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Policy of Non-Discrimination

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.

Citation

We want to thank the contributors to the publication, Professional Choices and Responsibilities: Clients, Licensure, and the Professional Associations for their hard work and their permission to reprint sections of the module in this manual.

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Introduction

Field Instructors/Site Supervisors
Welcome to the Bemidji State University, Social Work Department. We appreciate your commitment to work with Social Work interns. This manual was developed as a guide and reference for human service agency professionals supervising Bemidji State University social work interns. Site supervisors are referred to as “field instructors” by the Commission on Accreditation of the Council on Social Work Education (CSWE). Field instructors play a vital role in social work education’s signature pedagogy—the internship. It is the field instructors who oversee and provide feedback to the interns on a regular basis concerning their application of social work values & ethics, knowledge, and skills in practice.

Social Work Interns
The purpose of this manual is to provide information necessary to prepare you for and to guide you through your internship. The internship is an integrative experience bringing together course content with practical application in a human service agency. It is the culmination of the Bachelor of Science degree in Social Work (BSW). The internship provides the student with an opportunity to be supervised and mentored by a seasoned social work professional. It is required that social work interns be supervised by a professional with a social work degree, preferably licensed.

This manual includes:
- An overview of the Bemidji State University Social work program mission, goals and objectives
- Philosophy and theoretical framework of the major
- Social work curriculum
- Internship requirements and procedures
- Licensure
- Background studies
- Professional organizations
- Employment search

You can also access information about the Social Work Department, including all program manuals on our home page:
http://www.bemidjistate.edu/academics/departments/social_work/
Social Work Faculty

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Social Work Department Practitioner Advisory Council

Members of the Practitioner Advisory Council (PAC) are professionals representing diverse social work practice interests and expertise. The PAC works with the Social work program chair to assess, review, and make curriculum recommendations. The PAC also assists with continuing education planning. In this way, the Social Work Department stays connected to social work practice and is able to develop relevant curriculum. In addition, the PAC members provide ongoing assessment of the program through discussion and feedback at Practitioner Advisory Council meetings.

Mission Statement
To provide diverse practitioner perspectives in advising the Social Work Department chair on curriculum content and direction in relationship to the changing needs of the social work profession.

Goals
1. Ongoing assessment and review of the Social work program and curriculum.
2. Development of continuing education opportunities for practitioners.
3. Examination of current practice issues and how and in what ways the Social Work Department is and can be responsive.
Social Work Department

The Bemidji State University mission statement creates a context for the Social Work Department, its mission, goals and objectives.

**Bemidji State University Mission Statement**

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

**Shared Fundamental Values**

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

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

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

**College of Health Sciences and Human Ecology Mission**

To promote education, research, and service.

**College of Health Sciences and Human Ecology Vision**

The College of Health Sciences and Human Ecology embraces a deep respect for the individual, a holistic approach to education, dedication to science and service, and a commitment to the betterment of communities.

**Social Work Department Mission Statement**

Our mission is to prepare students for generalist social work practice that is grounded in community involvement, diversity-informed practice, social and economic justice, professional values and ethics, critical thinking, and global interconnectedness.
Social Work Department Goals

With liberal arts as its foundation, by completion of the program, students will be able to:

- Engage in models of ethical social work practice.
- Engage in diversity-informed practice at all levels; local, tribal, state, national, or international.
- Engage in models of bio-psycho-social, cultural, and spiritual human development and behavior.
- Engage in life-long learning and critical thinking.
- Engage in research inquiry in order to facilitate implementation of evidence-based and diversity-informed practice.
- Engage in policy analysis and advocacy to address social and economic justice.

Social Work Education Competencies and Practice Behaviors

According to the Council on Social Work Education (2015), “The purpose of the social work profession is to promote human and community well-being. Social work practice is guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally”.

Program competencies create a guide to shape and focus curriculum content and the knowledge, values, skills, cognitive behaviors, and affective behaviors 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.

Social Work Competencies

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td></td>
</tr>
</tbody>
</table>
Social Work Competencies & Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

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

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

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

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

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

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

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

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

**Philosophy and 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 71 credit major. The major requires core courses in social work as well as in psychology, biology, sociology and political science.

The social work program 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.

The social work curriculum prepares graduates to be generalist social work practitioners in urban, rural, and tribal communities. Consistent with this emphasis is the development of social work values, knowledge, and skills that can be applied across populations.

**Social Work Code of Ethics**

The National Association of Social Workers (NASW) [Code of Ethics](#) (Appendix A) along with the Minnesota Board of Social Work [Standards of Practice](#) (Appendix B) are reviewed continually throughout the social work curriculum as the standards to which all social workers are accountable.

**Generalist Practice**

According to the Council on Social Work Education, “Generalist social work practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice” (2015).

<table>
<thead>
<tr>
<th>Table 1.0 Theoretical Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bio-Psycho-Social-Spiritual</strong></td>
</tr>
<tr>
<td><strong>Diversity-Informed Practice</strong></td>
</tr>
<tr>
<td><strong>Ecosystems</strong></td>
</tr>
<tr>
<td><strong>Ethics and Values</strong></td>
</tr>
<tr>
<td><strong>Social Justice</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Strengths and Empowerment</strong></td>
</tr>
</tbody>
</table>
Social Work Curriculum

Social Work Degree Requirements
To earn a BSW degree at Bemidji State University, students must meet the following criteria:
- Must earn a C or better in courses with a social work prefix (SOWK)
- Must have an overall GPA of 2.50 or better in all required social work courses taken at BSU (including other disciplines). This does not include transfer courses taken at other schools.

Pre-Admission Social Work Courses:
All students must enroll in the follow social work courses to be eligible to apply for the social work program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 2120</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 2140</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Total Credits 9

Supporting Foundation Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1110</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>POL 1200</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 1100</td>
<td>4</td>
<td>PSY 1100</td>
</tr>
<tr>
<td>PSY 2217</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SOWK 2110</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

MATH 1100 or 1170 or PHIL 2230

Subtotal 21
## Core Foundation Courses:
Must be formally admitted to the social work major prior to registering for the following 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></td>
<td></td>
</tr>
<tr>
<td>SOWK 2160 Human Behavior in the Social Environment I</td>
<td>3</td>
<td>PSY 1100 BIOL 1110</td>
<td>Spring only</td>
</tr>
<tr>
<td>SOWK 3160 Human Behavior in the Social Environment II</td>
<td>3</td>
<td>SOWK 2160 POL 1200</td>
<td>Fall only</td>
</tr>
<tr>
<td>SOWK 3201 Family: Dynamics and Intervention</td>
<td>3</td>
<td>SOWK 2160 PSY</td>
<td></td>
</tr>
<tr>
<td>SOWK 3260 Social Welfare Policy</td>
<td>3</td>
<td>POL 1200</td>
<td>Spring only</td>
</tr>
<tr>
<td>SOWK 3551 Generalist Practice 1: Working with individuals</td>
<td>3</td>
<td>PSY 1100</td>
<td>Can be taken at the same time</td>
</tr>
<tr>
<td>SOWK 3552 Generalist Practice 2: Working with groups</td>
<td>3</td>
<td>SOWK 2130</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</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

**Course Descriptions**
Click here for [social work course descriptions](#).
**Internship Preparation**

The semester prior to the internship, the student must enroll in SOWK 4880: Internship Orientation. It is during this course that students make application (Appendix C) for the internship. The application process consists of:

1. Completion of the internship application form;
2. Evidence of having completed, by the end of the term, prior to the internship, all required courses in the Social Work major;
3. Transcript from the Records Office giving evidence of a 2.50 GPA in the Social work major;
4. Interviews with the Field Director to discuss internship interests, site selection, and preparation of start of internship.

The course is designed to assist the student with:

- Assessing her/his social work knowledge, skills and values: strengths, and challenges using the Midterm/Final Evaluation Instrument as a guide for this assessment (Appendix I);
- Determining her/his social work interests;
- Developing a resume (Appendix D);
- Exploring the range of and opportunities for a social work internship with consultation from the Field Director;
- Becoming familiar regarding application for Minnesota social work licensure;
- Exploring professional affiliations such as NASW, CDF, and CWA;
- Developing an internship contract (Appendix E); and
- Facilitating placement of the student in a social service agency.

