2017-2018

Social Work
Student Guide

A Supplement to the
Bemidji State University Catalog
and Student Handbook

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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.
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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

**Dr. Cheryl Byers**, PhD, Capella University; MSW, University of Illinois; Licensed Independent Social Worker, MN Board of Social Work  
**Position:** Assessment Coordinator and Professor  
**Interests:** Native Americans, children and families, LGBT issues, social justice, social welfare policy, chemical dependency, education, and addictions.  
**Office:** HS 377  
**Telephone:** 755-2836; 755-2880 (messages)  
**Email:** cbyers@bemidjistate.edu

**Rebecca Hoffman**, MSW, University of Wisconsin-Madison; Licensed Independent Social Worker, MN Board of Social Work.  
**Position:** Assistant Professor  
**Interests:** Trauma informed practices in education, narrative gerontology, prevention science, non-profit management  
**Office:** HS 376  
**Telephone:** 755-2837; 755-2880 (messages)  
**Email:** rhoffman@bemidjistate.edu

**Brenda Mack**, MSW, University of North Dakota; Licensed Independent Clinical Social Worker, MN Board of Social Work.  
**Position:** Assistant Professor  
**Interests:** Resiliency/Happiness/Gratitude Building for social workers/care providers regarding self-care and in working with clients, children’s mental health best practices, trauma-focused best practices, school social work, suicide prevention  
**Office:** HS 375  
**Telephone:** 218-755-4050; 755-2880 (messages)  
**Email:** bmack@bemidjistate.edu

**Dr. Sue Rickers**, PhD, MSW, University of Minnesota; Licensed Independent Clinical Social Worker, MN Board of Social Work.  
**Position:** Chair and Associate Professor  
**Interests:** Social work education, youth, school social work, aging, and spirituality in social work practice  
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**Telephone:** 755-2835; 755-2880 (messages)  
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Social Work Dept.

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

Bemidji State University Mission:
Engage. Embrace. Education: As northern Minnesota’s university, we engage in new worlds of thought, embrace responsible citizenship, and educate for a future that can only be imagined.

College of Health Sciences and Human Ecology Mission: Embraces a deep respect for the individual, a holistic approach to education, dedication to science and services, and a commitment to the betterment of communities.

In order to fulfill its mission and its responsibilities as a public university, Bemidji State University will:

1. Promote an uncompromising pursuit of knowledge, excellence, civic responsibility, and environmental respect.

2. Focus on student success by offering high quality baccalaureate and graduate programs designed to build analytical skills and critical thinking abilities; by developing responsible educational goals and career planning through a heightened commitment to faculty advising; and by instilling in students the habits of scholarship and life-long learning.

3. Offer a pleasing and safe campus community enriched by native heritage and world cultures; united by human values centered on civility and mutual respect; and underpinned by facilities necessary for education in the twenty-first century.

4. Develop a high-quality, diverse faculty and staff engaged in on-going professional achievement and revitalization, and in innovative partnerships with education, business, and industry.

5. Incorporate new technologies by exploring, developing, and adapting to a human scale the capacities that give the University’s students, faculty, and staff access to the world, and give the world access to the University.

6. Encourage a varied educational experience beyond the classroom through community service, internships, and travel, while providing a campus life rich in unique opportunities for developing a heightened knowledge of the self, others, and the world.

7. Ensure that each student who graduates can communicate effectively in writing and speaking, can distinguish knowledge from information, and is prepared to take her or his position as a responsible and productive member of the human family in a global society.
8. Develop increased support among external constituencies, for purposes of a deepened institutional stability and heightened flow of ideas.

The Social Work Department’s mission statement, goals and competencies, particularize the University and College of Health Science and Human Ecology Mission statements to guide the curriculum 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.

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:

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.
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 7) along with the Minnesota Board of Social Work Code of Ethics (Attachment 6) 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, sociology 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 as assessment and intervention strategies for various size systems - individuals, families, groups, and communities are developed and employed.

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.

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 (skills) 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 practice behaviors.

**Competency 1:** Demonstrate ethical and professional behavior.

**Practice 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

**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.

**Practice 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.

**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.

*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.

*Practice 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.

*Practice 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.

*Practice 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.

*Practice 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 69 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.

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.

<table>
<thead>
<tr>
<th>Entry Level SOWK Courses:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>All new students must take these two social work courses first.</td>
<td></td>
</tr>
<tr>
<td>Completion of the SOWK Admissions process (written application and interview) occurs during or after completion of these two courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Cr</strong></td>
</tr>
<tr>
<td>SOWK 2110 Intercultural Communications</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2120 Intro to Social Welfare</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>6</strong></td>
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<th>Supporting Foundation Courses:</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Cr</strong></td>
</tr>
<tr>
<td>BIOL 1110 Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>POL 1200 Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 1100 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 2217 Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Choose ONE of the following Diversity Options:</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 1110 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>HST 3309 World Religions</td>
<td>3</td>
</tr>
<tr>
<td>INST 1107 Intro to Turtle Island</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2230 Race &amp; Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose ONE of the following Social Statistics Options:</strong></td>
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<tr>
<td>CRJS 3201 Res Methods &amp; Stats for CJ</td>
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<tr>
<td>PSY 3401 Basic Stats for Res</td>
<td>3</td>
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<tr>
<td>SOC 3001 Social Statistics</td>
<td>3</td>
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<tr>
<td>STAT 3660 Stats for Health Sciences</td>
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<td><strong>Subtotal</strong></td>
<td><strong>21</strong></td>
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### Core Foundation Courses:

