Education, 1500 Highway 36 West
Roseville, Minnesota 55113-4266
Phone: 651-582-8691
mde.educator-licensing@state.mn.us



Substance and Behavior Addiction Minor and the Licensed Alcohol Drug Counselor (LADC) Certification

The Chemical Dependency curriculum is two pronged: The **Substance and Behavior Addiction minor** is a 20 credit curriculum designed to enhance a student's practice in social work or human services. The minor leads to knowledge about addictions, but does not include all of the necessary coursework and internship required for licensure application.

The **LADC certification** prepares students to meet the educational requirements for the Licensed Alcohol and Drug Counselor (LADC) licensure exam and application.

Curriculum Objectives:

1. Prepare students for either enhanced human service or social work practice (Substance and Behavior Addiction minor) or beginning chemical dependency professional practice (Licensed Alcohol and Drug Counselor certificate).
2. Apply and adhere to Minnesota Statute 4747.1400, Alcohol and Drug Counselor, Rules of Profession Conduct Code
3. Become familiar with and knowledgeable about the 12 core functions of substance use disorder practice. For Licensed Alcohol and Drug Counselor certificate students, show evidence of application of the 12 core functions (at least 10 hours each) in a two semester, 880 - hour internship.

Substance and Behavior Addiction Minor			
Course	Name	Cr	Prerequisites
PSY 1100	Intro to Psychology	4	
PSY 2217	Abnormal Psychology	4	PSY 1100
CHEM 2130	Chemistry of Drugs	3	
SOWK 2030	Introduction to Substance and Behavior Addiction	3	PSY 1100
SOWK 3201	Family: Dynamics	3	PSY 1100
SOWK 3330	Substance and Behavior Addiction Assessment and Prevention	3	SOWK 2030
Total		20	

For further information contact:

Amanda Longie, MA
Social Work Department, Bemidji State University
218-755-2058 amanda.longie@bemidjistate.edu

Chemical Dependency Certificate (for LADC)			
Course	Name	Cr	Prerequisites
PSY 1100	Intro to Psychology	4	
PSY 2217	Abnormal Psychology	4	PSY 1100
CHEM 2130	Chemistry of Drugs	3	
SOWK 2030	Chemical Dependency Theories and Assessment	3	
SOWK 3201	Family: Dynamics	3	PSY 1100
SOWK 3330	Chemical Dependency Prevention and Intervention	3	PSY 1100; SOWK 2030
SOWK 3551* or PSY 3332*	Generalist Practice I or Counseling & Crisis Intervention	3 or 4	SOWK: PSY 1100; SOWK majors only PSY: PSY 1100 & 2217
SOWK 3552* or PSY 3337*	Generalist Practice II or Group Processes	3	SOWK: SOWK 3551; SOWK majors only PSY: PSY 1100 and 2217
SOWK 4880	Internship Orientation	1	Taken the semester immediately before starting the internship
	Total Classroom Credits (405-420 clock hours)	27- 28	
SOWK	Internship: Chemical Dependency	24	880-hour internship – 2 semesters
	TOTAL Credits	51- 52	

* Generalist Practice I and II are for social work majors only. Psychology majors and other students must take PSY 3332 Counseling/Crisis Intervention and PSY 3337 Group Processes

For additional information: Amanda Longie, MA
Assistant Professor, Social Work Department
218-755-2058
amanda.longie@bemidjistate.edu

State of Minnesota Alcohol and Drug Counselor Licensure:

Legislation passed in 1997 created licensing requirements for alcohol and drug counselors in Minnesota. The above Chemical Dependency certificate curriculum meets the current state educational requirements for the LADC. The Board of Behavioral Health and Therapy (BBHT) is responsible for oversight of the LADC. For more information contact:

Samantha Strehlo
Board of Behavioral Health & Therapy (BBHT)
Phone: 612-617-2178
Email: Samantha.strehlo@state.mn.us
BBHT website at www.bbht.state.mn.us





Social Work Club

The purpose of the Social Work Club is to promote an awareness of and interest in the Social Work profession; to encourage participation in activities related to social work practice; to promote and abide by the NASW Code of Ethics; to encourage and provide a means for students to have input into the curriculum and instruction of the Social Work Department at BSU; and to promote an atmosphere of professionalism among students.

Students are encouraged to be active in the Social Work Club. The faculty advisor is:

Dr. Brenda Mack, MSW, DSW, LICSW
(218) 755-4002
brenda.mack@bemidjistate.edu

Facebook: <https://www.facebook.com/pages/BSU-Social-Work-Club/182194625188460>

The Club functions as an advisory group to the Social Work Department director. The following guides the work of the Social Work Club.

Mission Statement:

The Social Work Club is a diverse group committed to providing programming and activities that promote professional growth, community service, and camaraderie among its members. (See Attachment 5 for Club constitution).

Club Purpose:

1. To encourage a network of support, growth and friendship for all Social Work students.
2. To increase awareness and promote social change within the university and community.
3. To promote and practice the NASW Code of Ethics.
4. To increase awareness and promote a positive image of the Social Work profession.
5. To provide the opportunity for members to develop a thinking identity as a Social Work professional.
6. To encourage and provide the opportunity for extending volunteer experience in the community for Social Work students.

Policies & Procedures



“Policies are intended to support a safe, respectful, and ethical living, learning and work environment in compliance with the university’s mission and values and applicable state, local, and federal law. All Bemidji State University faculty, staff and students are expected to be familiar with and abide by the University’s policies” (Student Handbook, 2017).



Academic Grade Challenges:

“Bemidji State University policy states that students may challenge the final grade on a course if the methods or criteria for evaluating academic performance as stated by the instructor at the beginning of the course were not actually applied in determining the final grade; and/or if the instructor applied predetermined criteria unfairly; and/or if the evaluation of academic performance so exceeded the reasonable limits of the instructor’s discretion as not to be acceptable to the instructor’s peers. A student may also challenge a final grade or a grade on a component of a course on the grounds that the instructor made the grade unjustly low as a penalty for alleged violation of academic integrity.”

See the full policy at:

<https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Grade-Challenge-Policy.pdf>



Academic Grievances:

Bemidji State University is committed to a respectful learning environment for all members of the campus community. Students have the right to seek a remedy for a dispute or disagreement when they believe they have been treated in an improper, unfair or arbitrary manner.

Implementation in the Social Work Department:

Students can exercise their right to due process and departmental/programmatic review when they have a complaint about faculty, courses, and teaching procedures (*Student Guide and Planner*) by using the following procedure:

1. Students with a complaint should discuss the problem with the faculty member(s) against whom they feel they have a grievance. The purpose of this initial discussion is to resolve the problem in an informal manner. The responsibility for initiating this first step rests with the student(s), who may elect to have an advocate along at this discussion and at any of the other steps of this review procedure.
2. If the problem is not resolved in the first step, the student(s) should meet with the Social Work Department director. Should the complaint be against the program director, the college dean will act in her/his place.

See the full policy at: <https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Student-Complaints-and-Grievances-Policy.pdf>



Equal Opportunity and Non-Discrimination Policy:

“Bemidji State University is committed to a policy of equal opportunity and nondiscrimination in employment and education. This policy is directed at verbal or physical conduct that constitutes discrimination/ harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual’s constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech. Bemidji State University shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.”

See the full policy at: <https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Equal-Opportunity-and-Non-Discrimination-in-employment-and-education-policy.pdf>



Sexual Violence Policy:

“Sexual violence is an intolerable intrusion into the most personal and private rights of an individual, and is prohibited at Bemidji State University. Bemidji State University is committed to eliminating sexual violence in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy. Acts of sexual violence may also constitute violations of criminal or civil law, or other Board Policies that may require separate proceedings. To further its commitment against sexual violence, Bemidji State University provides reporting options, an investigative and disciplinary process, and prevention training or other related services as appropriate.”

See full policy at: <https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Sexual-Violence-Policy.pdf>



Professional Standards of Conduct:

Professional standards of conduct are to be followed in the course (classroom and online) as well as when working in course related small groups. Students are expected to be respectful to other students and faculty and adhere to confidentiality. Students are to exhibit other personal and professional behavior and/or thoughts that demonstrate effective interpersonal skills and respect for diverse perspectives on issues. Violation of this may result in earning a lower course grade or being removed from the course.

Social Work Scholarships

There are four scholarships available to students majoring in Social Work who are entering their junior or senior year. BSU has a centralized application for scholarships. Information to apply for scholarships can be found here:

<https://www.bemidjistate.edu/admissions/undergraduate/scholarships/biography-application/>

Below are the criteria for scholarships specific to the Social Work Department. For information about Social Work scholarships contact your Social Work advisor or Dr. Rebecca Hoffman, Chair, 218-755-2837, rebecca.hoffman@bemidjistate.edu

1. Beltrami County Behavioral Health Scholarship:

The purpose of the Fund is to provide a scholarship fund, which shall be used to promote Bemidji State University (BSU) and build capacity for mental health professionals by providing scholarships to full time students majoring in social work, nursing, or psychology who intend to work in the mental health field and intend to work in the Bemidji area.

To apply students should meet the following criteria:

- a. Accepted admission to the Social Work major
- b. Junior or senior majoring in Social Work
- c. Graduated from a high school in Beltrami County, Clearwater County, Hubbard County or Lake of the Woods County.
- d. Completion of the BSU Scholarship Application found here:
<https://www.bemidjistate.edu/admissions/undergraduate/scholarships/biography-application/>

Additional information:

- American Indian students are highly encouraged to apply.
- *Recipients are expected to work for a non-profit in Bemidji for 5 years after graduation. Scholarship awards may be renewable.*

2. Dr. Don Crompton Scholarship:

This is a scholarship available to Social Work majors who are committed to working in family child welfare. The award will be applied toward the cost of tuition.