The internship contract (Appendix E) includes a general description of the internship. It is expected that the student will formulate goals focused on knowledge, skills and values of social work practice related to his/her particular internship agency.

**Internship Policies**

- Students are required to initial each statement and then sign and date the following agreement. I am aware a 2.5 GPA is required in the Social Work major in order to do an internship.
- I am aware that all required courses for the Social Work major must be completed before the internship starts.
- I understand that should my grades during the semester prior to the internship lower my GPA below 2.5, I will not be approved to do an internship.
I understand that I cannot intern more than 45 hours a week in my internship.

I understand my internship contract must be finalized, approved and signed by the Social Work Department Field Director before I start the internship.

I understand should I start my internship prior to approval of the contract, none of the hours will count towards the internship.

I understand that internship seminars are mandatory; attendance is required.

I understand the start and completion dates of the internship must be approved by the Social Work Department Field Director and should be within two weeks of the semester start date and two weeks within the end date.

I understand should my internship not be set up – arrangements made with the agency, contract completed, confirmed and in place, by the start of the semester in which I intend to intern, I will have to wait until the next semester.

I understand the Social Work internship hours must total 480 hours. This includes 2-3 internship seminars, community agency visits, and attendance at professional workshops and conferences.

I understand that if employed in the agency prior to or during the internship, these employment duties/hours are prohibited from being used to meet the 480 internship hours.

---

Print Name: ____________________________  Sign Name: ____________________________

Date: ____________________________

**Internship Description**

SOWK 4970: Internship in Social Work is a 12 credit, 13-14 week block placement totaling 480 hours. Of the 480 hours, approximately 32 hours include (2) all-day seminars, a visit to at least one community agency and attendance at a workshop/conference or training. The seminars create a vehicle for integration of theory and practice. The intern's 13-14 week experience is guided by: weekly supervision of the intern by the field instructor (at least one hour a week); up to two on-site visits from the faculty liaison accompanied by phone conferences if necessary; and the intern's attendance at the two internship seminars.

It is the intern's individualized contract that establishes basic direction for the application of knowledge, skills and values through the practicum, specifying experiences and readings reflective of the generalist model of social work practice.

**Credit Life or Work Experience:** Per the Council on Social Work Education, the BSU Social Work Department does not allow BSU to give academic credit for life and work experience.

**Three-Way Collaboration:** The social work internship reflects a three party collaboration – intern, internship placement agency, and the social work department. Each party has an important role with accompanying responsibilities:

**Responsibilities of the Social Work Department and the Field Director**
1. To facilitate placement of students in agencies for the internship experience.
2. To facilitate with the student the development of an internship contract that is also negotiated with the field instructor.
3. To provide a liaison between school and agency. Two to three on-site visits to the agency will be made. The purpose of the first visit is to review the intern's contract and to address any questions about the Social Work Department and the internship that might arise. During the second and three visits the faculty liaison, with the intern and field instructor, will facilitate discussion of the midterm and final evaluations.
4. To provide orientation for field instructors and agency directors each term.
5. To facilitate the two internship seminars, providing feedback to interns on presentations and papers.
6. To provide ongoing consultation with the placement agencies as needed.
7. To maintain an ongoing Practitioners Advisory Council that reviews and evaluates the overall Social Work Department, particularly the internship component.
8. To carry liability insurance for the Social Work interns.

**Responsibilities of the Agency**

Agencies whose social work goals, services and policies are compatible with the values of social work, who demonstrate an interest in and commitment to student education, and who have licensed social workers with degrees in the field, are selected as placement sites for social work interns. This assumes a willingness to work closely with interns and the faculty liaison to develop learning practice experiences and to provide, at a minimum, individual weekly supervision.

The overall responsibility of the agency is to provide a climate in which the intern can move from observing and shadowing to participating in the work and responsibilities of professional staff.

1. To establish a process to interview and select prospective interns.
2. To demonstrate an interest in and commitment to student education, demonstrated by a willingness to assign staff time and energy to intern supervision, attendance at workshops for field instructors and consultation with the faculty liaison.
3. To assign one specific agency worker, a licensed BSW/MSW, known as a field instructor, to supervise the intern.
4. In conjunction with the prospective intern and Field Director develop an internship contract, to guide students to the internship.
5. To complete, sign and return the Agency Data form (Appendix F)
6. To provide the student with a detailed orientation to the agency - policies, services, goals, purposes and clientele during the early weeks of the internship that includes:
   - Orientation schedule
   - "Nitty-gritty" info: parking, bathrooms, eating facilities, dress requirements, break times, holidays, telephone instructions, signing in and out, introductions to
staff, how intern should identify herself/himself

- Instructions regarding technology
- Specific recording instructions
- Specific confidentiality requirements
- Access to intra-agency and community phone directories, procedure manuals, human resources within the community, any special reference books, i.e., DSM IV, federal privacy act and any other reference material that is likely used on a regular basis
- Information on any special security precautions
- Discuss the human elements to the work, stress, fears, anxieties, frustrations, failures and the need to process with someone. What can be processed with persons outside of the agency
- Describe supervisory approach. What agency expects from the student
- Provide the student with a glossary of acronyms, symbols, jargon and technical terms unique to the agency.
- Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the social work duties within the agency. Note the emphasis on systems approach

7. To provide a minimum of **one hour per week** of scheduled individual supervision that includes review of the intern's assignments with constructive feedback and creates an opportunity to integrate theory with practice experience.

8. To allow the student to attend and participate in staff meetings as well as team meetings, etc.

9. To provide the student with opportunities to work with various client systems; individuals, families, groups, etc. - receiving service from the agency.

10. To provide opportunities for the intern to become familiar with community resources and services and to have the experience of coordinating these services within the scope of the student’s agency based assignments.

11. To allow the student space in which to work.

12. To provide reimbursement for agency-related travel.

13. To complete with the intern, a midterm and final evaluation of the intern’s performance (Appendix G).

14. To complete a Faculty Liaison evaluation form (Appendix H).

**Responsibilities of the Intern**

The overall responsibility of the student is to devote himself/herself to the learning of helpful interaction with service users.

1. To obtain at least an 80% grade on written and oral assignments in the internship.

2. To negotiate the internship contract with the Field Instructor and the Field Director.

3. To follow agency policies with regard to time schedules, regulations, and matters of
dress.

4. To prepare agendas for discussions with the Field Director and Field Instructor.

5. To leave word with the agency secretary and or supervisor as to where s/he is and when s/he will return.

6. To report absences and reasons for absences immediately to the Field Instructor.

7. To participate in her/his midterm and final evaluations with the Field Instructor.

8. To participate in an evaluation of the Social Work Department.

9. To write a short assessment of the internship placement at the end of her/his internship (Appendix I).

10. To carry out an evaluation of the Field Instructor (Appendix J).

11. To complete assignments for the internship seminar.

12. To participate in an end of term discussion and complete the Skills and Services Feedback form (Appendix K).

13. To evaluate the Field Director / Course Evaluation (Appendix L).

14. To provide evidence of having completed the 480 hours including attendance at a minimum of one workshop or conference, a minimum of two agency visits.

Problem Solving Expectations

1. If the agency site supervisor or the student experiences a problem during the internships, the first step is to talk with each other about it. Most common type of problems relate to job duties, relationship with co-workers or misunderstandings between supervisor and the intern.

2. If the problem is not resolved in a timely manner, the Faculty Liaison should be notified as soon as possible.

3. The Faculty Liaison will work in collaboration with the Field Instructor, site supervisor, and intern to resolve the problem in a professional and expedient way.
Behavioral Policy

The Social Work Department 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.

If mental health and/or behavioral issues 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 a mental health/behavioral assessment with a licensed professional.
3. Create a contract and/or plan of action to address the mental health/behavioral issue in order to function effectively in classroom, community, and/or internship.

If a student chooses to not address the mental health/behavioral issue that is negatively impacting 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 the Social Work Department and/or LADC certification program may be reviewed.

While taking SOWK 4880: Internship Orientation, students will be required to sign a statement acknowledging their understanding of the Behavioral Policy.

Licensure

Minnesota Board of Social Work

Licensure of social work practitioners is state law in Minnesota with few exceptions. The social work licensure law covers practice as well as the provision of services.