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<th>Course</th>
<th>Cr</th>
<th>Prerequisite</th>
<th>Notes</th>
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<tbody>
<tr>
<td>SOWK 2130 Interpersonal Relations</td>
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<td>Admissions to the Program</td>
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<td>SOWK 2140 Field Experience in Social Work</td>
<td>3</td>
<td>Admissions to the Program</td>
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<td>SOWK 2160 Human Behavior in the Social Environment I</td>
<td>3</td>
<td>PSY 1100; BIOL 1110 Admissions to the Program</td>
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<tr>
<td>SOWK 3160 Human Behavior in the Social Environment II</td>
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<td>SOWK 2160</td>
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<tr>
<td>SOWK 3201 Family: Dynamics and Intervention</td>
<td>3</td>
<td>SOWK 2160; PSY 1100</td>
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<tr>
<td>SOWK 3260 Social Welfare Policy</td>
<td>3</td>
<td>Admissions to the Program; POL 1200</td>
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<tr>
<td>SOWK 3551 Generalist Practice 1: Working with individuals</td>
<td>3</td>
<td>Admissions to the Program</td>
<td></td>
</tr>
<tr>
<td>SOWK 3552 Generalist Practice 2: Working with groups</td>
<td>3</td>
<td>SOWK 2130; SOWK 3551</td>
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</tr>
<tr>
<td>SOWK 3553 Generalist Practice 3: Working with Organizations &amp; Communities</td>
<td>3</td>
<td>SOWK 3552</td>
<td></td>
</tr>
<tr>
<td>SOWK 4450 SOWK Research Seminar</td>
<td>3</td>
<td>Social statistics course</td>
<td></td>
</tr>
<tr>
<td>SOWK 4880 Internship Orientation</td>
<td>1</td>
<td>Taken semester before SOWK 4970</td>
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<tr>
<td>SOWK 4970 Internship – 480 hours</td>
<td>12</td>
<td>Completion of ALL courses in the Social Work major; 2.5 GPA in the major (excluding transfer credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal**          | **42** |

**TOTAL SOCIAL WORK CREDITS**          | **69** |

**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

Diversity requirement: Choose one:
1. Cultural Anthropology
2. Race & Ethnic Relations
3. Introduction to Turtle Island
4. World Religions

Social statistics (3000-4000 level course) may be considered for transfer after course materials (syllabus, course outline, and text) are reviewed by a Social Work faculty member. 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.

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 assigned an access code for registration.
Admission, Retention, and Completion Standards and 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.

Requirements for admission into the Social Work major:
1. Completion of or enrollment in SOWK 2110: Intercultural Communication and 2120: Introduction to Social Welfare
2. Cumulative GPA of 2.50 is preferred. A GPA between 2.25-2.50 will be considered on a case-by-case basis.
   - Transfer students may need to provide a copy of unofficial transcript from the school(s) previously attended.
2. Have a minimum 2.50 GPA in required Social Work courses completed to date
3. All required courses that have a social work prefix (SOWK) must reflect a letter grade of C or better.
4. Volunteer experience: Evidence that the student has extended themselves in their community in some way.
5. Provision of evidence of psychological, behavioral, or physical well being if requested by the Social Work Department.
6. Complete typed double spaced application (Attachment 4) for social work admission:
   - Admissions application form
   - Sign criminal background checks statement
   - Statement of interest
     - Discuss what factors have motivated your choice of Social Work as a major.
     - Volunteer work: Discuss how and in what ways you have been involved in your community either through formal volunteer efforts and / or informal ways in which you have extended yourself to assist and to participate in your community.
   - Discuss your career goals
   - Smith writing assignment
   - Transcript or Degree Audit Report (most recent)
   - Transfer students – transcript from school(s) previously attended
7. Two references: One should be from your volunteer work or from someone who can talk about how and in what ways you have extended and/or you do extend yourself in the community.

8. Schedule an appointment with the Social Work faculty team for an interview.

**During the admission process students should be able to demonstrate:**

1. Beginning level understanding of, and a commitment to the values and ethics of the Social Work profession.
   - NASW Code of Ethics
   - MN Board of Social Work Code of Ethics
   - General professional standards of conduct

2. Beginning level knowledge and understanding of:
   - Generalist social work practice
   - Ecosystems perspective
   - Strengths approach
   - Cultural sensitivity and responsiveness
   - Social work values and ethics

3. Beginning level understanding and knowledge of, and skills in cultural sensitivity and responsiveness.

4. An intrapersonal adjustment to the degree that personal issues will not interfere with establishing and maintaining a professional relationship with classmates and a professional helping relationship in the community.

5. Interpersonal relationship skills and knowledge and appropriate application of those skills.

6. Writing skills reflecting clarity of thought and thought process; proper grammar; and organization of ideas and sentence structure.

**Formal admission process includes:**

**Student Responsibilities:**

1. Submission of completed application, transcript, and a 2.5 GPA in social work courses.

2. Completion of the writing assignment reflecting beginning understanding and application of:
   - Generalist social work practice
   - Ecosystems perspective
   - Cultural sensitivity and responsiveness
   - Social work values and ethics
   - Strengths approach
   - Social work roles and functions

3. Participation in an interview with a Social Work faculty. Students should meet periodically with their advisor to discuss recommendations made during the admission process and subsequent action taken as a result. This could include:
   - Provision of evidence of psychological, behavioral, and/or physical well-being if requested by the Social Work Department
   - Consultation with the BSU Writing Center if requested.

**Social Work Faculty Responsibilities:**

1. Social Work faculty will evaluate the writing assignment and during the interview with student, give feedback.
2. A copy of the application packet, writing assignment, and Interviewer feedback will be kept in the student’s file and given to advisor.

**Professionalism Expectations**

The Social Work Program faculty are committed to supporting and assisting students to address their behavioral issues. The goal is for students to function effectively in the classroom, community, and/or internship and to complete their Social Work degree and/or LADC certification coursework. Faculty will assist students as much as possible towards this end.