To apply students should meet the following criteria:

- e. Accepted for admission to the Social Work major;
- f. Minimum GPA of 2.75
- g. Service to the university and/or community while a Social Work major; such as volunteer work for human service organizations, Social Work Club activities (not just membership), volunteer activities that go beyond the requirements for a course, *particularly related to family child welfare;*
- h. Must be enrolled during the following academic year;

- i. Completion of the BSU Scholarship Application found here:
<https://www.bemidjistate.edu/admissions/undergraduate/scholarships/biography-application/>

Priority will be given to an applicant who:

- a. Can describe a commitment to career goals related to family child welfare that have been thoughtfully considered;
- b. Junior or senior standing in the Social Work major;
- c. GPA over 3.00; and
- d. Considerable community and/or university volunteer service.

3. Jean Gillen Scholarship:

This is a general scholarship available to Social Work majors. The award will be applied toward the cost of tuition.

To apply students should meet the following criteria:

- a. Accepted for admission to the Social Work major;
- b. Minimum GPA of 2.75;
- c. Service to the university and/or community while a Social Work major; such as volunteer work for human service organizations, Social Work Club activities (not just membership), volunteer activities that go beyond the requirements for a course, etc.;
- d. Must be enrolled during the following academic year;

Completion of the BSU Scholarship Application found here:

<https://www.bemidjistate.edu/admissions/undergraduate/scholarships/biography-application/>

Priority will be given to an applicant who:

- a. Can describe a commitment to career goals that have been thoughtfully considered;
- b. Junior or senior standing in the Social Work major;
- c. GPA over 2.75; and
- d. Community and/or university volunteer service.

4. North Star Scholarship:

This is a scholarship awarded to a Social Work student planning to work in the field of developmental disabilities or rehabilitation services. The award will be applied toward the cost of tuition.

To apply students should meet the following criteria:

- a. Accepted for admission to the Social Work major
- b. Minimum GPA of 2.50
- c. Interest working with the disabled (schools, non-profits, county, tribes)
- d. Completion of the BSU Scholarship Application found here:
<https://www.bemidjistate.edu/admissions/undergraduate/scholarships/biography-application/>

Priority will be given to an applicant who:

- a. Can describe a commitment to career goals related to the disabilities (physical, developmental, mental)
- b. GPA over 2.50; and
- c. Community and/or university volunteer service.

Child Welfare Scholars

The Social Work Program is a member of the BSW Child Welfare Consortium, a seven state university social work program organization, under the direction of the University of Minnesota, Twin Cities, School of Social Work. The participating state universities include:

- **Bemidji State University**
- **Metro State University**
- **Minnesota State University, Mankato**
- **Minnesota State University, Moorhead**
- **St. Cloud State University**
- **Southwest State University**
- **Winona State University**



The BSW Child Welfare Project provides stipends to undergraduate social work majors interested in working in public child welfare (county or tribal social service) upon graduation.

The purposes of the grant are to strengthen the staffing patterns of public child welfare services, particularly in rural areas in Minnesota and to reinforce the development of professional social work educated staff to serve families and children at risk.

The consortium uses the definition of child welfare services that appears in the Adoption Assistance and Child Welfare Act of 1980, Part B, Section 425 (a) (1):

The term “child welfare services” means public social services, which are directed toward the accomplishment of the following:

(A) Protecting and promoting the welfare of all children, including handicapped, homeless, dependent, or neglected children; (B) Preventing or remedying, or assisting in the solution of problems which may result in the neglect, abuse, exploitation, or delinquency of children; (C) Preventing the unnecessary separation of children from their families by identifying family problems, assisting families in resolving their problems, and preventing breakup of the family where the prevention of child removal is desirable and possible; (D) Restoring to their families children who have been removed, by the provision of services to the child and the families; (E) Placing children in suitable adoptive homes, in cases where restoration to the biological family is not possible or appropriate; and (F) Assuring adequate care of children away from their homes, in cases where the child cannot be returned home or cannot be placed for adoption.

Generally speaking, the criteria used by the Selection Committee for BSW Child Welfare Students are:

- Evidence of commitment and ability to be educated and employed in the public child welfare field. Past pre-professional experience or volunteer experience in child welfare

- can be in child protection; adoptions, foster care, and contracted agencies and agencies/organizations working with vulnerable/at-risk children.
- Evidence of developing competency in, and commitment to, culturally sensitive practice with ethnic minorities, diverse communities, underserved populations, and people not of applicant's own racial, ethnic, or cultural identification.
- Continued good academic standing in the social work program
- Must be a U.S. Citizen or Permanent Resident to be eligible for an award.
- Must be a full-time student.
- The award is contingent upon satisfactory academic progress in the BSW program as well as availability of funds.

Recipients of Child Welfare stipends must meet the following conditions for receipt and continuance of the award (not inclusive):

- Agree to register and complete classes as a student in accordance with the requirements for the BSW degree.
- Agree to complete SOWK 3780: Family and Child Welfare offered in the Social Work Department.
- IV-E Child Welfare students are required to complete SOWK 4970: Internship in a tribal, county, or state child welfare unit.
- Agree to attend other meetings and seminars related to child welfare as offered by the Minnesota BSW Child Welfare Consortium and consortium schools.
- Upon exit from a consortium school, agree to seek employment in the area of child welfare in a public (county or state) agency and commit to such employment for a period of 4.5 months for each semester as a stipend recipient. Agree to accept such a position if one is available and if one is offered within three (3) months. Agree to complete and return official job search forms to the Minnesota BSW Child Welfare Consortium at scheduled intervals. (Failure to provide this information could result in the award recipient having to repay stipend money received while a student.) Failure to graduate does not provide an exemption from the employment (or repayment) requirements.

For Information Contact: Dr. Rebecca Hoffman, MSW, LISW,
218-755-2837 rebecca.hoffman@bemidjistate.edu



Additional Sources of Funding:

✚ Grant/loan information for undergraduate students

<https://studentaid.ed.gov/sa/types/loans>

✚ Minnesota School Social Work Association

Don Rinkenberger Scholarship: Given in recognition of the service of Don Rinkenberger in promoting the school social work profession in Minnesota. Application information can be found at: <http://www.msswa.org/MSSWA-Scholarship>

✚ Minnesota Social Service Association

Educational Scholarship: "...to enhance the professional and/or technical skill development of those seeking education in the human service field" through a continuing education program.

Margaret J. Carpenter Scholarship: "...to enhance the professional and/or technical skill development of those seeking education in the human service field" through a graduate education program.

Information can be found at: <https://www.mnssa.org/>

✚ Orphan Foundation of America

<http://ittakesanohana.org/2011/01/orphan-foundation-of-america-scholarship-program/>

Scholarship program to help "parentless teens."

✚ **Perkins Loan:** A federal loan for students who meet certain financial criteria. You **cannot** request this loan, but should you be approved for one, post-graduate employment with high-risk children from low-income areas enables students to have their loan forgiven. Pay attention to your exit interview with the Financial Aid office. **For information contact:** Deb Hovland, Bemidji State University, Financial Aid, office 755-2039

✚ Sallie Mae Found Scholarships

<http://www.thesalliemaefund.org/financial-aid/scholarships/>

- Sallie Mae Fund's First in my Family: For Latino undergraduate students
- Sallie Mae Fund American Dream: for African American undergraduates students
- Sallie Mae Fund Unmet Need: For undergraduate students from low-income families.
- Sallie Mae 911 Education Fund: For children of parents who were killed or permanently disabled in the 911 attack.

Professional Licensures and Certifications

Social Work Licensure in the State of Minnesota:

In the spring of 1987, legislation (Minnesota statues Chapter 347) was passed requiring social workers to become licensed in Minnesota. This means all persons with the title Social Worker or carrying out roles and functions that parallel Social Work, must be licensed to practice in Minnesota. Students are encouraged to apply for and take the licensure test during their internship. In order to apply for a Social Work license, the applicant must have a Social Work degree from a Council on Social Work Education accredited Social Work Department. The advantages of the law include:

1. Regulating professional behavior;
2. Enhancing the status and respect for those using the title Social Worker;
3. Mandating requirements for supervision and continued education; and
4. Providing greater assurance for quality and ethical social work practice.

The Minnesota Board of Social Work holds licensed practitioners accountable to a Code of Ethics/Ethical Standards (see **Attachment 5**).

Process to Apply for Social Work Licensure:

A completed application indicating that you are scheduled to graduate within six months of the selected examination date. Licensure information is discussed in SOWK 4880: Internship Orientation. More information and an application may be obtained from:

Executive Director
 Minnesota Board of Social Work Licensure
 2829 University Avenue SE
 Suite 340
 Minneapolis, MN 55414-3239
 Toll Free: (888) 234-1320
 E-mail: social.work@state.mn.us
 Web: www.socialwork.state.mn.us

An online study guide for the bachelor's degree licensure exam is available through the Association of Social Work Boards (ASWB). Information about the study guide can be found at: <https://study.com/academy/course/aswb-bachelors-exam-study-guide-practice.html#overview>

School Social Work Licensure in the State of Minnesota:

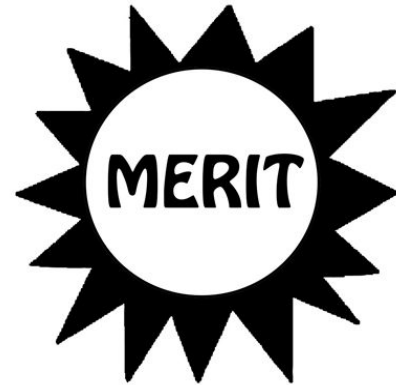
Students interested in qualifying for licensure as a school social worker in the state of Minnesota must graduate with a Social Work major from a Council on Social Work Education accredited program and successfully obtain licensure from the Minnesota Board of Social Work. ***During their Senior year, students should obtain an application for Minnesota Teacher***

Licensure from the BSU Records Office. The completed application should be attached to grad plans and submitted to the Records Office. After graduation, the Records Office will return one application to the student, along with an official transcript and instructions for completing the school social work licensure process. Students must first become a Licensed Social Worker before applying for school licensure.