Applications are available by contacting the:

Minnesota Board of Social Work Licensure
2829 University Ave. S.E. Suite #340
Minneapolis, MN. 55414-3239
Phone: 612-617-2100
Toll free: 1-888-234-1320
Fax: 612-617-2103
Website: www.socialwork.state.mn.us

Students strongly encouraged to take their licensure test prior to graduation to ensure the ability to
practice upon graduation. Contact the Board for current fee rates.

Application for Licensure Action Steps
The MN Board of Social Work has created a step-by-step guide for licensure application.

Licensure Exam Study Guide
To obtain a Bachelors Study Guide (est. $30.00 includes S&H), contact:

Association of Social Work Boards (ASWB)
400 South Ridge Parkway, Suite B Culpeper,
VA 22701
Toll-free: 1-800-225-6880
Fax: 540-829-0142
Website: www.aswb.org

A Context for Licensure

Purpose of Licensure. The Minnesota Legislature has created many licensing boards. The sole purpose of any licensing board, from the Board of Nursing to the Board of Barber Examiners, is to protect the public. The Minnesota Board of Social Work is no exception. Because social work practice affects the public in life-changing ways, the social work community wants to ensure that its members provide ethical and competent services. The profession believes that an independent board, rather than an employer or a group associated with it, should hold social workers responsible for their conduct and resolve complaints against them.

Benefits for the General Public. Licensure establishes and enforces standards for competent and ethical social work practice through professional degrees, examination, supervision, and continuing education. Social work licensure does not guarantee that a practitioner is effective. We all know there are ineffective social workers, just as there are ineffective teachers, doctors and veterinarians. But licensure does guarantee to the public that the licensed social workers serving them have met minimum professional qualifications. Clients have a right to this assurance and to the protection it affords.

Protection for Vulnerable or “Involuntary” Clients. Elderly clients, minor clients, and clients who are hospitalized, injured, or have a mental illness, are especially vulnerable because of their life situation. Social workers are usually assigned to work with these very clients in hospitals, schools, hospices, and other work settings. These vulnerable clients do not have the ability to hire or fire their social workers and sometimes are not even able to determine if their workers are serving them competently and ethically. They especially need the protection that licensing standards and the complaint process offers.

Accountability for Social Workers Engaged in Incompetent or Unethical Practice. The Minnesota Board of Social Work has adopted “Standards of Practice and Ethical Conduct”. When it receives complaints against licensed social workers, the Board follows a complaint process set out in statute 214.10 Complaint, Investigation, and Hearing. This process holds social workers accountable
for incompetent or unethical practice. Social workers may also be accountable to their professional organizations for practice consistent with their standards, such as the NASW Code of Ethics. *(A more detailed description of the Board’s Standards of Practice and Ethical Conduct is summarized in a following section.)*

**Benefits for the Profession.** Benefits of licensure for the social work profession must be viewed as incidental results of, rather than the purpose for, the licensing law. Some of these benefits include:

**Title Protection, Professional Identity, Respect, and Credibility**

- Licensure establishes social workers as educated professionals with a specific base of knowledge, skills, values, and ethics. This is in contrast to the characterization of social workers as “nice,” “compassionate,” “good with people,” and “able to do a little of everything.”
- Licensure offers parity with colleagues from other licensed professions, especially in host workplaces, such as hospitals and schools.
- Licensure increases the credibility of social workers in court proceedings.

**Inclusion in Minnesota Statutes and Minnesota Rules**

- Our government is based on the rule of law, and we live in a culture that demands to “see it in writing.” In our complex society, the public has a right to be assured that our professional status is based on completed requirements. Social workers display their licenses in their offices or workplaces. Licensing statutes establish credibility for social work and for other professions.
- Licensure has an impact on other statutes and rules affecting social work practice. The Social Work Practice Act is the basis for inclusion in other Minnesota laws.

**Reimbursement and Employment**

- A number of laws and rules reference the licensing statute and specifically name licensed social workers as reimbursable service providers. Licensure has helped to establish social work as a unique profession.

* IMPORTANT REMINDER *

The materials below are subject to statutory and rule changes.

Please check the Minnesota Board of Social Work’s web site for recent updates at www.socialwork.state.mn.us

**A Summary of Licensure Requirements and Licensure Process**

As a student preparing for graduation from a CSWE-accredited Social Work Department, you will be faced with many decisions, choices and challenges regarding your career and entry into the Social Work Department. You will face demands from employers, political mandates and policies, multi-faceted regulations, and ethical dilemmas.

One of the demands you will face is compliance with social work regulations in the state you choose to practice. Social workers are regulated – one way or another – in every state of the union. Put simply, licensure is a political reality and your professional responsibility. It is the mechanism by which minimum standards are established for entry into the profession, and continued competency is monitored. Licensure is the mechanism by which we protect the public served by social workers.
Preparing for licensure as a social worker upon completion of a social work degree is no different from completing a degree in education, law, medicine, or nursing, and preparing for licensure in those professions. Licensure is a professional responsibility and, in most cases, is not optional. The following sections provide information about the Minnesota Board of Social Work and the licensure process. We hope this will allow for a smoother transition from your Social Work Department to licensure and the profession.

**Tips for Students**

- **Begin the Application Process Early:** Apply for licensure and take the examination before graduation! If your application for licensure has been submitted and approved, you may take the licensure examination up to six-months prior to completing your degree requirements. It is important to take advantage of this window of opportunity prior to graduation because the application process (including the examination) may take four to six months to complete.

- **Avoid the Ethical Dilemma of Practicing Without a License:** Completing all licensure requirements (including the exam) prior to graduation gives you the option of accepting employment as a social worker immediately upon graduation – without the risk of practicing illegally without a license.

- **Register for the Examination Immediately:** As soon as you get written notice of approval from the Board office, contact ASWB to register and pay for the exam. Do not delay! Although you have 90 days to complete the exam, it may be difficult to obtain a convenient testing date if you wait too long to register.

- **Consider a Temporary Permit:** Research the Board’s eligibility requirements for a temporary permit and plan early if you are interested in pursuing this option. Eligibility requirements are very specific. The temporary permit for “candidates for graduation” authorizes social work practice while you are waiting for your academic program to issue an official transcript to the Board office – provided you meet all other licensure requirements.

- **Plan Carefully for Licensure Supervision:** Under the licensure law, you are required to arrange for appropriate licensure supervision. So be sure to ask prospective employers about licensure supervision opportunities they may provide. This is your responsibility, not your employer’s. It may be that you will have to contract and pay for your own licensure supervision.

**The Minnesota Social Work Practice Act, MN Statute Chapter 148B**

What is the Social Work Practice Act and how does it impact Minnesota social workers?

- The Social Work Practice Act regulates the practice of social work and the use of the “social work” title in the State of Minnesota.

- The Practice Act creates four levels of licensure: one at the baccalaureate degree level and three at the master’s degree level.

- The Practice Act exempts social workers in certain practice settings from licensure requirements.

- The Practice Act instructs the Governor to appoint 15 board members (a combination of social workers and members of the public) for four-year terms.
Licensure Structure and Requirements

The ASWB Examination Candidate Handbook explains the steps required to register for and take the ASWB social work licensing examinations. The following table reflects the level of licensure for BSW students, the required academic degree and national examination, and supervised practice requirements:

<table>
<thead>
<tr>
<th>Level of Licensure</th>
<th>Degree</th>
<th>ASWB Exam</th>
<th>Supervised Practice Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Social Worker (LSW)</td>
<td>BSW (CSWE)</td>
<td>Basic</td>
<td>One-time requirement:</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>100 hours of supervision for</td>
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<td>4,000 hours of practice at a rate</td>
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<td>of 4 hours of supervision for</td>
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<td></td>
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<td>every 160 hours of practice.</td>
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**Definition of “Social Work Practice” and Authorized Scope of Practice:**

Minnesota Statutes, Section 148B.18, Subdivision 11, defines “social work practice” as follows:

**a** "Social work practice" is the application of social work theory, knowledge, methods, and ethics to restore or enhance social, psychosocial, or bio-psycho-social functioning of individuals, couples, families, groups, organizations, and communities, with particular attention to the person-in-environment configuration.

**b** For all levels of licensure, social work practice includes assessment, treatment planning and evaluation, case management, information and referral, counseling, advocacy, teaching, research, supervision, consultation, community organization, and the development, implementation, and administration of policies, programs, and activities.