Professional standards of conduct are to be followed in the course (classroom, in the community, and online) as well as when working in course-related small groups. Students are expected to be respectful to other students, faculty, and other community and tribal organizations and adhere to confidentiality. Students are to exhibit professional behavior and respect for diverse perspectives. This includes all forms of interpersonal communication including, but not limited to, electronic and face-to-face. Violation of this may result in earning a lower course grade or being removed from the course. For the complete Professional Expectations policy see the SOWK Student Guide Manual.

If behavior issue(s) arise during the course of completing a social work degree and/or Licensed Alcohol and Drug Counselor (LADC) certification, a student may be required to do the following:

1. Meet with their Academic Adviser, course instructor, and/or Field Director as needed.
2. Be referred to and recommend completion of an assessment with a licensed professional.
3. Create a contract and/or plan of action to address the behavior issue(s) in order to function effectively in classroom, community, and/or internship.

If a student chooses to not address the behavior issue(s) that is (are) negatively impacting appropriate and/or effective functioning, this may result in the student’s inability to complete the social work degree and/or LADC certification. The student’s continuation in a class, the Social Work Program, and/or LADC certification program may be reviewed.
Termination Policy:
Failure to meet social work major professional/behavioral standards will result in a review by the program director and/or college dean and may constitute immediate withdrawal from a course, and/or failure in a course, and/or dismissal from the major. Students can appeal this decision utilizing the Social Work Department’s Hearing and Appeal process procedures set forth in this Social Work Student Guide.

Hearing and Appeals 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 the Social Work Department director.
- 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 appropriate other University departments and programs.

(See BSU Student Guide)
Background Study

An integral part of the Social Work is the internship field 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 experience 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. Generally, these records include 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:
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 legislative sessions at the Capitol, volunteer with a homeless shelter, observe and shadow social work practitioners in a variety of social service settings, and experience the rich diversity of an urban area. For information contact:

Dr. Sue Rickers, MSW, LICSW, Chair
Social Work Department
(218) 755-2835, srickers@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.

Cuernavaca with more than one million people, is about 50 miles south of Mexico City. The Augsburg College, Center for Global Education has two houses in Cuernavaca that serve as general living space and classrooms.
Curriculum: Students generally register for 15 credits at their home school. At the end of the semester, grades are provided for a designated faculty at the home school to report to the registrar. These courses at BSU include:

- SOWK 3552: Generalist Practice II
- SOWK 2140: Field Experience in Social Work
- Electives

(With strong Spanish skills placements are available. The Consortium is developing placements for students who do not have strong language skills. In addition community service opportunities are available for students.)

Application Deadlines: October 15 for the spring term.

Registration and Financial Aid: The student’s home school provides financial aid. The student retains matriculation and registers for classes through Bemidji State University, social work students would register for the following courses:

- SOWK 3552: Generalist Practice 2
- SOWK 3201: Family: Dynamics and Intervention

NOTE: Students need to minimally have conversational Spanish language ability

Cost Estimates: For one semester of study in Mexico, costs are likely to be $12,000. This includes tuition and fees, room and board, books, airfare, and spending money.

For additional information contact:
Dr. Sue Rickers, MSW, LICSW
Social Work Department (218) 755-2835 srickers@bemidjistate.edu
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 Department of Children, Families, and Learning (Board of Teaching).

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 Department of Children, Families, and Learning 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. Beverly Hodgson, Registrar
BSU, Records Office, 755-2020
bhodgson@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
Chemical Dependency Minor and the Licensed Alcohol Drug Counselor (LADC) Certification

The Chemical Dependency curriculum is two pronged: The Chemical Dependency 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 (Chemical Dependency minor) or beginning chemical dependency professional practice (Chemical Dependency 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 Chemical Dependency practice. For Chemical Dependency certificate students, show evidence of application of the 12 core functions (at least 10 hours each) in a two semester, 880 - hour internship.

<table>
<thead>
<tr>
<th>Chemical Dependency Minor</th>
<th>Course</th>
<th>Name</th>
<th>Cr</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 1100</td>
<td>Intro to Psychology</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>PSY 2217</td>
<td>Abnormal Psychology</td>
<td>4</td>
<td>PSY 1100</td>
</tr>
<tr>
<td></td>
<td>CHEM 2130</td>
<td>Chemistry of Drugs</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 2030</td>
<td>Chemical Dependency Theories and Assessment</td>
<td>3</td>
<td>PSY 1100</td>
</tr>
<tr>
<td></td>
<td>SOWK 3201</td>
<td>Family: Dynamics</td>
<td>3</td>
<td>PSY 1100</td>
</tr>
<tr>
<td></td>
<td>SOWK 3330</td>
<td>Chemical Dependency Prevention and Intervention</td>
<td>3</td>
<td>SOWK 2030</td>
</tr>
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<td></td>
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<td><strong>Total</strong></td>
<td>20</td>
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</tr>
</tbody>
</table>

For further information contact: Dr. Cheryl A Byers, MSW, LISW
Social Work Department, Bemidji State University
218-755-2836  cbyers@bemidjistate.edu
### Chemical Dependency Certificate (for LADC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Cr</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 3201</td>
<td>Family: Dynamics</td>
<td>3</td>
<td>PSY 1100</td>
</tr>
<tr>
<td>SOWK 3330</td>
<td>Chemical Dependency Prevention and Intervention</td>
<td>3</td>
<td>PSY 1100; SOWK 2030</td>
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<tr>
<td>SOWK 3551* or PSY 3332*</td>
<td>Generalist Practice I or Counseling &amp; Crisis Intervention</td>
<td>3 or 4</td>
<td>SOWK: PSY 1100; SOWK majors only or PSY: PSY 1100 &amp; 2217</td>
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<tr>
<td>SOWK 3552* or PSY 3337*</td>
<td>Generalist Practice II or Group Processes</td>
<td>3</td>
<td>SOWK: SOWK 3551; SOWK majors only or PSY: PSY 1100 and 2217</td>
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<tr>
<td>SOWK 4880</td>
<td>Internship Orientation</td>
<td>1</td>
<td>Taken the semester immediately before starting the internship</td>
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</tbody>
</table>