Merit Examination:

Social workers interested in county social service employment must – for most Minnesota counties – take (and of course pass) the Merit Examination. Social workers can now use their Minnesota Board of Social Work examination (only a pass score will be accepted) in place of the Merit System exam. For more information contact:

Department of Economic Security
(651) 296-3996
www.dhs.state.mn.us/agencywd/jobs/merit



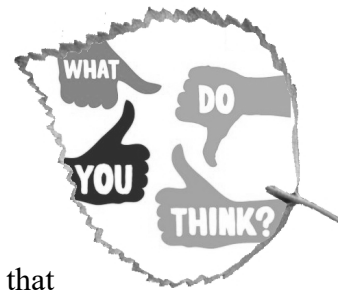
Minnesota Licensed Alcohol and Drug Counselor Certification (LADC)

Samantha Strehlo
Board of Behavioral Health and Therapy (BBHT)
Phone: 612-617-2178; Samantha.strehlo@state.mn.us
Website: www.bbht.state.mn.us

Other professional licensures...

There have been a number of questions and some confusion about licensure of other helping professions in terms of degree requirements, jurisdictions, etc.

- > ***Minnesota Board of Behavioral Health and Therapy:*** Established by the 2003 Legislature to develop licensing criteria for persons who have "completed a master's degree program in counseling..." This board **DOES NOT** license persons who only have a bachelor's degree.
 - . The licensing of Licensed Alcohol and Drug Counselors (LADC) is under the purview of this board.
- > ***Minnesota Department of Education:*** Licenses school social workers with a minimum of a bachelor's degree in social work.
- > ***Minnesota Board of Psychology:*** Licenses persons who have completed a doctorate in psychology.



What do social workers do anyway?

The National Association of Social Workers (NASW) has excellent information that discusses in detail what social workers do – activities, roles, and functions; settings in which social workers practice; specialties in the profession; educational requirements for practice; licensing requirements; salaries; and fields of practice. For additional information from NASW, please see: <https://www.socialworkers.org/Careers/NASW-Career-Center/Explore-Social-Work/Why-Choose-the-Social-Work-Profession>

Career Opportunities

According to the Bureau of Labor Statistics, Occupation Lookout Handbook: “**Employment of social workers is expected to grow by 11 percent from 2018 to 2028, much faster than the average for all occupations.** Growth will be due to an increase in demand for health care and social services but will vary by specialty.” Additional information about an occupation in social work can be found at: <https://study.com/academy/course/aswb-bachelors-exam-study-guide-practice.html#overview>

Licensed social workers have a broad array of career options:

- County human services: child welfare, adults, elderly
- Community nonprofit organizations: youth, families, women, ethnic groups, elderly
- Schools: special education, chemical dependency, mental health counseling
- Medical: hospitals, hospice, clinics, long term care
- Criminal justice: probation, juvenile centers, truancy intervention
- Elderly: nursing homes, adult day centers, senior centers
- Chemical dependency: in-patient, out-patient, half-way houses, prevention
- Mental health centers: in-home, counseling, case management
- Tribal social services
- Social justice and social action
- Services for the developmentally disabled



Professional Memberships:

Membership in professional organizations is an important part of professional development.

National Association of Social Workers (NASW):

NASW is one of the oldest professional social work organizations with state and local chapters throughout the country. It provides numerous forums for professional exchange and development such as a monthly journal, a bimonthly newspaper, conferences and workshops. The Social Work Code of Ethics emanates from NASW and is the code of conduct for social work practice (see **Attachment 6** for summary). The NASW Code of Ethics is available for purchase in the Wallace Bookstore. NASW membership applications are made available to students throughout the social work curriculum. See your advisor or contact the Minnesota NASW chapter at:

NASW, Minnesota Chapter
400 Concordia Avenue
St. Paul, MN 55103
(651) 293-1935



Minnesota Social Service Association (MSSA):

A state organization for human service practitioners in Minnesota, MSSA publishes a monthly newsletter with job listings and coverage of legislative issues of concern to practitioners. Applications for memberships are available from Social Work faculty and are also distributed in SOWK 4880: Internship Orientation.

For further information contact: Minnesota Social Service Association
 Griggs Midway Building #S-213
 1821 University Avenue
 St. Paul, MN 55104
 (651) 644-0556

Minnesota Nursing Home Social Workers' Association:

This is a state organization for nursing home social workers with regional or district chapters that usually meet monthly. For additional information contact:

Colonial Manor Nursing Home
714 Manor Drive
Lakefield, MN 56150
Phone: 507-662-6646

Minnesota School Social Workers Association:

An organization for school social workers concerned with issues related to children, youth and school social work services.

**6324 25th Street NW
Maple Lake, MN 55358
(612) 963-5806
<http://www.msswa.org/>**

***Min-Dak Chapter of the Society for Social Work Leadership
in Health Care:***

**Lake Region Healthcare Corp.
712 S. Cascade Street
Fergus Falls, MN 56537
Phone: 218-736-8000**

Online Resources



Online resources related to Social Work practice, jobs, research, and general information:

- International Federation of Social Workers
<http://ifsw.org/>
- National Association of Social Workers
www.socialworkers.org
- The New Social Worker (magazine for social work students)
www.socialworkers.com
- Social Work Today
www.socialworktoday.com
- Social Work Job Bank
www.socialworkjobbank.com
- University of Minnesota, Human Rights Center
Upper Midwest Human Rights Fellowship Program
612-626-0041
email: humanrts@umn.edu
<http://hrlibrary.umn.edu/center/uppermidwest/>
- NACElink: Online job-posting service
National Association of Colleges and
Employers (NACE) and E-Recruiting Association
www.naceweb.org/



BSU Library: Social Work and Related Journals

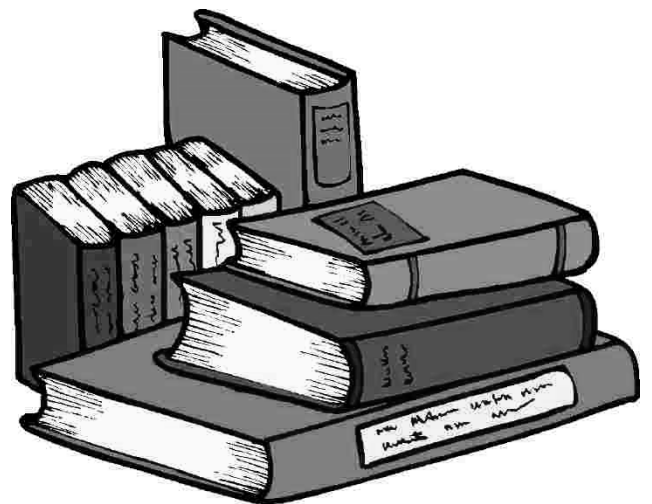
The following are examples of journals in the BSU library:

Social Work Related Journals:

- Child Welfare
- Families in Society
- Health and Social Work
- International Social Work
- Journal of Community Practice
- Journal of Ethnic and Cultural Diversity in Social Work
- Journal of Gay & Lesbian Social Services
- Journal of Gerontological Social Work
- Journal of Poverty
- Journal of Studies on Alcohol & Drugs
- Policy and Practice of Public Human Services
- School Social Work Journal
- Social Development Issues
- Social Policy
- Social Service Review
- Social Work
- Social Work Research
- Social Work with Groups

Related Journals in Other Disciplines:

- Adolescence
- American Indian and Alaska Native Mental Health Research
- American Indian Culture and Research Journal
- American Indian Law Review
- American Indian Quarterly
- American Journal of Public Health
- American Political Science Review
- American Sociological Review
- Child Development
- Congressional Quarterly
- Death Studies
- Demography
- Developmental Psychology
- Early Childhood Research
- Ebony
- Family Relations
- Gerontologist
- Journal of Abnormal Psychology
- Journal of Adolescence



- Journal of the Academy of Child and Adolescent Psychiatry
- Journal of Applied Psychology
- Journal of Child Sexual Abuse
- Journal of Counseling and Development
- Journal of Divorce and Remarriage
- Journal of Gerontology
- Journal of Interpersonal Violence
- Journal of Marriage and the Family
- Rural Sociology
- Sex Roles
- Social Education
- Youth and Society

Using APA/Professional Writing Format

For most courses, Social Work students are required to use APA/Professional Writing format for papers. *The Publication Manual of the American Psychological Association* is available in the BSU Library.

Purdue Owl provides an excellent website that addresses APA/Professional Writing format in a user-friendly format: <http://owl.english.purdue.edu/owl/resource/560/01>

Students may also purchase *What Every Student Should Know About Citing Sources With APA* by Anderson, Carrell, and Widdifield. This book is useful across most upper division social work courses.

The Writer's Handbook: A Guide for Social Workers by Young, Tamburro, and Harris provides valuable information on APA format and is recommended for students.

COVID-19 ADDENDUM

COVID-19 has changed the course of history. Everyone and every part of our daily lives have been impacted. This addendum is intended to assist students in navigating the many changes brought-on by COVID-19 to your academic life.