For persons licensed at the LICSW level, and for persons licensed at either the LGSW level or the LISW level who practice social work under the supervision of an LICSW, social work practice includes the diagnosis and treatment of mental and emotional disorders in individuals, families, and groups. The treatment of mental and emotional disorders includes the provision of individual, marital, and group psychotherapy.

**Exempt Practice Settings under the Social Work Practice Act:**

The Social Work Practice Act exempts the following individuals from licensure requirements:

- Students engaged in practice in an internship program required for a social work degree
- Persons employed by county agencies
- Persons employed by federally recognized tribes
- Other licensed professionals
- Persons hired before July 1, 2016, employed by a city or state agency, or a private nonprofit agency with a primary service focus addressing ethnic minority populations and the individual is a member of an ethnic minority population
• Beginning July 1, 2016, licensure is required for newly employed persons in a city or state agency, or a private nonprofit agency with a primary service focus addressing ethnic minority populations and the individual is a member of an ethnic minority population.

How Does the Board Determine When Someone Must be Licensed?

The Social Work Practice Act grants the Board authority to regulate both the use of the title “social worker” and the practice of social work in Minnesota. The Board considers the following criteria when determining that someone must be licensed as a social worker:

- **Jurisdiction**: Is the individual practicing outside the State of Minnesota or within an exempted setting (as described above). If the practice is outside of the Board’s jurisdiction – out-of-state, or in an exempt setting – then licensure is not required.

- **Use of Title**: Is the person’s title that of “social worker” or does the person use the words “social work” in describing the practice? If so, licensure is required unless the practice is in an exempt setting.

- **Scope of Duties or Practice**: Is the position a professional level position and do the duties and responsibilities fall within the statutory definition of “social work practice” (as described in the section above)? An individual may be practicing social work even if not using the title “social worker.”

- **Academic Degree and Training**: Does the individual have a CSWE-accredited social work degree? The academic degree and training component is an important consideration because it serves to differentiate the practice of “social work” from similar duties performed by persons from other disciplines.

* IMPORTANT REMINDER *

It is very important to remember that the Board of Social Work has the authority to determine what constitutes the “practice of social work.” This means the Board may require you to be licensed even if your employer does not!

Role and Purpose of the Board:

- The Board of Social Work was created by the Minnesota Legislature in 1987 to be the licensing and regulatory agency for Minnesota social workers.

- The Board’s mission is to protect the public by enacting and enforcing licensure and practice standards for social workers in Minnesota; the Board’s role is not to promote the interests of social workers.

- The Board is mandated by the Minnesota Legislature to enforce the Social Work Practice Act, Minnesota Statutes, Chapter 148E, and to enact and enforce rules regulating social workers.

Who and What is the Board of Social Work?

- The Social Work Practice Act establishes a “citizen board” of licensed social workers and members of the general public who are appointed by the Governor. Once appointed, board members serve four-year terms. Their duties include (a) establishing and enforcing qualifications for licensure, (b) establishing standards of ethical and competent social work practice, and (c) reviewing and resolving complaints against social workers.
The Board of Social Work meets every other month to discuss policy issues, consider requests by applicants and licensees, and impose disciplinary action against workers who have engaged in misconduct.

The Board has a staff whose duties include (a) reviewing applications for initial licensure and renewal; (b) providing educational services to students, social workers, and the public; (c) advising the Board on policy matters, (d) fulfilling the Board’s statutory and rule requirements; and (e) performing day-to-day office functions.

Board staff provide services in three areas:

- The Licensure Unit (a) processes applications for initial licensure, examination, and renewal, (b) reviews compliance with continuing education and supervision requirements, and (c) makes initial determinations on practice issues.
- The Complaint Unit (a) receives, analyzes, and investigates complaints alleging incompetent or unethical conduct, and (b) monitors licensees who are subject to corrective action or discipline.
- The Operations Unit carries out general office functions such as communications, budgeting, personnel, and computer services.

Means: How Does the Board Accomplish its Goals?

The Board carries out its mission of public protection by establishing and enforcing licensure and ethical practice standards. In particular, the Board:

- Establishes academic requirements for licensure: Baccalaureate or master’s degree from a Social Work Department accredited by the CSWE, or a doctorate in social work.
- Approves candidates for the national examination administered by the Association of Social Work Boards (ASWB).
- Performs criminal background checks on applicants
- Enforces the Board’s Standards of Practice and Ethical Conduct.
- Establishes and monitors standards of supervised practice.
- Enforces licensure renewal requirements by monitoring continuing education, supervised practice, and ethical practice.

Applying for Licensure and the Licensure Examination:

- A candidate for licensure must apply with the Board of Social Work; the application process (including taking the examination) is likely to take four to six months.
- The Board approves qualified candidates to take the appropriate level of examination.
- A candidate may take the examination six months prior to graduation.
- Applying for licensure and taking the examination does not authorize a candidate to practice social work; a candidate must receive written notification from the Board before beginning to practice.
- ASWB provides examination accommodations for candidates who (a) qualify under the Americans with Disabilities Act (ADA) or (b) speak English as a second language (ESL).
- Once approved by the Board, a candidate has 90 days to take the examination.
Information about the ASWB examination:

- The exam has 170 multiple-choice questions (of which 150 are scored) and is administered on a personal computer; the passing score in Minnesota is “75.”
- Candidates are allowed four hours to complete the exam.
- ASWB provides a Candidate Handbook for exam preparation.
- There are designated testing sites in Minnesota (both Metro Area and Greater Minnesota) and in neighboring states.

Ongoing Licensure Requirements

The Board of Social Work requires licenses to be *renewed every two years* in the licensee’s birth month. As part of the renewal process, social workers are required to verify compliance with:

- The Board’s Standards of Ethical Practice, by answering ethical and background questions.
- Continuing education requirements: 30 hours in acceptable content areas.
- Supervised practice requirements, including:
  - Two years of full-time or 4,000 hours of part-time supervised practice
  - A minimum of 75 hours of direct supervision over duration of practice
  - Supervision by a social worker licensed at the appropriate level
  - Supervision content requirements; and
  - Documentation showing compliance with approved supervision plan.

Visit the MN Board of Social Work website at [www.socialwork.state.mn.us](http://www.socialwork.state.mn.us) for information related to:

- National Perspective on Social Work Regulations
- How Does the Board Hold Social Workers Accountable
- Rulemaking Process and Social Work Input
- Compliance with Other Laws and Rules Relating to Field of Practice
- What Happens When a Licensed Social Worker Violates the Board’s Standards of Practice and Ethical Conduct
- Foreign-Born Applicants

**Minnesota School Social Work Licensure**

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

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

- A baccalaureate degree or a master’s degree in social work from a Council on Social Work Education (CSWE) accredited program.
Licensure from the Minnesota Board on Social Work.
Licensure from the Minnesota Department of Education.

The Social Work faculty encourages students to take additional courses in education along with SOWK 3790 Social Work in the School System to be well prepared for school social work practice.

**For information about School Social Work licensure, contact:**

Department of Education  
1500 Highway 36 West  
Roseville, Minnesota 55113-4266  
Phone: 651-582-8691; Fax: 651-582-8809  
Email: Personnel.Licensing@state.mn.us

To apply online go to the MN Department of Education’s website [http://education.state.mn.us](http://education.state.mn.us), then go to Quick Links and Licensing. Select “Apply for a License” and then “Online Licensing System”. Login with a Google account. Select “Apply for a first time Minnesota license”, choose “Full Professional MN License”.

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**Merit Examination**

Students interested in employment with a county social service department may be required to take the [Minnesota State Merit Exam](http://education.state.mn.us). Information and an application may be obtained through the MN Dept. of Human Services.

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**Background Studies**

An integral part of the Social Work Department 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.

You may conduct your own local background study through the [MN Judicial Branch](http://judicial.state.mn.us) case records site.

**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.

- 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.

For more information visit the Minnesota Department of Human Services website at [http://mn.gov/dhs/](http://mn.gov/dhs/)

**Minnesota Statutes, Chapter 245 C, Department of Human Services Background Studies Act Background Studies Q and A:**

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

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

**Q: Who needs a DHS background study?**

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

**Q: What does "direct contact" mean?**

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

**Q: When must a study be initiated?**

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

**Q: How often must a study be initiated?**

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

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

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

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

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

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

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

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

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

**Q: What causes a person to be disqualified?**

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

**Q: What happens when a person is disqualified?**

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

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

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

**Q: What is a "yellow mailer"?**

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

**Q: What is a "blue mailer"?**

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

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

**NOTE:** This information is subject to change. Consult with the MN Statutes and the MN Board of Social Work for the most current information.