**Total Classroom Credits (405-420 clock hours)**: 27-28

**SOWK**: Internship: Chemical Dependency: 24 credits; 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:**

Dr. Cheryl A. Byers, MSW, LISW  
Professor, Social Work Department  
218-755-2836  
cbyers@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](http://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:
Rebecca Hoffman, MSW, LISW
(218) 755-2837
Email: rhoffman@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](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.

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.”


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.”

Social Work Scholarships

There are three scholarships available to students majoring in Social Work who are entering their junior or senior year. Below are the criteria for each scholarship. For information about Social Work scholarships contact your Social Work advisor or Dr. Sue Rickers, Chair, 218-755-2835, srickers@bemidjistate.edu

1. Jean Gillen Scholarship:
This is a general scholarship available to Social Work majors. One scholarship is awarded annually by April 1st. 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;
   e. Completion of a short essay (no more than two typed pages) describing interest in, commitment to, and abilities useful to his/her social work career goals.

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.

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:
   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, particularly related to family child welfare;
   d. Must be enrolled during the following academic year;
   e. Completion of a short essay (no more than two typed pages) describing:
      1. Interest in, commitment to, and abilities useful to his/her social work career goals; and
      2. Particularly related to family child welfare practice.
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.

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. **North Star Scholarship:**
This is a scholarship awarded to a Social Work student doing an internship in developmental disabilities or rehabilitation services. One scholarship is awarded annually by April 1st. 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 a short essay (no more than two typed pages) describing:
  1. Interest in commitment to the field of developmental disabilities; and
  2. Discussion of professional short- and long-term goals related to the field of disabilities

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.
Other Sources of Scholarships:

**Minnesota Social Service Association**
651-644-0556  Email: mssa@mnsocialserviceassic.org  
Website: [https://www.mnssa.org/](https://www.mnssa.org/)

**Educational Scholarship**: “...to enhance the professional and/or technical skill development pf 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 pf those seeking education in the human service field” through a graduate education program.

**Sallie Mae Found 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.

**Orphan Foundation of America**
Scholarship program to help “parentless teens.”

**Grant/loan information for undergraduate students.**

**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
Professional Licensures and Certifications

**Social Work Licensure in the State of Minnesota:**

In the spring of 1987, legislation (Minnesota statutes 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 6).

**Process to Apply for Social Work Licensure:**

A completed application must be accompanied with a letter from the Social Work Department coordinator 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

A study guide for the bachelor’s degree licensure exam is available for $30.00 + shipping through the Association of Social Work Boards (ASWB). It can be ordered online at [www.aswb.org](http://www.aswb.org)

**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 in the future.

> **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.

> **Office of Mental Health Practitioners:** Oversees disciplinary action of Unlicensed Mental Health Practitioners (who are not licensed, registered, or certified by the state) who" plan, organize, and direct medically-approved recreation programs for patients..."

(http://search.netscape.com/ns/boomframe.jsp?query=Minnesota+mentalhealth)
What do social workers do anyway?

The National Association of Social Workers has two excellent links (see below) that discuss 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.

http://www.socialworkers.org/pubs/choices/default.asp

Http://www.socialworkers.org/pubs/choices/choices2.asp

Career Opportunities

According to the Bureau of Labor Statistics, Occupation Lookout Handbook: “Employment of social workers is expected to grow by 25 percent from 2010 to 2020, 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.”

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 7 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, Fax: 507-662-5605
**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  

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**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.maceweb.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 upper division 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](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.
Attachments

Attachment 1  Social Work Curriculum Planning Guide

Attachment 2  Social Work 2-Year Planning Form

Attachment 3  Course Descriptions

Attachment 4  Admissions Application

Attachment 5  Social Work Club Constitution

Attachment 6  Minnesota Board of Social Work Licensure

Attachment 7  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

<table>
<thead>
<tr>
<th>I. Communication (2 courses, 6 credits)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Critical Thinking (completion of Liberal Education requirements)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Natural Science (1 lab, 7 credits, 2 courses)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1110: Human Biology*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Mathematical/Logical Reasoning (1 course, 3 + credits)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. History and the Social and Behavioral Sciences (2 courses, 6 + credits)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 1200: Intro. to American Politics*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 1100: Intro. to Psychology*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 1100: Intro. to Psychology*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Humanities and the Arts (2 courses, 5 + credits)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. Human Diversity (1 course, 2 + credits) Note: Social Work Diversity requirement*</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one: ANTH 1110: Cultural Anthropology; INST 1107: Intro to Turtle Island; HST 2700: World Religions; SOC 2230: Race and Ethnic Relations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. Global Perspective (1 course, 3 + credits)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2110: Intercultural Comm.*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. Ethical and Civic Perspective (1 course, 2 + credits)</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**X. People and the Environment (1 course, 3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**XI. Performance and Participation (1 or more credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Social Work Major, B.S.: A 69 credit major, the SOWK curriculum prepares students for professional social work practice and for graduate study. Course work in sociology, psychology, political science, and biology is included in the Social Work major**

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.