The priority throughout this pandemic is your health and well-being. Social Work faculty are teaching because they genuinely believe that education is good for your intellectual, mental, spiritual, political and physical lives. The goal of these policies is to help us all learn in this strange environment, without adding to students' stress.

Email policy: BSU e-mail is the primary way of communicating with students outside the classroom. Faculty will make an extra effort to respond to you in a timely manner. Please plan to check your email about once a day (on the weekdays), in case your professor has to change the schedule or deal with a technology issue.

Zoom: Most of your lectures will be synchronous Zoom sessions. That means that classes will be meeting together like they would in a “normal” semester—just online, in a Zoom room. While some of you are comfortable in this environment, professors realize that some of you are less comfortable in this environment. Faculty have practiced to make the Zoom discussion seamless and easy to use. But please feel free to tell your professor what isn't working for you, or if there's something another professor is doing that I can learn from. This is a learning experience for everyone.

Here are our policies for synchronous class meetings over Zoom:

- Students may not Zoom and drive. Students who are driving will be exited immediately from the Zoom meeting and marked absent.
- Please join in class discussion, just like you would in an in-person class. If you're thinking it, so are five other students. Go ahead and ask questions, make observations and argue for ideas. I would rather be interrupted than lecture to a silent room.
- When you aren't discussing, please mute your microphone. That way, we eliminate mic feedback or ambient noise.
- Your professor will let you into the Zoom room if you are running late, but please make a special effort to join on time. That way we start the lecture on time, and you can catch any technology issues before we get going.
- Give the Zoom discussion the same attention you would an in-person class: no gaming, social media use or internet-surfing that isn't related to class. Sit upright and be at a desk or table (not in bed or laying on a couch). Do not engage in discussions with people in your physical environment while in class.
- Be aware that the class is being recorded for students who cannot attend, and that your professor will be able to see your “private” chat messages after the class ends. Chat should only

be used for class-related purposes, and should not distract your professor or other students from the discussion.

□ Students and professors are Zoom-ing from private residences. Don't feel that everything has to be spic and span for the camera. However, do not broadcast anything hurtful or indecent on camera or mic. If you would not show it or say it in an ordinary classroom, it's probably not appropriate for Zoom either.

□ By the same token, remember that your colleagues may live very differently than you do. Let's all be respectful of messy rooms, noisy kids, barking dogs (mute your mic when possible), etc., and avoid commenting on how others live or look.

□ "Do I have to be on camera?" Yes, faculty do require that students who are able to communicate on mic, do so. Unless otherwise noted, students are expected to be on camera. It's important that your professor be able to see her/his students (or at least most of them), so she/he can get a sense of how the lecture is affecting the room. In addition, being able to see each other is an important part of the classroom community.

□ Use your own name on Zoom, so your professor can identify students. In many classes, Zoom names are used for taking attendance so accurate information on your name is important.

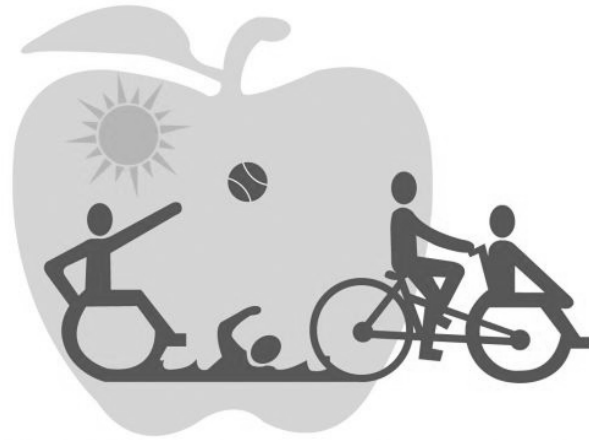
If you are feeling a little lost on the Zoom platform, email your professor. You can Zoom together prior to class, so you can get a feel for the platform.

Absences: During this pandemic, faculty understand that your work and family lives are sometimes upended. The department's policy is still to require attendance during scheduled lectures. However, if you have to miss a particular class due to:

- sudden, unusual changes to work schedule
- internet/power outage
- childcare
- medical care for you or a family member (especially when covid-19 related)
- bereavement

contact your professor as soon as possible to let them know. If you think extended or consistent absences may be necessary, then you will need to talk further, so you two can come to an agreement on your absences. Individual course absentee policies take precedence.

Technology: To access every course, you will need a workable computer with a camera and microphone, reliable internet access, a quiet desk/table to work at. Ideally, everyone will have a working camera as well. You should not need high-end or expensive equipment to access this course.



Attachments

Attachment 1 Social Work Curriculum Planning Guide

Attachment 2 Social Work 2-Year Planning Form

Attachment 3 Course Descriptions

Attachment 4 Social Work Club Constitution

Attachment 5 Minnesota Board of Social Work Licensure

Attachment 6 NASW Code of Ethics (Summary of Major Principles)

Attachment 1: *Social Work Curriculum Planning Guide*



Social Work Major Planning Guide

The following is an outline of the Liberal Education program areas with courses that meet both Liberal Education and Social Work major requirements.

* Meets Social Work major requirements

I. Communication (2 courses, 6 credits)

Course	Credits	Notes

II. Critical Thinking (completion of Liberal Education requirements)

Course	Credits	Notes

III. Natural Science (1 lab, 7 credits, 2 courses)

Course	Credits	Notes
BIOL 1110: Human Biology*	4	

IV. Mathematical/Logical Reasoning (1 course, 3 + credits)

Course	Credits	Notes

V. History and the Social and Behavioral Sciences (2 courses, 6 + credits)

Course	Credits	Notes
POL 1200: Intro. to American Politics*	3	
PSY 1100: Intro. to Psychology*	4	

VI. Humanities and the Arts (2 courses, 5 + credits)

Course	Credits	Notes

VII. Human Diversity (1 course, 2 + credits) Note: Social Work Diversity requirement* Look at Social Work Diversity/Oppression options

Course	Credits	Notes
POL 1200: Intro. to American Politics*	3	
SOWK 2110: Intercultural Comm.*	3	

VIII. Global Perspective (1 course, 3 + credits)

Course	Credits	Notes
SOWK 2110: Intercultural Comm.*	3	

IX. Ethical and Civic Perspective (1 course, 2 + credits)

Course	Credits	Notes

X. People and the Environment (1 course, 3 credits)

Course	Credits	Notes

XI. Performance and Participation (1 or more credits)

Course	Credits	Notes

Social Work Major, B.S: Curriculum Planning 2022-2023

Courses required for admissions: All new students must take three social work courses to be eligible to apply for the SOWK Program. Completion of the SOWK Admissions process occurs during or after completion of the three courses.					
Required Course		Check-Box	Cr	Prerequisite	Notes
SOWK 2120	Introduction to Social Welfare	<input type="checkbox"/>	3		
Choose ONE of the following	Diversity/Oppression Options:		3		
	ENVR 3600: Environmental Justice and Sustainability	<input type="checkbox"/>			
	HIST 2700: Intro to World Religions	<input type="checkbox"/>			
	INST 1107: Intro to Turtle Island	<input type="checkbox"/>			
	INST 4900 Social Justice	<input type="checkbox"/>			
	SOC 2230: Race and Ethnic Relations	<input type="checkbox"/>			
	SOC 3270: Intersectionality	<input type="checkbox"/>			
	SOC 3320: Social Class & Inequality	<input type="checkbox"/>			
GWS 3850 Sex, Gender, & Power	<input type="checkbox"/>				
SOWK 2140	Field Experience	<input type="checkbox"/>	3		
Subtotal			9		
Supporting Foundation Courses: It is recommended that students complete these courses prior to admissions.					
Course			Cr	Prerequisite	Notes
BIOL 1110	Human Biology	<input type="checkbox"/>	4		Human anatomy or human ecology courses may be a substitute. Note that some MSW programs only accept Human Biology
POL 1200	Introduction to American Politics	<input type="checkbox"/>	3		
PSY 1100	Introduction to Psychology	<input type="checkbox"/>	4		
PSY 2217	Abnormal Psychology	<input type="checkbox"/>	4	PSY 1100	
SOWK 2110	Intercultural Communications	<input type="checkbox"/>	3		
Choose ONE of the following	Social Statistics Options:		3	MATH 1100 or 1170 or PHIL 2230	1-2000 level statistics course may be a substitute. Note that some MSW programs may only accept 3-4000 level statistics.
	CRJS 3201 Res Methods & Stats for CJ	<input type="checkbox"/>			
	PSY 3401 Basic Stats for Res	<input type="checkbox"/>			
	SOC 3001 Social Statistics	<input type="checkbox"/>			
	STAT 3660 Stats for Health Sciences	<input type="checkbox"/>			
Subtotal			21		

Core Foundation Courses: Must have completed the SOWK Admissions Process (written application and interview)					
	Course	Check-Box	Cr	Prerequisite	Notes
SOWK 2130	Interpersonal Relations	<input type="checkbox"/>	3		Taken before or with SOWK 3552
SOWK 2160	Human Behavior in the Social Environment I	<input type="checkbox"/>	3	PSY 1100; BIOL 1110	Spring term only
SOWK 3160	Human Behavior in the Social Environment II	<input type="checkbox"/>	3	SOWK 2160; POL 1200	Fall term only
SOWK 3201	Family: Dynamics and Intervention	<input type="checkbox"/>	3	SOWK 2160; PSY 2217	Fall & Spring: on-campus Summer: online. May not substitute cc Family course.
SOWK 3260	Social Welfare Policy	<input type="checkbox"/>	3	POL 1200	Spring term only
SOWK 3551	Generalist Practice 1: Working with individuals	<input type="checkbox"/>	3	PSY 1100 (can be taken at same time)	
SOWK 3552	Generalist Practice 2: Working with groups	<input type="checkbox"/>	3	SOWK 2130; SOWK 2140 (can be taken at the same time) SOWK 3551; PSY 2217	
SOWK 3553	Generalist Practice 3: Working with Organizations & Communities	<input type="checkbox"/>	3	SOWK 3552	Taken final semester on-campus
SOWK 4450	SOWK Research Seminar	<input type="checkbox"/>	3	Social statistics course	
SOWK 4880	Internship Orientation	<input type="checkbox"/>	1		Taken semester before SOWK 4970
SOWK 4970	Internship – 480 hours	<input type="checkbox"/>	12	Completion of ALL courses in the Social Work major; 2.5 GPA in the major (excluding transfer credits)	
	Subtotal		40		

TOTAL SOCIAL WORK CREDITS 70

Social Work Degree Requirements: To earn a BSW degree at Bemidji State University, students must meet the following criteria

- Must earn a C or better in courses with a social work prefix (SOWK)
- Must have an overall GPA of 2.50 or better in all required social work courses taken at BSU (including other disciplines). This does not include transfer courses taken at other schools

Credit for Life and Work Experience: The Social Work Department does not give academic credit for life and work experience towards the major.

