School of Social Work

Student Handbook

EMPOWERING people…

making a DIFFERENCE
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Welcome!

Welcome to the School of Social Work (SSW) at MSUM! Accredited continuously by the Council on Social Work Education (CSWE) since 1973, our program graduates each semester, competent, entry-level professionals ready for licensed generalist practice. While admission and degree requirements are covered later in this Student Handbook, please note several important points about our program:

- Our curriculum fully complies with that required by the Council on Social Work Education;
- Our curriculum is fully grounded in MSUM’s general education requirements;
- Our upper-level courses average 15-20 majors each section, and students always receive quality, personal attention;
- Our curricula leads to the Bachelor of Social Work (B.S.W.) degree required for state licensure in Minnesota, North Dakota, and elsewhere;
- In 2005, for example, 95 percent of our graduates passed their social work licensure examination on their first try - well above the national pass rate that year of about 79 percent;
- Our faculty have considerable, diverse social work practice experience in areas like child and public welfare, medical, psychiatric, and gerontological social work, family treatment, probation, policy analysis, social work research, mental health, domestic violence, chemical dependency, among others;
- Our faculty are active board members, community leaders, and volunteers in a variety of outstanding programs—PATH of North Dakota, Big Brothers/Big Sisters, Dorothy Day House, Minnesota Chapter of the National Association of Social Workers, The United Way of Cass-Clay, North Dakota Conference on Social Welfare, White Earth Tribal and Community College, among others; and
- Our faculty embrace a global perspective beyond the classroom, for example, they conduct international trips to places like Scandinavia and Ireland to study international social work and social welfare;

We hope this gives you an appreciation of our quality program here at MSUM and why we are the place to study! We in the MSUM SSW strive to uphold our regional reputation for excellence and leadership in undergraduate social work education and community and regional service, and we are pleased to add your name to our roster! Should you have any questions, please contact us!
Section 1: Overview of MSUM

Since its early days when, in 1885, State Senator Solomon G. Comstock introduced legislation to begin a normal school, it was believed that "it would be a fine thing for the Red River Country and especially for Moorhead." Comstock's donation of six acres of land ensured the Legislature's selection of Moorhead for a normal school, and soon $60,000 was appropriated for the Main Building. Senator Comstock's "fine thing" would earn him the title, "father of the college." Five faculty members, including the school's first president, Livingston Lord, enrolled 29 students in August 1888. It was a simple time, but also a time of growth. Nearly 350 students enrolled in 1904 with expansion a high priority. Today, with student enrollment of over 7,500 students, 789 employees - 325 of whom are faculty, MSUM continues to grow and as a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually, and the versatility to shape a changing world! MSUM values diversity and mutual respect and strives to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and will continue to enhance our students’ lives at the same time that it contributes to the community and the region. MSUM offers graduate and professional programs that contribute to the state and region through increased collaboration with local and state business, industry, and human services to assure optimal preparation of graduates. And MSUM builds upon a solid foundation of high quality teaching and learning as it commits to a future as the premier liberal arts and sciences-based university in the region. With this brief historic context, please review Section 1 to familiarize yourself with the array of resources available to you at MSUM. Should you have any questions please feel free to ask any campus representative.

(Adapted from http://www.mnstate.edu/facguide/HistoryMSUM.htm; http://www.mnstate.edu/president/vision/mission/index.html)

Absence Policy - MSUM

This policy is meant to address activities that are assessed as part of the student’s grade, rather than course content. It is the student’s responsibility to complete all course requirements and meet all student learning outcomes, regardless of whether or not they are able to attend all class meetings. Responsibility for learning the material presented during a class meeting resides with the student. Instructors are not obligated to provide individual instruction when students miss class meetings.

If a student has an excused absence on a day that an assessed activity occurred, then the instructor must provide the student with an opportunity to complete that assessed activity. In general, dropping the assessed activity from the course’s grade calculation is not considered a reasonable alternative, even in cases where course grading policy includes such procedures as dropping the lowest grade on an assessed activity. In cases in which the nature of the assessed activity is such that it is not feasible to complete the activity outside of class, the instructor may provide a reasonable alternative assessed activity that meets the same learning outcomes. In cases where an alternative activity is also not feasible, the instructor must notify the appropriate dean. Only in this case may the instructor choose to drop the assessed activity for the individual student or to assign a grade of zero to it. The instructor may also choose some other solution that is consistent with the expected learning outcomes for the course.