**Entry Level SOWK Courses:** All new students must take these two social work courses first. Completion of the SOWK Admissions process (written application and interview) occurs during or after completion of these two courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2110</td>
<td>3</td>
<td>Intercultural Communications</td>
<td></td>
</tr>
<tr>
<td>SOWK 2120</td>
<td>3</td>
<td>Intro to Social Welfare</td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Foundation Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1110</td>
<td>4</td>
<td>Human Biology</td>
<td></td>
</tr>
<tr>
<td>POL 1200</td>
<td>3</td>
<td>Introduction to American Politics</td>
<td></td>
</tr>
<tr>
<td>PSY 1100</td>
<td>4</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 2217</td>
<td>4</td>
<td>Abnormal Psychology</td>
<td>PSY 1100</td>
</tr>
</tbody>
</table>

Choose ONE of the following Diversity Options:

- ANTH 1110 Cultural Anthropology
- HST 3309 World Religions
- INST 1107 Intro to Turtle Island
- SOC2230 Race & Ethnic Relations

Choose ONE of the following Social Statistics Options:

- CRJS 3201 Res Methods & Stats for CJ
- PSY 3401 Basic Stats for Res
- SOC 3001 Social Statistics
- STAT 3660 Stats for Health Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Options:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Statistics Options:</td>
<td>3</td>
<td>MATH 1100 or 1170 or PHIL 2230</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal 21
### Core Foundation Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2130 Interpersonal Relations</td>
<td>2</td>
<td>Admissions to the Program</td>
<td></td>
</tr>
<tr>
<td>SOWK 2140 Field Experience in Social Work</td>
<td>3</td>
<td>Admissions to the Program</td>
<td></td>
</tr>
<tr>
<td>SOWK 2160 Human Behavior in the Social Environment I</td>
<td>3</td>
<td>PSY 1100; BIOL 1110 Admissions to the Program</td>
<td></td>
</tr>
<tr>
<td>SOWK 3160 Human Behavior in the Social Environment II</td>
<td>3</td>
<td>SOWK 2160</td>
<td></td>
</tr>
<tr>
<td>SOWK 3201 Family: Dynamics and Intervention</td>
<td>3</td>
<td>SOWK 2160; PSY 1100</td>
<td></td>
</tr>
<tr>
<td>SOWK 3260 Social Welfare Policy</td>
<td>3</td>
<td>Admissions to the Program; POL 1200</td>
<td></td>
</tr>
<tr>
<td>SOWK 3551 Generalist Practice 1: Working with individuals</td>
<td>3</td>
<td>Admissions to the Program</td>
<td></td>
</tr>
<tr>
<td>SOWK 3552 Generalist Practice 2: Working with groups</td>
<td>3</td>
<td>SOWK 2130; SOWK 3551</td>
<td></td>
</tr>
<tr>
<td>SOWK 3553 Generalist Practice 3: Working with Organizations &amp; Communities</td>
<td>3</td>
<td>SOWK 3552</td>
<td></td>
</tr>
<tr>
<td>SOWK 4450 SOWK Research Seminar</td>
<td>3</td>
<td>Social statistics course</td>
<td></td>
</tr>
<tr>
<td>SOWK 4880 Internship Orientation</td>
<td>1</td>
<td>Taken semester before SOWK 4970</td>
<td></td>
</tr>
<tr>
<td>SOWK 4970 Internship – 480 hours</td>
<td>12</td>
<td>Completion of ALL courses in the Social Work major; 2.5 GPA in the major (excluding transfer credits)</td>
<td></td>
</tr>
</tbody>
</table>

| Subtotal                      | 42 |                                      |                                            |

**TOTAL SOCIAL WORK CREDITS** 69

**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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>BIOL 1110: Human Biology</td>
<td>PSY 2217: Abnormal Psychology</td>
</tr>
<tr>
<td>SOWK 2110: Intercultural Comm.</td>
<td>SOWK 2130: Interpersonal Relations</td>
</tr>
<tr>
<td>PSY 1100: Intro to Psychology</td>
<td>SOWK 2140: Field Experience in SOWK</td>
</tr>
<tr>
<td></td>
<td>POL 1200: Intro to Political Science</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>SOWK 2120: Intro to Social Welfare</td>
<td>Social Work Diversity Requirement *</td>
</tr>
<tr>
<td>Social Work Diversity Requirement *</td>
<td>Apply for Admission to the Social Work Major</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>SOWK 3351: Generalist Practice I</td>
<td>SOWK 3553: Generalist Practice III</td>
</tr>
<tr>
<td>SOWK 3160: Human Behavior in the Social Environment II</td>
<td>SOWK 4450: SOWK Research Seminar</td>
</tr>
<tr>
<td>SOWK 3260: Social Welfare Policy</td>
<td>SOWK 4880: Internship Orientation</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>SOWK 3552: Generalist Practice II</td>
<td>SOWK 4970: Internship: Social Work</td>
</tr>
<tr>
<td>Statistics (choose one): CRJS 3201 Research Methods &amp; Stats for CJ or SOC 3001: Social Statistics or PSY 3401 Basic Stats for Research</td>
<td></td>
</tr>
</tbody>
</table>

| *Note: Students choose one course for the Diversity requirement: |
|------------------|------------------|
| ANTH 1110: Cultural Anthropology | HST 2700: World Religions |
| OR | OR |
| INST 1107: Introduction to Turtle Island | SOC 2230: Race & Ethnic Relations |
| OR | OR |
## Social Work Major, B.S.
### Suggested Schedule for Students Transferring with AA Degree