Q: How can I conduct a state and national background study prior to the start of my internship?

The BSU Social Work Field Director can assist students with conducting a statewide and/or national background check. Please complete the form in Appendix M and schedule an appointment with the field director.

---

**Professional Social Work Organizations**

**Choices and Responsibilities:**

In their senior year, prospective graduates sometimes ask themselves, “Should I get my social work license or join a professional association?” By now, you know that question reflects two major misunderstandings. The first is that licensure is a choice. Social work licensure is required by Minnesota law and is not a choice unless you are in one of the exempted social work categories. Although the licensure law provides many indirect benefits to social workers, the Board exists to protect the public. It is the professional associations that provide direct services to its individual social work members and to the profession as a whole.

**Why Should I Join Professional Associations?**

Professional associations influence the systems that regulate and influence social work practice. At the state and national level they strive to improve the working climate for social workers by focusing on hiring, salaries, working conditions, and accurate information about the profession for the public. They also advocate for social justice issues in the public policy arena. On the personal level, professional associations provide various direct services to their individual members. Some groups offer malpractice insurance and reduced rates on life insurance. Most provide professional development opportunities through printed, web and onsite conferences and education.

On the professional level, all groups support networking and facilitate finding supervision that is required by the Social Work Practice Act. The specialty associations and the National
Association of Social Workers (NASW) provide focused, innovative continuing education to the social workers who serve clients in hospitals, schools, nursing homes, through home care agencies, and in mental health clinics and private practices. These specialty groups do research on the unique needs of specific client populations, and they develop best practice strategies on how to serve them.
Statewide Organizations

Comparing the professional associations is a bit like comparing apples and oranges. Some groups are state chapters of national or regional associations while others are strictly Minnesota organizations. The nursing home, school, hospital, and home care associations are setting-based specialties while nephrology, clinical, and group work associations are practice-specific. African American social workers have an association that is not limited to any particular practice or setting.

Many social workers choose to join several associations. The National Association of Social Workers is by far the largest organization and offers the broadest array of services to individuals, as well as a national presence for advocacy and policy development. Social workers also value the more focused networking and practice support offered by the smaller, specialty associations. Information on a number of these organizations follows.

**Minnesota Society for Social Work Leadership in Health Care**
www.sswlhc.org/- To provide support and knowledge to directors or supervisors in hospital social work.

**Minnesota Nursing Home Social Work Association**
www.mnhswa.org - The MNHSWA is dedicated to enhancing total person care through advocacy, education, leadership, and support.

**Minnesota Society for Clinical Social Work**
http://clinicalsocialworkmn.org/- To promote and advance the practice of clinical social work by: 1) Strengthening standards for clinical practice and education; 2) Establishing and maintaining a code of professional ethics; 3) Supporting forms of legislation which ensure competent ethical service to the public; 4) Promote clinical social workers as independent practitioners of mental health services to ensure optimum health care for all citizens; 5) Contributing and disseminating knowledge about practice and innovative service through evaluation studies, professional meeting, continuing education, and collaboration with schools of social work; and 6) Promoting the public image of professional clinical social workers.

**Minnesota School Social Work Association**
http://www.msswa.org - MSSWA is a politically responsive, statewide organization committed to the improvement of the school social work profession and to the well-being of children and their families. This is accomplished by networking with other professional organizations, providing leadership, gathering and disseminating information and advocating for children.

**Minnesota Social Service Association (MSSA)**
https://www.mnssa.org - Statewide organization of human service practitioners in Minnesota. Provides education and training for practitioners, advocates in the state legislature for bills related to basic needs issues.

**National Association of Social Workers, Minnesota Chapter**
www.naswmn.org - To serve to interests of professionally trained social workers and their clients,
to promote professional practice and social justice.

**National Organizations**

*Association of Oncology Social Work*


*Latino Social Work Organization*

[http://www.lswo.org/](http://www.lswo.org/) - The LSWO has worked as a progressive organization for over ten years to provide training on culture competence and responsiveness as well as to develop recruitment and retention strategies for Latino practitioners.

*National Association of Black Social Workers*


*National Rural Social Work Caucus*

[http://www.ruralsocialwork.org](http://www.ruralsocialwork.org) - Focused on issues particular to rural areas, social workers from the United States and at times Canada gather to exchange information on research and resources and to celebrate the diverse cultures in rural communities.

*Social Welfare Action Alliance (SWAA)*

[http://www.socialwelfareactionalliance.org/](http://www.socialwelfareactionalliance.org/) - The SWAA was founded in 1985 in honor of Bertha Capon Reynolds a progressive social work practitioners and educator who forged the integration of psycho-analytic approach with a progressive, politically radical vision of social change. Today the organization is focused on coalition building with progressive social movements to work towards peace and social justice.

**Social Work Publications**

The *New Social Worker* is a FREE online professional social work publication that offers articles about new and innovative approaches to practice, reports on research efforts, job information, and professional social work organization information.


**Internship Scholarship: Penny Fellowship**

The Penny Fellowship was developed by the Minnesota State University Student Association (MSUSA) to provide up to $1,000 scholarship to help cover expenses related to a public service internship. To apply contact [The Penny Program](http://www.socialworker.com/home/index.php).

**How will I Repay My Loans?**
Public Service Loan Forgiveness Program

The College Cost Reduction and Access Act of 2007 established a new public service loan forgiveness program. This program discharges any remaining debt after 10 years of full-time employment in public service. The borrower must have made 120 payments as part of the Direct Loan program in order to obtain this benefit.

- Purpose to assist those working public service with low income but high education debt.
- Need to consolidate loans with federal government if your current loan consolidation company does not offer this program.
- Most helpful payment plan income based or income contingent.
- Numbers and website:
  - Federal student loan consolidation department 1-800-557-7392

My Internship Is Almost Over, Now What?

Interns sometimes experience anxiety about planning and conducting a search for professional employment. There are many questions about revising and sending out the resume, making follow up contacts, preparing for interviews, and making decisions about accepting offers of employment. 2006 – 2007 and 2009 Social Work interns have done research to enhance information in this manual on securing professional employment.

Important Steps…

- Revise your resume as you complete your internship.
- During the internship make sure you organize your professional portfolio (file of certificates of accomplishment, attendance at continuing education events, references etc.)
- During the internship go over what you believe are your strengths in social work practice – knowledge, skills, values. This will be asked at the midterm and final evaluations.
- During the internship keep a log/ journal of new information, resources, contacts, etc.
- Make sure you keep copies of anything/ everything you developed during the internship such as grants, publications, brochures, flyers, research, etc.
- Think about personal qualities that emerged during the internship that enhance your practice.
- Be prepared to talk about your goals – current, near future, and overall professional vision
  - graduate school, etc.
- Consider your commitment to the social work professional and be prepared to articulate this.
- Be prepare to discuss the basic tenets of social work practice such as values and ethics, generalist practice, fields (specialties) of practice.
- Make sure you have your references in order – at least one academic reference, your internship, your field experience, a volunteer experience, summer/ part time employment. Provide an outline for your referee (the person writing the reference) of your contributions, experience, what you believe the referee can emphasize.
• Develop a chart or system of “bookkeeping” to keep track of ALL contact information of prospective employment, and when you have sent/forwarded what documents.
• Join a professional social work organization.
• Prepare for and start the process for licensure.

**Developing Your Portfolio**

*Your professional portfolio is an organized file of:*

• Your achievements
• Documents the extent and quality of your education, training, and experience
• Highlights your skills, talents, and abilities
• Contains samples of your work
• Copies of awards and accomplishments
• Make sure you organize the portfolio into sections and label the sections

**Portfolio should include:**

• Copy of your resume
• Official copy of your transcript
• Certificates of awards, honors, trainings, etc.
• References and recommendations
• Copies of all and any publications
• List of your continuing education
• Samples of your work
• Newspaper articles that spotlight your achievements
• Letters of commendation/thanks…
• Evaluations of internships…

**Preparing for the interview… What will I be asked!**

• Do your homework. Go online and find out as much about the agency/organization as you can.
• Make sure you understand the job description.
• Be ready to apply what you have done – internship, volunteer work, paid pre-professional work, with the job description
• Check out the sites below for questions often asked in social work interviews.