If a student has an unexcused absence on a day that an assessed activity occurred, then the instructor is not obligated to provide the student an opportunity to do either that assessed activity or any alternative activity. https://www.mnstate.edu/policies/absences.aspx?terms=class%20attendance

Academic Conference
MSUM's Student Academic Conference provides student researchers from each of its four colleges the opportunity to present their work to faculty, administration, peers, and the general public in a formal academic setting. The Conference has grown exponentially over the past eight years to become one of MSUM's most eagerly anticipated annual events. https://www.mnstate.edu/sac/

**Academic Support Center**
The MSUM Academic Support Center fosters student success and retention by providing a centralized location of resources for students, staff and faculty. Integrated academic support services such as Tutoring, Accuplacer Testing, Advising Resources, and Academic Counseling are available for you. https://www.mnstate.edu/asc/

**Accessibility Resources**
MSU Moorhead’s Accessibility Resources are here to assist you and other students with documented disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The MSUM Accessibility Resources Office has a commitment to ensure that students with documented physical, sensory, psychological or learning disabilities have equal access to programs and services. https://www.mnstate.edu/accessibility/

**Campus Security**
Public Safety is located at 1616 9th Avenue South, and provides safety and security services for students, faculty, staff, and campus visitors as well as protection of campus property. The Campus Security Dispatch Center is staffed 24-hour (2449). Campus security patrols all university parking lots, academic buildings, residence halls, and the campus grounds 24 hours a day, 7 days/week. https://www.mnstate.edu/public-safety/contact.aspx?terms=security

**CARE Team MSUM**
MSU Moorhead's Campus CARE Team provides faculty, staff and students a resource to contact if they have concerns about a student. In order to provide an efficient and effective response based on the needs of the individual student and the University community, the team meets weekly to consult about the best way to help referred students. https://www.mnstate.edu/care-team/?terms=msum%20care%20team

**Career Development Center**
The MSUM Career Development Center supports you in discovering your passion by providing programs, education, services and support throughout your journey from exploring student to prepared professional. Resources available include career and major exploration, internship & job search assistance, resume and cover letter reviews, interview preparation, Graduate School application assistance, fairs, workshops, and events and online resources and videos. https://www.mnstate.edu/career/

**Child Care**
The Early Education Center provides high quality care and developmentally appropriate educational and social opportunities for university students’ children between 16 months and 5 years. Children of faculty, staff and community may attend as space allows. The program serves as an exemplary inclusive model demonstration site and is based on current theory and research. Early Childhood Education and Elementary Education student teachers are assigned to this lab site to work under the supervision of the center’s teachers. Elementary & Early Childhood Education, Special Education, Physical Education, School Psychology, Nursing, Social Work, as well as Speech/Language/ Hearing Science majors utilize the center for many educational reasons like field observations, as well as research and practicum experiences. https://www.mnstate.edu/childcare/programs.aspx

**Dragons After Dark**
Dragons After Dark is a once a month late-night programming activity that provides positive entertainment options on weekends. A group of full-time staff and student volunteers representing the Office of Student Activities, Comstock
Equal Opportunity & Nondiscrimination & Education Policy

Minnesota State system has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education (IB.1 Equal Opportunity and Nondiscrimination in Employment and Education Opportunity).

No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

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. The system office, colleges, and universities 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.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to, its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

For the complete policy and procedure, please reference 1 B.1 Equal Opportunity and Nondiscrimination in Employment and Education Opportunity at [http://www.minnstate.edu/board/policy/1b-0l.pdf](http://www.minnstate.edu/board/policy/1b-0l.pdf) and 1 B.1 .1 Report/Complaint of Discrimination/Harassment Investigation and Resolution.

Financial Aid

Students seeking help financing their education should apply to all possible sources. Typically, these include resources that require students to demonstrate financial need (e.g., Federal Pell, ACG, SMART, MN Grant, Work Study, Federal SEOG, Perkins Loans, and Direct Subsidized Loans). There are also programs not based on need (e.g., Direct Unsubsidized Loans, Federal PLUS, and Alternative Educational Loans). Financial aid information and applications are available from the Office of Scholarship and Financial Aid.