Social Work Major, B.S. Suggested Schedule for Students entering as Freshmen

Year 1		Year 2	
<u>Fall:</u> BIOL 1110: Human Biology SOWK 2110: Intercultural Comm. PSY 1100: Intro to Psychology <u>Spring:</u> SOWK 2120: Intro to Social Welfare Social Work Diversity Requirement *	4 3 4 3 3	<u>Fall:</u> PSY 2217: Abnormal Psychology SOWK 2140: Field Experience in SOWK POL 1200: Intro to Political Science Apply for Admission to the Social Work Major <u>Spring:</u> SOWK 2160: Human Behavior in the Social Environment I SOWK 3201: Family Dynamics	4 3 3 3 3
Year 3		Year 4	
<u>Fall:</u> SOWK 3351: Generalist Practice I SOWK 3160: Human Behavior in the Social Environment II Statistics (choose one): CRJS 3201 Research Methods & Stats for CJ or SOC 3001: Social Statistics or PSY 3401 Basic Stats for Research <u>Spring:</u> SOWK 2130: Interpersonal Relations SOWK 3552: Generalist Practice II SOWK 4450: SOWK Research Seminar	3 3 3-4 2 3 3	<u>Fall:</u> SOWK 3553: Generalist Practice III SOWK 3260: Social Welfare Policy SOWK 4880: Internship Orientation <u>Spring:</u> SOWK 4970: Internship: Social Work	3 3 1 12

***Note: Students choose one course for the Diversity requirement:**

- ENVR 3600: Environmental Justice & Sustainability
- HIST 2700: Intro to World Religions
- INST 1107: Introduction to Turtle Island
- INST 4900: Social Justice
- SOC 2230 Race & Ethnic Relations
- SOC 3270: Intersectionality
- SOC 3320: Social Class & Inequality
- GWS 3850: Sex, Gender, & Power

Social Work Major, B.S.

Suggested Schedule for Students Transferring with AS Degree in a Pre-Social Work Pathway

***Students need to apply to the Bemidji State University Social Work Program during the semester before they plan to attend.**

First year

Second year

<u>Fall:</u> SOWK 2110: Intercultural Comm. PSY 2217: Abnormal Psychology SOWK 3551: Generalist Practice I	 3 4 3	<u>Fall:</u> SOWK 3160: HBSE II SOWK 3553: Generalist Practice 3 SOWK 4880: Internship Orientation	 3 3 1
<u>Spring:</u> SOWK 2160: Human Behavior in the Social Environment (HBSE) I SOWK 3201: Family Dynamics SOWK 3260: Social Welfare Policy SOWK 4450: SOWK Research Methods	 3 3 3 3	<u>Spring:</u> SOWK 4970: Internship	 12

Diversity/Oppression requirement: Students who have not met the diversity/oppression requirement are required to take one of the following courses:

- ENVR 3600: Environmental Justice & Sustainability
- HIST 2700: Intro to World Religions
- INST 1107: Introduction to Turtle Island
- INST 4900: Social Justice
- SOC 2230 Race & Ethnic Relations
- SOC 3270: Intersectionality
- SOC 3320: Social Class & Inequality
- GWS 3850: Sex, Gender, & Power

Statistics requirement: A statistics course completed at the 1000-2000 level may be accepted for the BSW. However, a student who wants to pursue a graduate degree is encouraged to complete a statistics course at the 3000-4000 level.

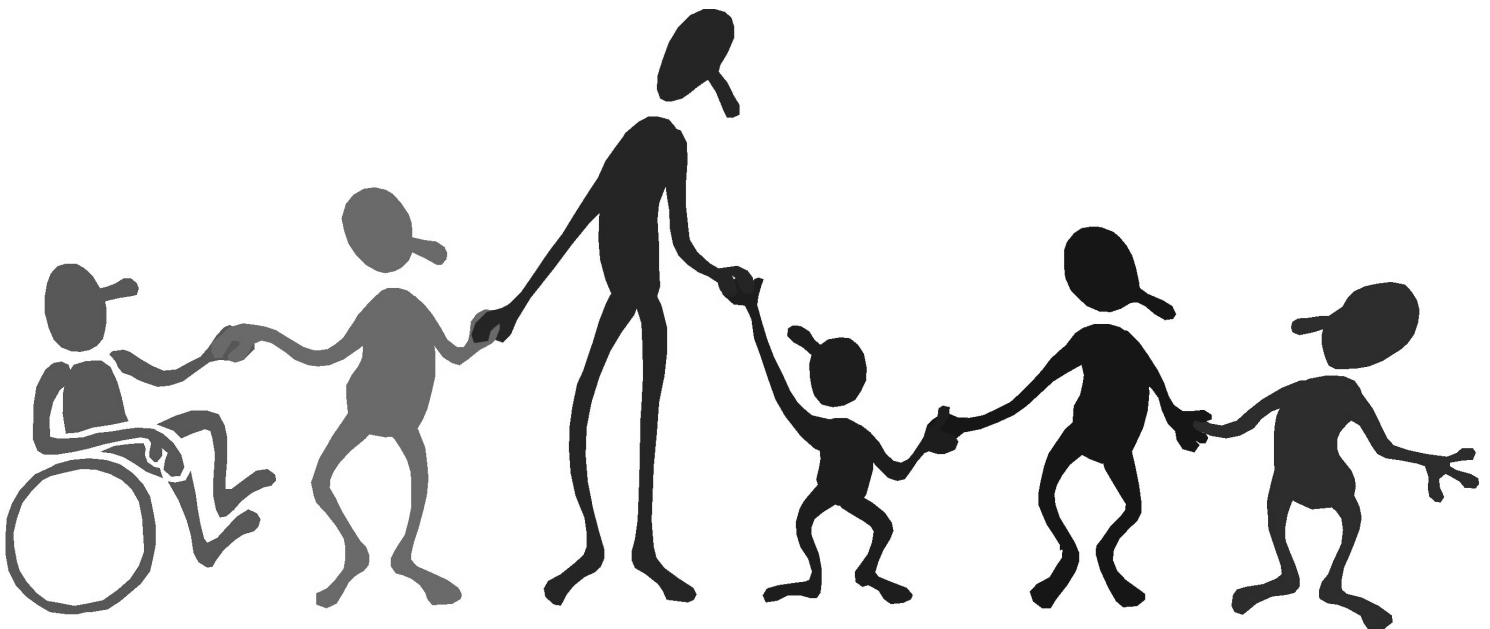
*Students who plan to transfer to with an AS with Pre-Social Work Pathway need to apply to the Social Work Program at Bemidji State University the semester prior to their planned transfer.

Please contact:

Rebecca Hoffman, Department Chair
 rebecca.hoffman@bemidjistate.edu
 218-755-2837

Attachment 2:

Social Work 2-year Planning Form



Mission Statement: Prepare students for entry-level generalist social work practice that is grounded in engaged civic commitment and embraces cultural responsiveness, social and economic justice, professional ethics, active scholarship, and global interconnectedness.

Student's Name: _____ Date _____

BSU Email: _____ Phone: _____ ID # _____

Fall		Spring	
Courses	Cr	Courses	Cr
Summer	Cr		Cr
Session 1		Session 2	
Fall		Spring	
Courses	Cr	Courses	Cr
Summer	Cr		Cr

Note: Graduation Requirements: 128 Credits (Lib Ed + Major + Minor/Electives)
2.5 GPA in Major

Attachment 3: Course Descriptions

Courses



SOWK 2030 Introduction to Substance and Behavior Addictions (3 credits). Examines various theoretical approaches and models for understand the impact of addictive behavior on the individual, family, and community. Attention paid to the impact of addiction on the brain along with the development of knowledge and skills related to the addiction assessment process.

SOWK 2110 Intercultural Communication (3 credits) Designed to enable students to develop awareness, knowledge and skills for sensitive and effective intercultural communication on the international scene as well as with core-cultures in America. The course is particularly useful for students who are preparing to work with cultures other than their own, including: the human services field, business, marketing, languages, pre-professional programs and others. Liberal Education Categories 7 & 8

SOWK 2120 Introduction to Social Welfare (3 credits) Introduces students to American social welfare institutions, the social problems with which these institutions deal, the profession of social work. Considerable attention is paid to the historical and philosophical bases of various types of social welfare services. Other topics emphasized include the intervention methods used by social workers and the special needs of oppressed groups in the society. The final section of the course deals with the career paths in social work.