<table>
<thead>
<tr>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall:</strong></td>
<td><strong>Fall:</strong></td>
</tr>
<tr>
<td>SOWK 2110: Intercultural Comm.</td>
<td>SOWK 3160: HBSE II</td>
</tr>
<tr>
<td>SOWK 2120: Intro to Social Welfare</td>
<td>SOWK 3201: Family: Dynamics</td>
</tr>
<tr>
<td>SOWK 2130: Interpersonal Relations</td>
<td>SOWK 3552: Generalist Practice 2</td>
</tr>
<tr>
<td>PSY 100: Intro to Psychology</td>
<td>SOWK 3260: Social Welfare Policy</td>
</tr>
<tr>
<td>BIOL 1100: Human Biology</td>
<td>Statistics (choose one): CRJS 3201 Research Methods &amp; Stats for CJ or SOC 3001: Social Statistics or PSY 3401 Basic Stats for Research</td>
</tr>
<tr>
<td>Apply for Admission to the Social Work Major</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Spring:</strong></td>
<td><strong>Spring:</strong></td>
</tr>
<tr>
<td>SOWK 3351: Generalist Practice 1</td>
<td>SOWK 4450: SOWK Research Methods</td>
</tr>
<tr>
<td>SOWK 2140: Field Experience in SOWK</td>
<td>SOWK 3353: Generalist Practice 3</td>
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<td>SOWK 2160: Human Behavior in the Social Environment (HBSE) I</td>
<td>SOWK 4880: Internship Orientation</td>
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<td>PSY 2217: Abnormal Psychology</td>
<td>SOWK Diversity Requirement *Note</td>
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<td>POL 1200: Intro to American Politics</td>
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*Note: Students choose one course for the Diversity requirement:

- ANTH 1110: Cultural Anthropology
- HST 2700: World Religions
- INST 1107: Introduction to Turtle Island
- SOC 2230: Race & Ethnic Relations
Attachment 2:

Social Work 2-year Planning Form
### Social Work 2-Year Planning Form

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**Note:** Graduation Requirements:
- 128 Credits (Lib Ed + Major + Minor/Electives)
- 2.5 GPA in Major
Attachment 3: Course Descriptions
SOWK 2030 Chemical Dependency Theories and Assessment (3 credits). This course examines various theoretical approaches to and models for understanding the impact of chemical dependency on the individual, family, and community. Particular attention will be paid to the twelve core functions along with the development of knowledge and skills related to assessment.

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. Prerequisite: Admission to the Program

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 Chemical Dependency: Prevention and Intervention (3 credits)** Addresses the continuum of care in chemical dependency: prevention, intervention, treatment, and recovery. Attention given to the twelve core functions in relationship to the treatment planning process, case management, and intervention strategies. Covers ethical and legal considerations, such as involuntary commitment, patient rights, and professional licenses, as well as issues related to practice sensitivity and responsiveness to culture, gender, and age. 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

ANTH 1110: Cultural Anthropology (3 credits) Comparative study of a variety of modern human groups serves to illustrate the methodology of Cultural Anthropology. Analyses of technologies, family forms, social organizations, religions and cultural change.

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.
**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.

**INST 1107: Introduction to Turtle Island (3 credits).** Provides an introduction to the study of the American Indian from a cultural and academic perspective. The academic overview will include considerations of scope, method, terminology, and principles of the various disciplines which include the American Indian in their fields of study. Liberal Education Goal Areas 5 & 7

**HST 2700: World Religions (3 credits).** A survey of Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam, from their historical beginnings to the present.

**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.

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

**PSY 2217: Abnormal Psychology (4 credits)** Mental disorders and behavioral deviations: causes, manifestations, and treatments. Prerequisite: PSY 1100.

**SOC 2230: Race & Ethnic Relations (3 credits)** Study of dominant-subordinate relations with emphasis on racial, cultural, and sexual domination. Examination of a variety of dominant-group tactics, including the causes and consequences of prejudice and discrimination. Prerequisite: SOC 1104 or consent of instructor.

**Social Statistics Course Options**

**CRJS 3201 Research Methods & Stats for CJ (4 credits)** 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.

**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.

**SOC 3001: Social Statistics (3 credits)** Introduces students to descriptive and inferential statistics and bivariate measures of association. Students learn to choose, calculate, and interpret statistics, and learn to use SPSS to help them analyze and interpret data. Prerequisite: MATH 1100 or MATH 1110 or consent of instructor.
Attachment 4: Admission Application
Social Work Department – Admissions Application Cover Sheet

Name: ___________________________ Student ID: _____________

Local Address
Box # __________________ City ________ State ________ Zip Code ________

Home Address
Box # __________________ City ________ State ________ Zip Code ________

Phone: __________________________ Email: __________________________

Please list the Social Work major courses you have completed and the ones you are currently enrolled in:

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Have you ever been convicted of a felony or any misdemeanor that would prevent you from passing a criminal background check?  
Yes _______ No _______

If yes, please explain:
|________________________________________________________________________|
|________________________________________________________________________|
|________________________________________________________________________|
|________________________________________________________________________|
|________________________________________________________________________|

Signature: __________________________ Date: __________________________
An integral part of the Social Work Department (including students that take courses towards their chemical dependency licensure certification) is the internship field 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/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/organization will be able to allow you to participate in providing direct services to clients. If you refuse to cooperate in the criminal background check, the facility/organization will refuse to allow you to participate in the internship experience. The Social Work Department does not guarantee an alternative internship experience placement. If no internship placement is available, you may be terminated from the Social Work Department.

I am hereby aware of the requirements to participate in the Social Work Department and by signing this I attest to the truth of the information I have provided in the internship application. I also understand that the presence of a criminal record (felonies and misdemeanors) is very likely to severely limit my ability to secure an internship, to complete my degree in social work and/or coursework related to the chemical dependency licensure (LADC), and could compromise my future employment in the social work and/or chemical dependency field.

I understand that if the background study findings determine that I am “disqualified,” I will not be able to commence or continue the internship experience until the Social Work Department receives official communication from the Minnesota Department of Human Services that I am no longer disqualified.