Hendrix Health Center

Hendrix Clinic and Counseling Center offers professional diagnosis and treatment of general medical issues and chronic health problems, mental health counseling and pharmacy services – all provided by a friendly, knowledgeable staff. Same-day care is often available; appointments are recommended. Hendrix Health Center is located east of the Center for the Arts on 9th Avenue. [https://www.mnstate.edu/hendrix/](https://www.mnstate.edu/hendrix/)
Information Technology
MSUM’s Information Technology (IT) department develops programs, policies, procedures and plans related to academic, administrative and student technology services, computing services, and the communications infrastructure of the university. You can visit them on-line or on the second floor of the Livingston Lord Library.

International Study
The Office of International Programs coordinates several opportunities for students to study abroad. Detailed planning is essential to ensure a successful experience. Students must consult with their faculty advisors if they wish to receive credit toward their major or minor. Financial Aid may be applicable toward these study programs. In addition to semester and year-long study, faculty in various departments—including SSW, organize 1-, 2-, or 3-week study tours for credit. Check with the Office of International Programs for details.

Jobs-Students
DragonJobs connects students with employers by sharing job postings and internship listings. It’s a student’s and employer’s pathway to unlimited opportunities. https://www.mnstate.edu/dragonjobs/

Liberal Arts & Sciences Curriculum (LASC) Goal Descriptions
Liberal Arts and Sciences Curriculum (LASC) provides a broad foundation of skills, information and knowledge that goes beyond your chosen academic field. It will foster your ability to communicate effectively, to think critically and to problem solve. You will gain knowledge, skills and attitudes central to living in and contributing to a diverse world and the perspective to understand and appreciate the world’s nations and peoples from the ethical dimensions of personal and political decisions to the challenges of responding to environmental variables. MSUM Liberal Arts and Sciences Curriculum (LASC) is constructed so that student learning in each area can be assessed against the Student Competencies to affirm students are meeting these goals. https://www.mnstate.edu/registrar/lasc/goals.aspx?terms=lasc

Liberal Arts & Sciences Curriculum (LASC) Policy
The Liberal Arts and Sciences Curriculum matches the goal areas of the Minnesota Transfer Curriculum with the exception of Goal Area 11: Information Literacy. This goal area is embedded in the curriculum of Goal Areas IA through 10 and is satisfied through completion of the other goal areas. https://www.mnstate.edu/policies/lasc-curriculum.aspx?terms=lasc

Library
The mission of Livingston Lord Library of Minnesota State University Moorhead is to support the academic and cultural experience of our students, faculty, and citizens of this region and to encourage their active, life-long learning. https://www.mnstate.edu/library/?terms=livingston%20lord%20library

Registrar’s Office
The Registrar’s Office is dedicated to performing the essential roles of supporting, facilitating, and promoting the academic mission of MSU Moorhead by connecting students to the faculty, curriculum, and classroom on a continuum of service from enrollment to graduation and beyond. https://www.mnstate.edu/registrar/

Safe Zone
The Safe Zone Program consists of interactive trainings where participants will learn about the LGBTQ+ community, campus resources, the importance of inclusive language and creating safe spaces, and how to be a supportive ally and advocate for LGBTQ+ social justice and equality. https://www.mnstate.edu/diversity/safe-zone/?terms=safe%20zone

Student Handbook MSUM
The MSUM Student Handbook covers information about university policies and outlines the rights, responsibilities and privileges enjoyed by our entire university community—students, faculty and staff. Members of the University community
are expected to be familiar with the rules and procedures contained within this handbook. This publication provides general guidance and direction and is not intended to cover every conceivable situation.  
https://www.mnstate.edu/student-handbook/?terms=student%20handbook  

Student Organizations
Looking for your fellow anime fans? Or maybe you’ve always wanted to try a game of cricket. Student organizations are just one way to create your place at MSUM. With 110+ organizations to choose from, you can connect with students in your major, with the same hobbies, or who have a love of coffee as much as you do. Not finding an organization that fits you? It’s easy to round up your fellow Dragons to launch a new club. DragonCentral is your home for getting active, connected and involved at MSUM.  
https://www.mnstate.edu/OrlandoTwoColumn.aspx?pageid=2147531158&terms=student%20organizations

Student Services
MSUM provides personalized student support to assist you with everything from academic planning and career development to a free MAT bus ride anywhere in Moorhead and Fargo.  
https://www.mnstate.edu/student-life/student-services.aspx?terms=Student%20services