SOWK 2130: Interpersonal Relations (2 credits) The course introduces students to interpersonal communication concepts key to the helping profession and examines how an individual's communication history and perspective can impact the relationship developed with clients. Students critically examine, practice, and assess dynamics of interpersonal communications, a key element of an effective client-social worker relationship. Prerequisite: Must be taken before SOWK 3552.

SOWK 2140 Field Experience in Social Work (3 credits) Provides the student with their first practical experience in the field of social work and introduces them to basic theoretical models used in social work practice, including generalist approach, ecosystems, cultural competence and human diversity.

SOWK 2160 Human Behavior in the Social Environment I (3 credits) Designed to enable the student to explain and assess individual, family, and group system behavior as generalist social work practitioners, utilizing the cultural competence continuum and strengths perspective within an ecosystems approach across the following dimensions: biological, spiritual, psychological, cognitive, socioeconomic, cultural, aesthetic, and gender. Traditional and alternate theories of development across the life span of individual, family, and group systems will be examined. Attention is given to the influence of paradigms on shaping human behavior. This is the first course in a two-course combination in HBSE, providing the foundation for HBSE II. Prerequisites: Admission to the program; PSY 1100; BIOL 1110

SOWK 3030 Family Violence (3 credits) A study of current theory and research related to the problem of family violence and responses to this problem including: premarital violence, spousal violence, and violence in parent-child relationships including sexual abuse and violence against the vulnerable adult. This course should be of particular value to those preparing for a career in human services.

SOWK 3160 Human Behavior in the Social Environment II (3 credits)

Designed to enable the student to explain and assess group, organization, and community behavior/life span from an eco-systems perspective using a generalist social work practice approach. Students will integrate the cultural competence continuum and the strengths perspective across the diversity dimensions of large human systems – group, organization, community, and society. Students will also critically consider and examine models of large system development – group, organization, and community – as well as the relationships and interconnections between and among micro and macro systems. Prerequisites: SOWK 2160; POL 1200

SOWK 3201 Family: Dynamics and Intervention (3 credits) Introduction to knowledge, skills, and values related to working with families as small groups. Students learn and apply tools integral to assessment and intervention strategies of generalist social work practice with families, including the strengths perspective, human diversity framework, family systems, cultural competence, and the ecosystems approach. Students critically examine family systems, elements of family well being, level of need and intervention models, ethics, and practice implications particularly related to contemporary social welfare issues. Prerequisite: SOWK 2160 for majors; PSY 1100 for non-majors.

SOWK 3260 Social Welfare Policy (3 credits) Students develop an understanding of the history and role of public policy as related to social work practice, societal values, and issues central to the development of public policy in the United States. Students critically examine contemporary and controversial social welfare issues, and the global interconnectedness of US policy. Skill development includes policy assessment, analysis, and evaluation and examination of advocacy resources for vulnerable populations. Prerequisite: Admission to the program; POL 1200

SOWK 3330 Substance and Behavior Addictions: Intervention and Prevention (3 credits)

Addresses the continuum of care in substance and behavior addictions (SBA). Attention given to the relationship between treatment planning and services provided. Covers ethical and legal considerations when working with SBA. Emphasis on issues related to practice sensitivity and responsiveness to culture, gender, and age. Skill development in the areas of assessment, counseling, and prevention is highlighted. Prerequisite: PSY 1100 and SOWK 2030, or consent of instructor.

SOWK 3551 Generalist Practice I (3 credits) Introduces and applies models for establishing and engaging in the professional helping relationship with individuals. Students learn, practice, and critically examine knowledge, skills, and values related to generalist social work practice with individuals: assessment, engagement, crisis intervention, counseling, evaluation, and ethical practice. Emphasis is on cultural competence in social work practice. Prerequisite: Admission to the program

SOWK 3552 Generalist Practice II (3 credits) Introduces and applies models for establishing and engaging in the professional helping relationship with support and treatment groups. Students learn, practice, and critically examine knowledge, skills, and values related to group processes: planning, assessment, facilitation, leadership, evaluation, role development, and

ethical practice. Emphasis is on cultural competence in social work practice with groups. Prerequisite: SOWK 2130; SOWK 3551.

SOWK 3553 Generalist Practice III (3 credits) Introduces and applies models for establishing and engaging in the professional helping relationship with task groups, organizations, and communities focusing on systems change: assessment and engagement, intervention, advocacy, leadership, community organizing and strategic planning to create change. Students learn and practice cause advocacy and grantwriting skills. Emphasis is on cultural competence and the application of ethical group practice in task groups, community organizing, and cause advocacy. Prerequisite: SOWK 3552.

SOWK 3760/5760 Mental Health Social Work (2 credits) Designed to enable the student to develop a knowledge base for beginning social work practice in the field of mental health. Students are introduced to theories of mental health and concepts of: mental health-illness, determination of needs, service systems, scope and variety of intervention methods, role of interdisciplinary team, evaluation, supervision, and impact of discrimination. Prerequisite: SOWK 2120 or consent of instructor. (Not offered every year)

SOWK 3780 Family and Child Welfare (3 credits). Introduces students to an overview of historical and contemporary child welfare practice primarily in the public sector including supportive, supplemental and substitute services. Particular emphasis is placed on issues such as family-centered practice, family preservation, kinship care, permanency planning, and cultural competence related to the assessment of and intervention with vulnerable families and children. Prerequisite: SOWK 2120 or consent of instructor. (Not offered every year)

SOWK 3790 Social Work in the School System (2 credits) Designed to enable the student to understand and apply social work practice in the public school setting including a systems view of public education, the impact of diversity/oppression, and various services to pupils, families, school personnel and community. This course is required in order to be licensed as a school social worker in Minnesota. Prerequisite: SOWK 2120 or consent of instructor. (Not offered every year).

SOWK 3800 Social Work in Health Care Systems (2 credits) Focuses on the application of social work in a variety of health care settings. Designed to develop beginning knowledge of: medical terminology, physiology, health care systems and insurance issues, the effect of illness and disease on the patient and family members, the importance of considering patients' rights and the intersection of cultural, gender, age, sexual orientation, socio-economic class on the interactions between the patient and the health care system and professionals. Prerequisite: SOWK 2120 or consent of instructor. (Not offered every year).

SOWK 3830/5830 Gerontology: Social Work Perspective (2 credits) Enables students to understand adult development and aging and to apply this knowledge to social work practice. Theories of aging are examined and applied to practice assessment and intervention strategies. Focuses on areas of particular relevance to practice with older persons in terms of expected life transitions and accompanying challenges (retirement, family relationships, etc.) and life crises and problems (loss and dependency, addictions, abuse and neglect, Alzheimer's). Impact of

ageism, diversity, and physical, psychological, and social issues and changes in the aging process. Accompanying health, social, and family needs; the relationship of public policy to meeting these needs; and the development and delivery of services. Prerequisite: For Social Work majors, SOWK 2120 or consent of instructor. (Not offered every year)

SOWK 4310/5310 Grant Writing (2 credits) An application course designed to teach the mechanics of successful grant writing. It addresses the full continuum of the grant writing process from defining the grant idea, identifying grant sources, writing and submitting the grant application, and managing the grant award. Addresses similarities and differences between public and private funding. Emphasizes skill development in the areas of writing and submitting a grant application, public speaking skills, and ethical issues. (Not offered every year)

SOWK 4450 SOWK Research Seminar (3 credits) This course is a capstone, integrative research seminar for social work majors focused on selecting a research topic reflective of their practice interests and subsequently developing a research proposal. This process will include students critically examining their personal standpoint and its impact on professional practice and research, selecting an area of practice for their research topic, conducting an extensive literature search and review on the topic, developing a qualitative research design that reflects multiple methods, examining the role of subject/participant in the research process, critically considering their proposal in relationship to social work ethics, and selecting a part of the proposal for implementation in their internship. Prerequisites: SOC 3002

SOWK 4880 Internship Orientation (1 credit) Prepares social work students for the internship experience. Provides students with the information needed for appropriate internship placement. This course should be taken semester before SOWK 4970 Graded Satisfactory/Unsatisfactory only.

SOWK 4970 Internship: Social Work (12 credits) When taken for Social Work, the following description applies. A one semester block (480 clock hours) placement in a public or private social service organization, this internship is a senior capstone course focused on integrating practice experience with theory. Students are expected to demonstrate their social work knowledge, values, and skills through hands-on experience. Students also participate in a seminar to discuss their internship experiences at the micro, mezzo, and macro levels of practice. Prerequisite: Completion of all courses in the major with a 2.50 GPA in the major. Graded Satisfactory/Unsatisfactory only.

SOWK 4970 Internship: Chemical Dependency (12 credits) When taken for Chemical Dependency, the following description applies. This two-semester, 880-hour internship prepares students to complete the chemical dependency certificate in preparation for applying for licensure in Minnesota. Students are placed in chemical dependency agencies and are evaluated in terms of their knowledge and skills in the 12 core functions. Prerequisite: Completion of all courses in the certificate with a 2.50 GPA in the certificate.

Supporting Foundation Courses Taught by Other Disciplines

BIOL 1110: Human Biology (4 credits). General introduction to biology, focusing on humans, including topics on cell biology, genetics, molecular biology, form and function of organ systems, and the interaction between humans and their environments. Intended for nonbiology majors. Lecture and laboratory. Liberal Education Goal Area 3

ENVR 3600: Environmental Justice & Sustainability (3 credits). The ethical and moral dimensions of environmental choices. The legal, philosophical, political, and economic underpinnings of various theories of justice. A major focus is the inequitable distribution of environmental risks and the implications of policies that attempt to combat these risks. Prerequisite: ENVR 2000 or consent of instructor.