20 Interview Questions Every Social Worker Should Know

Interview Tips for Social Workers

What should I ask the prospective employer? It is important to have questions ready to ask prospective employers. When your interview has concluded, you, the interviewee, will be asked for questions. Your questions should be focused on learning more about the organization, personnel, clients, etc. In addition, it is also time to ask practical questions about expectations, salary, and benefits. Examples of questions to ask:

• Describe an “average” day for a social worker
• What do you see as the exciting opportunities of this position? Of the organization?
• What do you see as the challenges of the position?
• Talk about the supervisory process.
• What are the primary needs of the clients/ participants/ patients/ … using your agency’s services.
• What is the next step in the hiring process? When will a decision be made?

**Job Search Resources**

- Bemidji State University Career Services
- MN Council of Nonprofits Job Board
- MN County Government Jobs
- MN State Government Jobs
- NASW Job Link
- Social Service Job Site
- Social Work Jobs, Employment in Minnesota | Indeed.com
- The Career Lab
- The Chronicle of Philanthropy
- The New Social Worker
Appendix A: *NASW Code of Ethics*

(Summary of Ethical Standards)

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

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

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

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

V. The Social Worker’s Ethical Responsibility to the Social Work Profession
A.) Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

B.) Community Service. The social worker should assist the profession in making social services available to the general public.

C.) Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

VI. The Social Worker’s Responsibility to Society

A.) Promoting the General Welfare. The social worker should promote the general welfare of society.
Appendix B: Minnesota Board of Social Work Licensure
Compliance Laws (Code of Ethics/Ethical Standards)

MN Board Social Work Licensure Student Handbook

MN Board of Social Work Laws and Regulations
Appendix C: INTERNSHIP APPLICATION

Name: ___________________________ Date: ___________

(Last) (First)

College Address: ________________________________

College Phone: ___________________ Cell Phone: ______________________

Permanent Address: ________________________________

Non-BSU Email Address: ________________________________

I plan to intern __________semester/year. I plan to graduate __________semester/year.

Overall G.P.A.__________ Major G.P.A.__________

Prioritize your social work interests:
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Prioritize geographic locations for your internship:
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
Comments: Additional information you believe important when determining an internship site (i.e. disabilities, personal needs, etc.).

________________________________________________________________________

________________________________________________________________________

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Appendix D: SOWK Internship Site Information Sheet

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<td>SOCIAL WORK INTERNSHIP SITE INFORMATION SHEET</td>
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**STUDENT & FIELD DIRECTOR CONTACT INFORMATION**

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<th>Name:</th>
<th>BSU ID:</th>
<th>Permanent E-mail:</th>
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| Field Director: Rebecca Hoffman, MSW, LISW |
| Field Director's Email: rhoffman@bemidjistate.edu |
| Field Director's Phone: (218) 755-2837 |

**INTERNSHIP SITE INFORMATION**

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<th>Agency business address:</th>
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<th>Agency mission statement:</th>
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<th>Intern's primary duties:</th>
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**FIELD INSTRUCTOR INFORMATION**

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**SITE SUPERVISOR INFORMATION (IF APPLICABLE)**

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**AGREEMENT**

1. The social work internship is a full-time, 480-hour internship.
2. Internship field instructor agrees to hold weekly supervisory meetings with the intern and involve her/him in clinical staffings, staff in-service, and team meetings.
3. By the end of the internship, the student intern will have gained practice experience in the nine social work competency areas and corresponding practice behaviors.

**SIGNATURES**

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<th>Title: Student Intern Signature</th>
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| Title: Social Work Field Instructor Signature |
| Date:                                          |
|                                               |

| Title: Site Supervisor Signature |
| Date:                           |
|                                 |

| Title: Bemidji State University Field Director Signature |
| Date:                                                   |
|                                                        |
Appendix E: Memorandum of Agreement

STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES

MEMORANDUM OF AGREEMENT
FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Bemidji State University, Bemidji, Minnesota (“the College/University”) and ____________, ___________________________ (“the Internship Site”). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

The purpose of this Memorandum of Agreement is to outline the terms of the training/internship experience for: ____________, a student of the University, and to identify the responsibilities of the University and the Internship site.

A. THE PARTIES UNDERSTAND THAT:
   1. The University has a(n) Social Work Department (the “Program”) for qualified students enrolled in the Bemidji State University; and
   2. The University has been given authority to enter into Agreements regarding academic programs; and
   3. The Internship site has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and
   4. It is in the general interest of the Internship site to provide a training site where University students can learn and develop skills and qualifications needed to achieve the student’s occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and
   5. The University and the Internship site want to cooperate to furnish a training experience at the Internship site for students of the University enrolled in the Program.

B. RESPONSIBILITIES OF EACH PARTY
   1. The University agrees to:
      a. make arrangements with the Internship site for a training experience at the Internship site that will support the student’s occupational goals and meet any applicable Program requirements.
      b. make periodic visits to the Internship site’s training site to observe the student or receive periodic reports from the Internship Site and/or the student, and discuss the student’s performance and progress with the student and any site supervisor at the Internship site, as needed.
      c. discuss with the Internship site any problems or concerns arising from the student’s participation.
      d. notify the Internship site in the event the student is no longer enrolled in the program at the University.
      e. keep any necessary attendance and progress records as set forth in the University attendance policy.
      f. assist in the evaluation of the student’s performance in the training experience.
   2. The Internship Site agrees to:
      a. cooperate with the University in providing a mutually agreeable training experience at the Internship site that supports the student’s educational and occupational goals.
b. consult with the University about any difficulties arising at the Internship site’s training site that may affect the student’s participation.

c. assist in the evaluation of the student’s performance and provide time for consultation with the University concerning the student, as needed.

d. sign the weekly work report to verify the student’s attendance.

C. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The College/University’s liability shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Section 3.732 et seq., and other applicable law.

D. TERM OF AGREEMENT

This Agreement is in effect from: ___________ or when fully executed, and shall remain in effect until: ___________. (The maximum term must be equal to or less than five years, and recommended end date of Dec. 31st.) This Agreement may be terminated by giving at least seven (7) days’ advance oral notice to the other parties, with a follow up letter confirming termination delivered to the other party on or before the actual termination date.

E. FINANCIAL CONSIDERATION

1. The University and the Internship site each agree to bear their own costs associated with this Agreement and that no payment is required by either University or the Internship site to the other party.

2. The Internship site is not required to reimburse the University faculty or students for any services rendered to the Internship site or its customers pursuant to this Agreement.

F. CHANGES OR ADDITIONS TO THE AGREEMENT

Any changes or additions to this Agreement must be in writing and signed by authorized representatives of each party.

G. ASSIGNMENT

Neither the College/University nor the Internship site shall assign or transfer any rights or obligations under this Agreement without first obtaining the written consent of the other party.

H. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The Internship site agrees that in fulfilling the duties of this Agreement, the Internship site is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated to the Act. The College/University IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

I. MINNESOTA GOVERNMENT DATA PRACTICES ACT

The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 [“the Act”]) that classify the University’s written and electronic information as public, private or confidential. Except as otherwise provided in law or University policy, data on students is private and may not be shared with any other party. If the Internship site receives a request from a third party for any data provided to the Internship site by the University, the Internship site agrees to immediately notify the University. The University will give the Internship site instructions concerning the release of the data to the requesting party before the data is released and the Internship site agrees to follow those instructions.
J. STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT
   The student assigned to a training experience/internship at the facility shall be required to sign a
   Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and
   made part of it) before the student begins the training experience/internship at the Internship
   site/facility.

K. NON-DISCRIMINATION
   The Internship site/Facility recognizes that it is the policy of the University to prohibit discrimination
   and ensure equal opportunities in its educational programs, activities, and all aspects of employment
   for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation,
   veteran’s status, marital status, age, disability, status with regard to public assistance, or inclusion in
   any group or class against which discrimination is prohibited by federal, state, or local laws and
   regulations. The Internship site agrees to adhere to this policy in implementing this Agreement.

   In signing this Memorandum of Agreement, we agree to work together to assist the student in learning
   and/or applying the tasks and skills identified. We understand that the Individualized Training Plan for the
   student can be modified or dissolved at any time upon the mutual agreement of the Internship site and
   University.