I understand that if I have been arrested, charged, or convicted of any criminal offense, I should investigate the impact that the arrest, charge, or conviction may have on my chances of employment. I also understand that it is to my benefit should I have a criminal record, to secure an attorney to have my record examined in relationship to Minnesota Statutes that regulate background studies on persons “providing direct contact” to clients.

I have read and understand this Criminal Background Study Policy.

____________________________________________  __________________________
Signature of Student      Date
SOCIAL WORK DEPARTMENT
PROFESSIONAL EXPECTATIONS

The Social Work Program faculty are committed to supporting and assisting students to address their behavioral issues. The goal is for students to function effectively in the classroom, community, and/or internship and to complete their Social Work degree and/or LADC certification coursework. Faculty will assist students as much as possible towards this end.

Professional standards of conduct are to be followed in the course (classroom, in the community, and online) as well as when working in course-related small groups. Students are expected to be respectful to other students, faculty, and other community and tribal organizations and adhere to confidentiality. Students are to exhibit professional behavior and respect for diverse perspectives. This includes all forms of interpersonal communication including, but not limited to, electronic and face-to-face. Violation of this may result in earning a lower course grade or being removed from the course. For the complete Professional Expectations policy see the SOWK Student Guide Manual.

If behavior issue(s) arise during the course of completing a social work degree and/or Licensed Alcohol and Drug Counselor (LADC) certification, a student may be required to do the following:

1. Meet with their Academic Adviser, course instructor, and/or Field Director as needed.
2. Be referred to and recommend completion of an assessment with a licensed professional.
3. Create a contract and/or plan of action to address the behavior issue(s) in order to function effectively in classroom, community, and/or internship.

If a student chooses to not address the behavior issue(s) that is (are) negatively impacting appropriate and/or effective functioning, this may result in the student’s inability to complete the social work degree and/or LADC certification. The student’s continuation in a class, the Social Work Program, and/or LADC certification program may be reviewed.

I have read and understand these professional expectations.

________________________________ _________________
Signature of Student       Date
Social Work Program
Admissions Writing Assignment

Instructions: Your writing assignment must be typed, double-spaced, 12 font, with headings for each of the questions. You are encouraged to use any or all of your readings to address the questions in this section, particularly readings related to: strengths perspective, ecosystems approach, cultural competence, Code of Ethics, roles and functions of a social worker, and generalist social work practice.

There are two parts to this writing assignment:

1. Part I: Statement of interest
   a. Discuss what factors motivated your choice of Social Work as a major.
   b. Volunteer work: Discuss how and in what ways you have been involved in your community either through formal volunteer efforts and / or informal ways in which you have extended yourself to assist and to participate in your community.
   c. Discuss your career goals.

2. Part II: Angela Smith case (page 7)
   Write an essay addressing the six components below. Use each question as a heading. Documentation should come from your coursework readings.
   a. How does this case study relate to an ecosystems approach to social work practice? Draw and explain an eco-map of Angela Smith’s world.
   b. What does it mean to be a generalist social worker practitioner? How does this concept apply to the Angela Smith scenario?
   c. Discuss how and in what ways you are and are not culturally competent in working with Ms. Smith. What strengths-knowledge, skills, values-do you bring to this social work relationship? What challenges-knowledge, skills, values - would you face working with Ms. Smith?
   d. Discuss 3-5 of Angela Smith’s assets (strengths).
   e. Discuss what social work roles you might use in this case.

At this juncture 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 NASW Code of Ethics.

1. Talk with Angela while she calms down, identify housing options, and then drive Angela back to her boyfriend’s house with plans to meet tomorrow to look at apartments.
2. Form a united front with local police for Angela to file a domestic assault complaint and then drive her to the local women’s shelter where she will receive counseling and support services.
3. Identify a safety plan for Angela and work with her to ensure it is implemented.
Case Scenario: Angela Smith

Angela Smith (age 18) is a single mother of a three month old baby girl living in a poor rural community, population 9,000. While originally a logging community, it now relies on seasonal tourism, government services, and retail businesses for jobs and economic development. Two manufacturing plants recently closed leaving many families unemployed or underemployed, now forced to rely on low-wage jobs. There is a two-year technical school in the community and the closest four-year university is 100 miles away. The community is increasingly becoming ethnically diverse with Hispanic and Native American families moving to the area in search of jobs and education. Angela and her family have been uncomfortable with these changes believing the original German “values and character” of the community are vanishing.

Angela dropped out of high school when she became pregnant and is now living in poverty. She and the baby move back and forth between living with Sam, her boyfriend (age 19) or her mother. When tension with Sam gets bad, he takes out his anger on Angela, becoming physically and emotionally abusive. Police have not yet been called although Angela’s mother has threatened to do so if Sam doesn’t stop hitting her daughter.

Angela would prefer to be independent from her mother, and ideally, she would like to move out of her family’s house permanently. Now, Angela is living with Sam and his family in a small house located in a high risk neighborhood (crime, gangs, and inadequate day care). Angela has no job training or experience yet when attending high school teachers commented on her high intelligence and her strong motivation to learn. Angela dreams of going back to school and getting a good job but is repeatedly told by Sam that she is “not smart enough to do anything” with her life. Angela’s daughter has a breathing disorder due to second hand smoke requiring frequent trips to the free clinic for medication. The workforce center is willing to pay for child care. When she visited the only daycare with an opening for an infant, the provider was highly qualified, personable, and the home was well kept with age appropriate activities. Angela became apprehensive when she realizes the daycare provider is Native American and many of the children are children of color.