GWS 3850: Sex, Gender, & Power (3 credits). How, and from where, does gender emerge? What are the implications when the workings of power are played out in existing societal systems and relational understandings of gender? Students will examine feminist theories, liberal, socialist, radical, multicultural, postcolonial, ecofeminist; as well as Queer theory. This exploration of theory will introduce students to one of the most exciting and dynamic areas of contemporary inquiry, while preparing them for engagement in social movement, community and social transformation, and social justice.

HST 2700: History of World Religions (3 credits). A historical survey of Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam, from their origins to the present. Liberal Education Goal Areas 5 & 8.

INST 1107: Introduction to Turtle Island (3 credits). This course is designed to provide students with an introduction to the study of American Indians from a cultural and academic perspective. The academic overview will include considerations of breadth, method of research, terminology, and principles of various disciplines that include American Indians in their fields of study. Liberal Education Goal Areas 5 & 7.

INST 4900: Social Justice (3 credits). This course examines steps that individuals and societies must take to create a more just society. Students will learn how to identify and address unequal power relations, marginalization, and racism and engage in skillful interactions that enable them to maintain their integrity within society. Prerequisite: Junior or senior standing or by consent of instructor.

POL 1200: Introduction to American Politics (3 credits). An introductory survey to the institutions and actors, such as the media, interest groups, political parties, congress, and presidency of contemporary American government and politics. Liberal Education Goal Area 5 & 7.

PSY 1100: Introductory Psychology (4 credits). Introduction to the study of behavior, cognition, and emotion and general survey of psychological principles. Liberal Education Goal Area 5.

PSY 2217: Abnormal Psychology (4 credits). Survey of the major forms of psychopathology in children, adolescents, and adults. Examines assessment, diagnosis, and current research into the causes and treatment of psychological disorders. Prerequisite: PSY 1100.

SOC 2230: Race & Ethnic Relations (3 credits). Study of dominant-subordinate relations with emphasis on racial and ethnic inequalities. Examination of privilege, prejudice and discrimination. Liberal Education Goal Areas 7 & 9.

SOC 3270: Intersectionality (3 credits). This course will explore the complexity of the interaction of race, class, gender, sexuality, citizenship and age on the life chances and positioning of people within social environments. As part of this exploration we will examine aspects of inequality and privilege and the social and political implications of hierarchies. We will also look at how the nature of race, sexuality and gender can create hybrid identities, and communities and cultures that resist and reinforce ethnic and national boundaries.

SOC 3320: Social Class and Inequality (3 credits). On some level, most people understand that social class matters; rarely do they grasp how by how much. The primary goal of this course is to examine social stratification, particularly focusing on social class, primarily in the contemporary United States, but also including historical and comparative information. It is only by doing so that we can understand why stratification is as it is in the United States and how and why it is different from those systems found elsewhere. Liberal Education Goal Areas 5 & 7.

Social Statistics Course Options

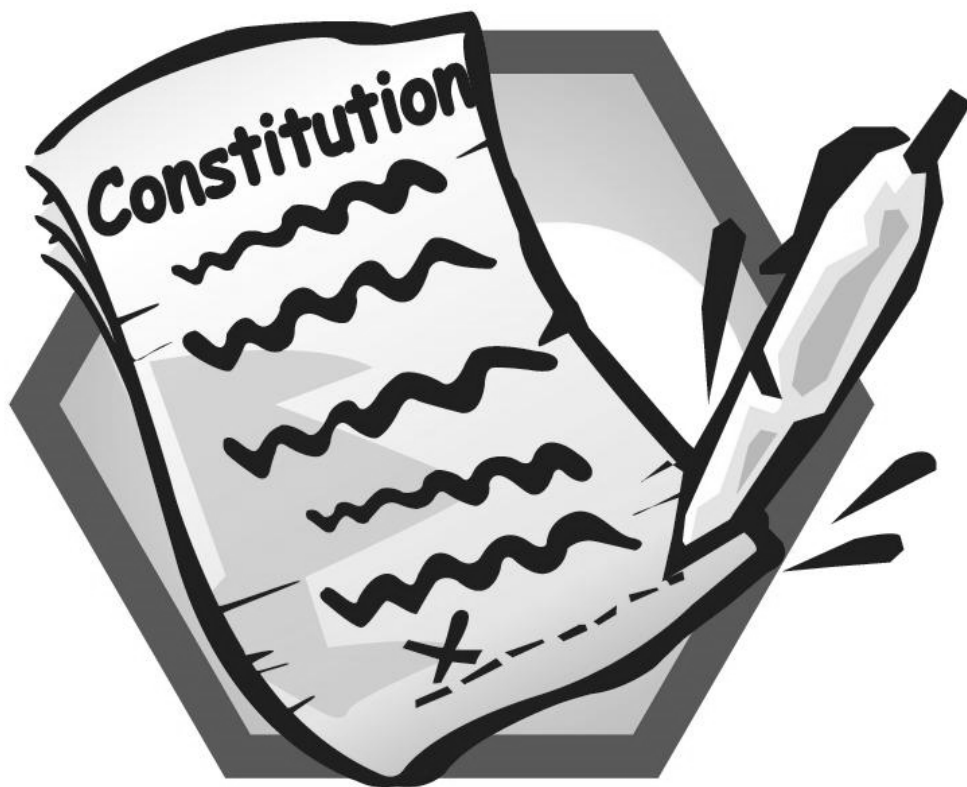
CRJS 3201 Research Methods & Stats for CJ (4 credits) An introduction to the framing and addressing of research questions within a criminal justice context. Students will be exposed to descriptive, explanatory, and exploratory research designs and the application of appropriate quantitative analytic techniques to those research designs. Prerequisites: CRJS 1120 or consent of instructor.

PSY 3401: Basic Stats for Research (4 credits) Measures of central tendency, variability, and shape; t-tests; correlation; linear regression; chi-square tests; and one-way analysis of variance. Emphasis is on the use of appropriate statistical procedures for research using SPSS statistical software. Prerequisite: Completion of Liberal Education mathematics requirement (Category 4).

SOC 3001: Social Statistics (3 credits) Covers a conceptual understanding of basic descriptive and inferential statistics. Choice of statistic and interpretation of SPSS results is discussed. Prerequisite: Completion of Liberal Education mathematics requirement (Goal Area 4) or consent of instructor.

Attachment 4:

Social Work Club Constitution



**Constitution
Social Work Club
Bemidji State University
Amended April 2013**

Article I: Name:

The official name of the club shall be the Bemidji State Social Work Club

Article II: Purpose:

- A. To encourage a network of support, growth and friendship for all Social Work students.
- B. To increase awareness and promote social change within the University, local community, and statewide.
- C. To promote and practice the National Association Social Workers (NASW) Code of Ethics.
- D. To increase awareness and promote a positive image of Social Work as a profession.
- E. To provide the opportunity for members to develop a thinking identity as a Social Work profession.

Article III: Membership:

- A. Membership to the Social Work club shall be open to any interested and concerned: student, faculty, and/or administrator.
- B. Members shall adhere to the NASW Code of Ethics.
- C. Membership size shall be unlimited and shall consist of a minimum of 75% Bemidji State students.
- D. Membership dues shall not be required, unless contained in an amendment to this constitution.
- E. If for any reason, this club should fold, the funds shall be given to the Bemidji State University Social Work Department to be used to buy any equipment and/or materials for the benefit of the students in that major.
- F. Membership and events will not discriminate with regard to race, sex, color, creed, age, religion, marital status, sexual orientation, national origin, or status with regard to public assistance or physical ability

Article IV: Officers

- A. There will be a president, vice-president, secretary, treasurer of the B.S.U. Social Work Club
 1. President shall:
 - Chair and facilitate meetings of the membership and the Executive Committee which consists of Club officers.
 - Work with the Club advisor re: Club activities and direction
 - With the Executive Committee to plan meetings and to develop agendas
 - Works with Club members to encourage active membership and leadership

- Considers overall vision of the Club and how activities and events reflect the Club's mission, the strengths and talents of the Club members, and the current Club.
 - Develop and oversee ad hoc committees and Club projects
 - Support involvement and delegate responsibilities
2. Vice-President shall:
- Acts in the President's absence on all matters
 - Assist President with oversight of the organization
 - Check the Club e-mail account and respond to correspondence accordingly
3. Secretary shall:
- Develop and post meetings and notices
 - Takes minutes of the meetings and posts on the bulletin board
 - With Executive Committee develop agenda and post
 - Maintains organization's archives and records
 - Review minutes at each meeting
 - Maintains correspondence
 - Maintain current Club membership list including email listserve addresses
 - Update and maintain Club bulletin board in HS 103
 - Reserve meeting room
 - Take attendance at Club meetings
4. Treasurer shall:
- Establish and maintain the financial records and record keeping for the Club
 - Develops financial reports as needed - income and expenses
 - Assist with budget preparations
 - Oversee and participate in fundraising activities
 - Chair committees as assigned
 - Balance accounts
5. Election/Appointment of Officers Shall:
- Be conducted last meeting of Spring term
 - Term of office shall be one year
 - In case of officer vacancy, current officers will appoint a club member to serve out the term of that vacancy
 - At least one officer must be a current BSU student
6. Advisor shall:
- Be available as resource person in terms of BSU, community, funding etc.
 - Advise on leadership and organizational development
 - Meet regularly with President individually and with officers collectively to review Club plans, activities, and events

- Attend Club meetings
- Assist with Parliamentary process and Constitution issues or procedures
- Review Club finances and account
- Provide overall guidance and support
- Support Club events and activities

Article V: Parliamentary Procedure

- A. Meetings will be conducted utilizing a modified Robert's Rules of Order.
- B. Decisions will be made based upon a majority vote of members present

Article VI: Meetings

- A. There will be a regular bi-monthly business meeting of the Social Work Club
- B. There will be a Club activity at least once a month
- C. Notices of meetings shall be made in advance of Club meetings and activities by posters, class announcement, electronic communication, and any other available source.