INTERNISHIP SITE / FACILITY

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BE M I D J I STATE UNIVERSITY

Name:__________________________
Authorized Internship Site Representative
Title: __________________________
Signature: _______________________
Date: ___________________________

Name: Dr. Jim Barta, Dean, College of Health Sciences and Human Ecology
Signature: _______________________
Date: ___________________________

Name: Rebecca Hoffman, MSW, LISW
Title: Director of Field Education
Signature: _______________________
Date: ___________________________

Agency: _______________________

During the internship professional liability
Insurance coverage is provided by
Bemidji State University
Bemidji State University
Internship Agreement Form
Attachment A

Student Intern:

Name: ___________________________ BSU ID #: ___________________________
Permanent Address: ___________________________ City/State/ZIP: ________________
Phone: ___________________________ BSU E-mail: ___________________________
Personal Email: ___________________________
Student Major: ___________________________ ☑ Credit 12 # of credits*
                                          ☐ Non Credit
                                          *Students must register for 12 internship credit(s)
Field Director: Rebecca Hoffman, MSW, LISW Phone: 218-755-2837

Internship Site:

Agency Name: ___________________________

Business Address (City, State, ZIP): ___________________________

Internship Address (City, State, ZIP): ___________________________

Field Instructor (Site Supervisor) Name & Title: ___________________________

Field Instructor Credentials: ___________________________

Field Instructor Email: ___________________________ Field Instructor Phone: __________

Field Instructor Name & Title (2): ___________________________

Field Instructor Credentials (2): ___________________________

Field Instructor Email (2): ___________________________ Field Instructor Email (2): __________

Average number of hours to be worked by intern each week: __________

Begin Date (MM/DD/YYYY): ___________

End Date (MM/DD/YYYY): ___________

☐ Paid ($_________/hour)
☐ Unpaid (For unpaid internships please refer to the Fair Labor Standards Act.)

Internship Job Description & Learning Objectives:

Bemidji State Universities Internship Agreement
Revised 5/2014
Bemidji State University
Internship Agreement Form
Attachment A

STUDENT INTERN RESPONSIBILITIES
In exchange for the opportunity to participate in the training experience/ internship at the Facility, the Student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility’s training site. The Student will promptly notify the Facility’s training site if unable to report. The Student’s placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at the University.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
5. Consult with the University instructor about any difficulties arising at the Facility’s training site; and
6. Be present at the Facility’s training site on the dates and for the number of hours agreed upon; and
7. Not terminate his/her participation in the training experience at the Facility without first consulting with the University’s instructor.

The Student also understands and agrees that:
   a. placement and participation in this training experience is not employment with the College/University or Facility;
   b. the Student is not covered by the College/University worker’s compensation coverage; and
   c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Agreement Signatures:

Student Intern Signature: _______________________________ Date: __________

Internship Site Supervisor: _______________________________ Date: __________

Faculty Internship Coordinator: _____________________________ Date: __________

FOR OFFICE USE ONLY

Received by Career Services Staff: _________________________ Date: __________

Copies Sent to Internship Coordinator: _____ (initials) Date: _______ Recorded: _______
Appendix F: Agency Data Form

Please fill this out as completely as possible. The information you provide assists prospective interns in making a more informed decision concerning their internships.

Name of Agency: ________________________________________________________________
Address: _____________________________________________________________________
City/State/Zip: ___________________________________________________________________
Contact Person: ___________________________________________ Title: _________________
Phone: __________________________ Fax: ________________________________
E-Mail: __________________________ Website: ________________________________

**Primary Group(s) Served** (Please check all that apply):

- [ ] Children (0-12)  [ ] Adult Men (25+)
- [ ] Adolescents (13-17)  [ ] Adult Women (25+)
- [ ] Young Adults (18-24)  [ ] Elderly

**Agency Programs and Services** (Please check all that apply):

- [ ] Adults  [ ] Families in Crisis  [ ] Physical Disabilities
- [ ] AIDS/HIV  [ ] Foster / Adoption Families  [ ] Sex Offenders
- [ ] Alcohol Abuse  [ ] Gay, Lesbian, Bisexual, Transgendered  [ ] Short Term Care
- [ ] Battered Women & Children  [ ] Juvenile Probation  [ ] Special Education
- [ ] Behaviorally Challenged  [ ] Long Term Care  [ ] Students
- [ ] Chemical Dependency  [ ] Low Income Households  [ ] Teenage Parents
- [ ] Child Protection  [ ] Mentally Ill  [ ] Victims of Violence
- [ ] Ethnic Minority: ____________  [ ] Non-profits  [ ] Youth

**Other:** _____________________________________________________________________

1. **Agency designated field instructions (intern supervisors):**

   **Designated Field Instructor #1:**

   __________________________

   **Name**  **Title**  **License (LSW, GSW, LISW, LICSW)**

   Educational Degree(s) (BSW, MSW, etc.): ______________________________________
Work Experience: ____________________________________________________________

Designated Field Instructor #2 (if applicable):

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>License (LSW, GSW, LISW, LICSW)</th>
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<tbody>
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</tbody>
</table>

Educational Degree(s) (BSW, MSW, etc.): ____________________________________________________________

Work Experience: ____________________________________________________________

1. Does the Agency require or prefer the prospective intern to have any particular educational and/or experiential background? □ No □ Yes, please explain ____________________________________________________________

2. Will the Agency provide a description of professional activities and tasks expected of the prospective social work intern? □ No □ Yes, please attach or describe here ____________________________________________________________

3. Please indicate the number of interns the Agency will accept and indicate the semester:
   — Fall (Sept-Dec) — Spring (Jan-May) — Summer (May-Aug)

Comments: ____________________________________________________________

4. Will the intern need a personal car to perform responsibilities? □ No □ Yes If yes, how often?

5. Does the Agency reimburse mileage to interns for use of their own car? □ No □ Yes, Rate ________

6. Does the Agency provide a stipend? □ No □ Yes, amount: ________ Type: __________________________

7. Does the Agency reimburse interns for expenses rather than mileage? □ No □ Yes, please explain ____________________________________________________________

8. Has the Agency worked with social work interns in the past? □ No □ Yes From BSU? □ No □ Yes

Prepared by: ______________________ Date: ______________________

(Please provide your most current brochure or description of your Agency)
Appendix G: Evaluation Tool

To: Social Work Department Internship Field Instructors
From: Rebecca Hoffman, MSW, LISW
Assistant Professor & Director of Field Education
218-755-2837 rhoffman@bemidjistate.edu
RE: SOWK 4970: Internship: Social Work
Social Work Internship Evaluation Instrument

Instructions: This evaluation tool has been designed to reflect the eleven objectives of the Social Work Department. Each objective serves as a category for evaluation along with a twelfth objective on performing job responsibilities. Within each evaluation category are items reflecting components of the individual categories (program objectives).

- Evaluating the student using the tool:
  o The evaluation tool is to be used at midterm and upon completion of the internship (final).
  o Please provide a rating for each item within each of the twelve evaluative categories.
  o Please provide an overall rating for each category.
  o Your narrative comments are equally important for student feedback.
  o For the midterm evaluation, make sure the student strengths, challenges, and plans for the balance of the internship are noted.
  o For the final evaluation again note the intern’s strengths and challenges along with the completion of internship hours. Make sure this is signed by both of you.

- Evaluation process:
  o The student and the field instructor should individually complete the evaluation form, then come together to discuss the evaluation.
  o I will make a midterm visit to facilitate discussion of the midterm evaluation.
  o The intern and field instructor will meet together to complete the final evaluation.
  o I will make a phone call to review the final evaluation with the intern and field instructor
  o The midterm and final evaluations-- signed, dated, and scanned-- must be sent by the field instructor to me via e-mail and submitted by the student D2L Brightspace prior to our mid-term and final meetings.

Thank you for the time and effort you contributed to working with a Bemidji State University intern. You are a vital part of the student’s education and we appreciate your participation as a field instructor in our program.
Appendix H: Evaluation of Director of Field Education
(To be completed by Field Instructor)

Director of Field Education: Rebecca Hoffman  Date: ________________

Rating Scale:
5 = Very Good, No Improvement Needed
4 = Good, Little Improvement Needed
3 = Adequate, Some Improvement Needed
2 = Poor, Major Improvement Needed
1 = Very Poor, Major Improvement Needed

_____ 1. The field director provided clear, understandable information regarding roles, responsibilities and expectations of the agency, the interns, and BSU/Social Work Department.