Angela has very few ties with neighbors that can help when there is a problem but she does have one close friend. Lately, the friend has been telling Angela to leave Sam, creating a distance between the two. Angela also is close with a supportive sister in another state who helps out financially when she can. Raised as a Catholic, Angela now attends church only during holidays and religious events, mostly to please her mother.

After another abusive incident, Angela leaves the house, walks 1.5 miles with her baby to the counseling center where you work as a social worker. Ten minutes into the meeting Angela begins to cry uncontrollably stating she can’t continue to live with her boyfriend, won’t return to her mother’s house, and doesn’t think the daycare is appropriate for her daughter. She begs you to help her find a “safe place to live and raise my baby. If I could just have my own place, everything will be fine.”
References

Arranged to have two references from a current or former employer and / or supervisor or co-worker or in a volunteer setting or a community person you have worked with emailed or sent to Dr. Sue Rickers. Your references should address:

• Discussion of how the referee knows you;
• Your interpersonal skills;
• Your ability to work with people:
• Your leadership skills;
• Your ability to work on a team; and
• Your concern about and commitment to the community.
• On the back of the application please list your two references:
  o Names
  o Addresses
  o Phone #s

Family members cannot provide a reference.

Include with your application packet the names of the two references you will be using.

Have references emailed or sent to: Dr. Sue Rickers, Chair
BSU/Social Work Dept.
1500 Birchmont Dr., #23
Bemidji, Minnesota  56601
srickers@bemidji.mn.us
Social Work Admissions Process

Expectations of students:
1. 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. Beginning level knowledge and understanding of:
   - Generalist social work practice
   - Ecosystems perspective
   - Strengths approach
   - Cultural sensitivity and responsiveness
   - Social work roles
3. Beginning level knowledge and understanding of skills in cultural sensitivity and responsiveness.
4. An intrapersonal adjustment to the degree that personal issues will not interfere with establishing and maintaining a professional helping relationship.
5. Interpersonal relationship skills and knowledge and appropriate application of those skills.
6. Writing skills reflecting clarity of thought and thought process; proper grammar; and organization of ideas and sentence structure.

Student Application Responsibilities:
1. Submission of completed application, transcript, and a 2.5 GPA in social work courses.
2. Completion of the writing assignment reflecting beginning understanding and application of:
   - Generalist social work practice
   - Ecosystems perspective
   - Cultural sensitivity and responsiveness
   - Social work values and ethics
   - Strengths approach
   - Social work roles and functions
2. Participation in an interview with Social Work faculty. Students should meet periodically with their advisor to discuss recommendations made during the admission process and subsequent action taken as a result. This could include:
   - Provision of evidence of psychological, behavioral, and/ or physical well-being if requested by the Social Work department
   - Consultation with the BSU Writing Center if requested.

Social Work Faculty Responsibilities:
1. Social Work faculty (Interviewer) will evaluate the writing assignment and conduct an interview with the student to give feedback.
2. A copy of the application packet, writing assignment, and Interviewer feedback will be kept in the student’s file and given to advisor.
3. If there are concerns regarding the student meeting academic, intrapersonal, or interpersonal requirements:
   a. The student may be required to provide evidence of psychological, behavioral, and/ or physical well-being.
   b. A follow-up meeting with the Interviewer may be scheduled.
c. A student may not be accepted into the social work major or may be accepted conditionally.

4. The Interviewer will provide in writing a clear statement of recommendations to the student concerning acceptance, conditional acceptance, or non-acceptance into the Social Work major.

5. The student’s Social Work advisor will meet with the student to discuss the Faculty’s recommendations.

**Requirements for admission into the Social Work major:**

1. Completion of or enrollment in *SOWK 2110: Intercultural Communication and 2120: Introduction to Social Welfare*

2. Cumulative GPA of 2.50 is preferred. A GPA between 2.25-2.50 will be considered on a case-by-case basis.
   - Transfer students may need to provide a copy of unofficial transcript from the school(s) previously attended.

4. Have a minimum 2.50 GPA in required Social Work courses completed to date

5. All required courses that have a social work prefix (SOWK) must reflect a letter grade of C or better.

4. Volunteer experience: Evidence that the student has extended themselves in their community in some way.

5. Provision of evidence of psychological, behavioral, or physical well-being if requested by the Social Work Department.

6. Complete typed double spaced application (Attachment 4) for social work admission:
   - Admissions application form
   - Sign criminal background checks statement
   - Statement of interest
     - Discuss what factors have motivated your choice of Social Work as a major.
     - Volunteer work: Discuss how and in what ways you have been involved in your community either through formal volunteer efforts and / or informal ways in which you have extended yourself to assist and to participate in your community.
     - Discuss your career goals
   - Smith writing assignment
   - Transcript or Degree Audit Report (most recent)
   - Transfer students – transcript from school(s) previously attended

7. Two references: One should be from your volunteer work or from someone who can talk about how and in what ways you have extended and / or you do extend yourself in the community.

8. Schedule an appointment with the Social Work faculty team for an interview
**Termination Policy:**
Failure to meet social work major professional/behavioral standards will result in a review by the program director and/or college dean and may constitute immediate withdrawal from a course, and/or failure in a course, and/or dismissal from the major. Students can appeal this decision utilizing the Social Work Department’s Hearing and Appeal process procedures set forth in this Social Work Student Guide.

**Hearing and Appeals 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 the Social Work Department director.
- 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 appropriate other University departments and programs.

(See BSU Student Guide)
Attachment 5:
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

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.
Attachment 6:

*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, trainee’s, 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.
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.

**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 7:
National Association of Social Workers: Code of Ethics

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.
(Summary of Major Principles)

Note: The complete edition of the NASW Code of Ethics can be found at http://www.socialworkers.org/pubs/code/code.asp

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 worker’s 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.