Article VII: Amendments

- A. Proposed amendments to this constitution can be proposed by any Club member.
- B. Ratification of amendments will be achieved by two-thirds majority of vote by those members present at the meeting separate from the meeting at which the amendment was proposed

Attachment 5:

Minnesota Board of Social Work Licensure: Ethical Standards



Minnesota Board of Social Work Licensure

III. Code of Ethics/Ethical Standards

4740.0300 (Emergency) CODE OF ETHICS.

Subpart 1. Code of ethics. The code of ethics applies to the licensees and applicants who practice social work and applies to their conduct during the period of education, training, and employment which is required for licensure.

Subp. 2. Purpose. The code of ethics constitutes the standards by which the professional conduct of a licensee is measured.

Subp. 3. Violations. A violation of the code of ethics is unprofessional or unethical conduct and is sufficient reason for disciplinary action or denial of licensure under part 4740.0250 (Emergency).

4740.0310. (Emergency) ETHICAL STANDARDS.

SUBPART 1. RESPONSIBILITY TO CLIENTS. A licensee's primary professional responsibility is to the client. The licensee shall make every effort to advance the welfare and best interests of families, individuals, groups, and communities. A licensee must respect the rights, including the right to self-determination, of those persons seeking assistance. A licensee must perform professional assistance from other professional disciplines when circumstances dictate. A licensee must protect the public against, and shall report, unethical, incompetent, and dishonorable practices to the board or other appropriate authority, as required under Minnesota Statutes, section 626.556 or 626.557, governing reporting abuse of children and vulnerable adults, and Minnesota Statutes, section 1488.07, subdivision 4, governing reporting unprofessional conduct or incompetence of licensed professionals.

Subp. 2 Non-discrimination. A licensee must not discriminate on the basis of age, sex, race, national origin, religion, physical handicap, political affiliation, or social or economic status, according to Minnesota Statutes, section 363.01 to 364.14. In addition, a licensee must not discriminate on the basis of affectional preference, or choice of lifestyle.

Subp. 3. Relations with clients.

- A. A licensee shall not engage in any type of sexual activities with a client, as prohibited in Minnesota Statutes, chapter 148A
- B. A licensee shall not engage in sexual activities with a former client for two years after the professional relationship with the client ends, as prohibited in Minnesota Statutes, chapter 148A.
- C. A licensee shall not offer medication, controlled substances, or alcoholic beverages to a client, unless ordered by a physician, nor accept these substances from a client.
- D. A licensee must be cautious in prognosis and shall not exaggerate the efficacy of service.
- E. The licensee must recognize the importance of clear understanding of financial matters with clients. Fees and payments must be arranged at the beginning of the relationship.

Subp. 4. Code of personal conduct. The licensee must demonstrate objectivity, integrity, and sound standards in the interest of service to the public and to the professional. Licensed status shall not be used as a claim, promise, or guarantee of successful service, nor shall the licensee be used to imply that the licensee has competence in another service. The licensee shall not misrepresent professional qualifications, affiliations, and licenses of the licensee or the institutions and organizations with which the licensee is associated.

- A. A licensee shall not engage in sexual activities or commit sexual harassment with any client, student, or trainee under the licensee's supervision.
- B. A licensee shall not engage in sexual activities with a former client for two years after the professional relationship with the client ends, as prohibited in Minnesota Statutes, chapter 148A.

- C. A licensee shall not use or possess prohibited drugs as they are defined in Minnesota Statutes, chapter 152, unless prescribed for a legitimate medical purpose.
- D. A licensee shall not use any drug, or controlled substance, alcoholic beverage, or medication in a manner that impairs the licensee's ability to conduct the practice authorized by license.
- E. A licensee must provide professional services to anyone regardless of age, sex, race, national origin, religion, physical handicap, political affiliation, or social or economic status, as required in Minnesota Statutes, sections 363.01 to 364.14. A licensee must also provide professional services to anyone, regardless of affectional preference, or choice of lifestyle. When unable to offer services for any reason, a licensee shall make an appropriate referral.
- F. A licensee shall not use a professional relationship to further personal, religious, political, or business interests.
- G. A licensee shall not participate in dual relationships with clients which could impair the licensee's professional judgment.
- H. A licensee shall not wrongfully disparage the qualifications or character of any professional colleagues, agencies, organizations, or clients.
- I. A licensee shall not attempt to diagnose, prescribe for, treat, or advise on problems outside of the licensee's level of competence.
- J. A licensee shall not permit a student, trainee, or intern under supervision to perform, not claim to be competent to perform professional services beyond the student's, trainees, or intern's level of training.
- K. A licensee shall terminate service to a client and a professional relationship with a client, when the service and relationship are no longer required to serve the client's needs or interests.
- L. A licensee shall comply with parts 4740.0100 to 4740.031 (Emergency) and Minnesota Statutes, chapter 148B.

Subp. 5. Confidentiality and keeping records.

- A. Records indicative of the problems and scope of services must be maintained to ensure security and confidentiality of clients. Records which personally identify the client shall not be released to third parties unless: (1) the client or authorized representative consents in writing; (2) a court of competent jurisdiction orders release of the records; (3) the records are disclosable under the Minnesota Government Data Practices Act, Minnesota Statutes, section 1488.07, subdivision 9.
- B. The licensee must inform clients of the limits of confidentiality.
- C. When there is clear and immediate danger to an individual or society, a licensee has the duty to warn the person or others as required under Minnesota Statutes, sections 148.975 and 148.976. A licensee shall communicate information to others without the client's consent.
- D. A licensee must file a report as required by Minnesota Statutes, sections 626.556 and 626.557, concerning abuse of children and vulnerable adults.

Subp. 6. Research. A licensee must conduct research activities with full respect for the rights and dignity of participants and with full concern for their welfare. A person's participation in research must be voluntary, and based on the informed consent of the participant or authorized representative.

Board of Social Work**MN Statutes: Chapter 148B.****148B.18 DEFINITIONS**

Subdivision 1. Applicability. For the purposes of sections 148B.18 to 148B.28, the following terms have the meanings given them.

Subd. 2. Accredited program of social work. “Accredited program of social work” means a school of social work or other educational program that has been accredited by the council on social work education.

Subd. 3. Board. “Board” means the social work licensing board created in section 138B.19.

Subd. 4. County agency social worker. “County agency social worker” means an individual who is employed by a county social service agency in Minnesota in social work practice or clinical social work.

Subd. 5. State agency social worker. “State agency social worker” means an individual who is employed by a state social service agency in Minnesota in social work practice or clinical social work.

Subd. 6. Public agency social worker. “Public agency social worker” means an individual who is employed by the federal government or the state of Minnesota or any of its political subdivisions in social work practice or clinical social work.

Subd. 7. Private agency social worker. “Private agency social worker” means an individual who is employed by an entity not listed in subdivision 6 in the practice of social work or clinical social work.

Subd. 8. Private practice. “Private practice” means social work practice conducted by an individual who is either self-employed, or a member of a partnership or of a group practice, rather than being employed by an agency, clinic, or other similar entity.

Subd. 9. Psychotherapy. “Psychotherapy” means treatment of a person or persons who have cognitive, emotional, behavioral, or social dysfunctions through psychological or interpersonal methods. The treatment is a planned and structured program, conducted by a qualified mental health professional and based on information from a differential diagnostic examination, and is directed toward the accomplishment of goals provided in a plan of care. Social workers qualified to practice psychotherapy are licensed independent clinical social workers; or licensed graduate or licensed independent social workers who have training required by section 148B.21, subdivision 6, and practice under the supervision of a qualified mental health professional.

Subd. 10. Qualified mental health professional. “Qualified mental health professional” means a psychiatrist, board-certified or eligible for board certification, and licensed under chapter 147; a psychologist licensed under sections 148.88 to 148.98; an independent clinical social worker who has the qualifications in section 148B.88 to 148.98; an independent clinical social worker who has the qualifications in section 148B.21, subdivision 6; or a psychiatric registered nurse with a master's degree from an accredited school of nursing, licensed under section 148.211, with at least two years of postmaster's supervised experience in direct clinical practice.

Attachment 6:

National Association of Social Workers: Code of Ethics



(Summary of Major Principles)

Note: The complete edition of the NASW *Code of Ethics* can be found at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

- I. The Social Worker's Conduct and Comportment as a Social Worker
 - A. Propriety. The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
 - B. Competence and Professional Development. The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
 - C. Service. The social worker should regard as primary the service obligation of the social work profession.
 - D. Integrity. The social worker should act in accordance with the highest standards of professional integrity.

- II. The Social Worker's Ethical Responsibility to Clients
 - A. Primacy of Clients' Interests. The social workers primary responsibility is to clients.
 - B. Rights and Prerogatives of Clients. The social worker should make every effort to foster maximum self-determination on the part of the clients.
 - C. Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
 - D. Fees. When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client's ability to pay.

- III. The Social Worker's Ethical Responsibility to Colleagues
 - A. Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
 - B. Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

- IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations
 - A. Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organizations.

- V. The Social Worker's Ethical Responsibility to the Social Work Profession
 - A. Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
 - B. Community Service. The social worker should assist the profession in making social services available to the general public.
 - C. Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

- VI. The Social Worker's Responsibility to Society
 - A. Promoting the General Welfare. The social worker should promote the general welfare of society, from local to global levels.

- B. Social Workers should advocate for living conditions conducive to the fulfillment of basic human needs.
- C. Social Workers should promote social, economic, political, and cultural values that are compatible with the realization of social justice.