_____ 2. The field director promoted open community between the agency and the Social Work Department.

_____ 3. The field director was responsive to agency questions and concerns that arose during the internship.

_____ 4. The field director was available for telephone, email, or in-person consultation outside the regularly scheduled site visits.

_____ 5. The overall quality of internship coordination provided by the field director.

Describe one aspect of coordination provided by field director that was most beneficial to you as a field instructor.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Describe one aspect of coordination provided by field director that could be improved to help you as a field instructor.

Thank you, your input is valuable to the Bemidji State University Social Work Department!

Please return this form to:
Bemidji State University
Social Work Department
Field Director Evaluation Survey
Box 23
Bemidji, MN 56601
Appendix I: Intern’s Assessment of Placement

Instructions: Please complete this form giving feedback on your internship placement. Interns are encouraged to share this feedback with their site supervisors during the final week of placement, if you are comfortable in doing so. Submit the completed survey on D2L.

Agency: ___________________________ Date: __________________

Field instructor was available for regular weekly supervisory meetings. Yes ☐ No ☐

Comments: ___________________________

Field instructor was also available for more than regularly scheduled meetings. Yes ☐ No ☐

Comments: ___________________________

Field instructor provided useful feedback and assistance with internship duties. Yes ☐ No ☐

Comments: ___________________________

Agency staff was available and helpful. Yes ☐ No ☐

Comments: ___________________________

I was able to fulfill my internship contract goals and objectives. Yes ☐ No ☐

Comments: ___________________________

I would recommend this as an internship placement. Yes ☐ No ☐

Comments: ___________________________
Appendix J: Field Instructor (Site Supervisor) Evaluation
(To be completed by intern)

Instructions: Please complete this form giving feedback on your field instructor. Interns are encouraged to share this feedback with their field instructor(s) during the final week of placement, if you are comfortable in doing so. Submit the completed survey on D2L.

Agency/Program: ____________________________________________________________

Student: ____________________________ Date: ____________________________

Instructions: Complete this form giving feedback to their Site supervisor.

Rating Scale:  
5 = Very Good, No Improvement Needed  
4 = Good, Little Improvement Needed  
3 = Adequate, Some Improvement Needed  
2 = Poor, Major Improvement Needed  
1 = Very Poor, Major Improvement Needed

Student Orientation
_____ Provided information and experiences to increase student’s understanding of the clients, the agency, and the community.

Comments:______________________________________________________________
__________________________________________________________

Modeling Job Skills
_____ Served as a model of social work skills, judgment, values, and professional and work ethics.
_____ Experienced in teaching job related skills and fitting them to the student level.

Comments:______________________________________________________________
__________________________________________________________

Consulting Supervising (1 hour per week)
_____ Available at regularly scheduled times plus some drop-in consultation.
Consultation added new insights to improve practice skills.

Comments: 

Giving Feedback, Evaluation

Provided frequent and useful feedback that helped to improve practice skills.

Mid-term and final evaluations were fair with constructive feedback provided.

Comments: 

Provision of Support

Communicated genuine concern with students’ progress and learning.

Student felt supported.

Comments: 

What was the most beneficial skill(s) you learned from the site supervisor?

What other skill(s) would you have wanted to learn during this internship?

General Comments: 
Appendix K: Services and Skills Feedback

Instructions: Please complete this form upon completion of your internship. Interns are encouraged to share this feedback with their site supervisors during the final week of placement, if you are comfortable in doing so. Submit the completed feedback on D2L.

Client/consumer population: (i.e. elderly, youth, families, DD, mentally ill, etc.)

Geographic area: (rural, suburban, urban)

Current issues: What are the current issues facing the population served by your agency (not just those on your caseload). Ex: unhealthy family systems, substance abuse, serious depression, violence, grief and loss. Please be as specific as possible.

Types of Services: What types of services are provided and/or needed to address these issues effectively (i.e. group therapy, one-on-one support, individual counseling, advocacy, education). Please be as specific as possible.

Best Practices: What seems to work effectively with this population (intervention approaches/techniques, services, etc.)?

Skill Preparation: What skills need to be added or continue to be taught in college to prepare you to effectively work with this population? Please be as specific as possible.
Appendix L: Course Evaluation

BSU Field Director: Rebecca Hoffman  Date: _______________________

Evaluation Scale: 5 = Very Good, No Improvement Needed
4 = Good, Little Improvement Needed
3 = Adequate, Some Improvement Needed
2 = Poor, Major Improvement Needed
1 = Very Poor, Major Improvement Needed
NA = Not Applicable

______ The Field Director (FD) provided, at the start, a clear statement of the nature and objectives of the internship and seminar.
Comments: _________________________________

______ The FD demonstrated interest and enthusiasm for field practice.
Comments: _________________________________

______ The FD followed through efficiently in achieving the internship and seminar objectives.
Comments: _________________________________

______ The FD was open to student participation and expression of different opinions and values.
Comments: _________________________________

______ The FD was available to help students outside of scheduled onsite visits and seminar time.
Comments: _________________________________

______ The FD facilitated integration of practice and theory (systems framework)
Comments: _________________________________

______ Assignments were fair and valid measures of student comprehension of and ability to integrate coursework with social work practice.
Comments: _________________________________
Overall rating of the effectiveness of the Field Director.

Comments: ____________________________________________________________

____________________________________
Appendix M: NetStudy Background Check Form

Minnesota Department of Human Services

CFC BGS DATA COLLECTION FORM
AFC/FADS DATA COLLECTION FORM

Please note that all of the following information (unless otherwise indicated) is required by the Bureau of Criminal Apprehension (BCA) or Federal Bureau of Investigations (FBI). * Indicates that the field is optional.

Please check one of the following:

☐ Applicant/License-Holder  ☐ Household Member  ☐ Other

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<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>First Name</td>
<td>Middle Name</td>
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<td>Last Name</td>
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<tr>
<td>Maiden Name, Prior Names and Aliases</td>
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</tr>
<tr>
<td>Date of Birth</td>
<td>* Race</td>
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<td>State or Country of Birth</td>
<td>Telephone #</td>
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<td>State</td>
<td>Zip</td>
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<td></td>
<td>County</td>
</tr>
<tr>
<td>Driver’s License # or MN State-issued ID #</td>
<td>Expiration Date of ID</td>
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<tr>
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<td>* Social Security #</td>
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Have you lived at the above address for over 5 years?  ☐ Yes  ☐ No

If no, please list all city and states where you lived within the last 5 years:

<table>
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<th>City:</th>
<th>State:</th>
<th>Year From:</th>
<th>Year To:</th>
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October 5, 2016
ACKNOWLEDGMENT

I acknowledge that I have read this form and that I have been notified of and understand that the Minnesota Department of Human Services needs this information to complete the background study.

______________________________
Signature

______________________________
Signature of Parent or Guardian  (Required for Minors Only)

______________________________
Date

This area is for agency use only

To ensure accurate processing of the components of NETStudy 2.0 that rely on name and date of birth for matching, it is important that you verify the identity of the subject of the background study. The subject’s name and date of birth on this form must match the information on the subject’s identification (ID). A list of acceptable forms of ID may be found on the DHHS public website.

☐ Identification of the subject has been verified.

For family CFC only: If the individual has lived outside of the state within the last five years, complete the Child Abuse Neglect Registry (CANR) process in the NETStudy 2.0 system.

Attachment – Background Study Notice of Privacy Practices

October 5, 2016

Cost to Student
$25 (Subject to change. Non-refundable.)
Appendix N: National Background Check

Bemidji State University - Social Work includes the following package contents:

*Package:

- County Criminal
- Nationwide Healthcare Fraud And Abuse Scan
- Nationwide Record Indicator Alias with SOI
- Social Security Alert
- Residency History

Package Cost to Student: $45.75

Additional Information:

The package price above includes a search of your current county of residence. If any additional counties are found associated with your name, they will be performed at no additional charge.

The package price above includes researching records under your current name and any additional names you may have used, if applicable.

*Contact the Social Work Department Field Director to conduct a national background check.