University Writing Support Center
The University Writing Support Center (UWSC) is located on MSUM’s campus in Lommen Hall. The Center offers 50 minute appointments with a trained writing tutor so that students may receive constructive feedback on any paper they wish to improve. To learn more about UWSC or to schedule a tutor time. The Writing Support Center offers 50-minute appointments with a trained writing tutor so you may receive constructive feedback on any paper you wish to improve and to foster your writing proficiency and independence during the writing process.  
https://www.mnstate.edu/academics/support.aspx?terms=university%20writing%20support%20center

Wellness Center
The Russell & Ann Gerdin Wellness Center provides an opportunity for an active and healthy lifestyle. The Wellness Center is a 40,000 square foot state-of-the-art recreational facility located in the northeast corner of Parking Lot A on 14th Street South. The facility has two full courts for basketball or volleyball, a group exercise room, a multi-purpose room, a rock climbing wall, an elevated indoor running track, and state of the art cardiovascular and strength training equipment. The Wellness Center is open to registered MSUM students who have paid student fees, and individual/group activities are coordinated by a certified Fitness Specialist.  
https://www.mnstate.edu/wellness/

Women’s Center
The MSUM Women's Center exists at Minnesota State University Moorhead to educate and work with the campus community creating a space for students, faculty, and staff to socialize and share ideas in a respectful manner. The Women’s Center offers a welcoming environment with couches, a table and chairs for studying or meeting, a reading chair and ottoman, and computers. Our resource section includes free safer sex supplies and menstrual products, information on campus and community resources, plus knitting/crocheting and craft supplies for your creative side. Students, faculty, and staff are welcome to spend time between classes, enjoy snacks and a cup of tea or coffee, connect with others, and browse our library and free resources. Our staff provide welcoming, non-judgmental service and referrals for the whole MSUM community.  
https://www.mnstate.edu/diversity/womens-center/
Section 2: The Social Work Profession

Board of Social Work – MN/ND
The Boards of Social Work in each of these states are government agencies that assure residents quality social work services by establishing and enforcing professional practice standards. Thus, their main purpose is to serve and protect the public. Because they are state agencies, they operate according to laws passed by each state legislature. Students should visit each Board’s website for more information because these Boards will play a significant part in the professional lives of all MSUM SSW graduates.

BSW Career Options & Job Outlook
Career Options: Licensed professional social workers help improve people’s lives (Bureau of Labor Statistics: Occupational Outlook, 2010-2011 Edition). Social workers help people cope with and solve personal problems like disability or life-threatening disease. They also help families experiencing serious domestic conflicts, sometimes involving child or spousal abuse. Social workers help solve various social problems like inadequate housing or unemployment. They conduct highly specialized research, advocate for improved services, or facilitate social planning or policy development and advocacy. Some even help formulate government policies, by analyzing and advocating policy positions in government agencies, in research institutions, and on legislators' staffs. Many specialize in serving particular populations or work in specific settings. Most must hold the appropriate State-mandated license. Generally, social workers should be emotionally mature, objective, sensitive to people and their problems, and skilled communicators (verbally and in writing). They must be able to handle responsibility, work independently, cope with fluid practice contexts, and maintain good working relationships with clients and coworkers. Volunteer or paid jobs as a social work aide can help people test their interest in this field. Advancement to supervisor, program manager, assistant director, or executive director of a social service agency or department usually requires an advanced degree and related work experience. Some social workers go into private practice as licensed clinicians who provide psychotherapy, usually paid for through health insurance or by the client themselves. Private practitioners must have at least a master's degree and a period of supervised work experience. A network of contacts for referrals also is essential. Other career options for social workers include teaching, research, and consulting.

Job Outlook: Federal job estimates show that employment for social workers is expected to grow faster than the average for all occupations through 2018. In Minnesota, growth is expected to rise 16-25 percent. Thus, overall job prospects for social workers are expected to be very favorable, particularly for social workers who specialize in the aging population or work in rural areas. This is because the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontological social workers. Employment of social workers in private social service agencies also will increase.

BSW Education requirements – General Overview
A bachelor's degree in social work (BSW) is the most common minimum requirement to qualify for a job as a social worker; however, majors in psychology, sociology, and related fields may qualify for some entry-level jobs, especially in small community agencies. Although a bachelor's degree is sufficient for entry into the field, an advanced degree is required for some positions. For example, a master's degree in social work (MSW) is typically required in health and school settings, and clinical work. Some jobs in public and private agencies may require an advanced degree, such as an MSW with a concentration in social services policy or administration. Supervisory, administrative, and staff training positions usually require an advanced degree.

BSW Licensing Requirements in Minnesota & North Dakota
Most states require that any job listed under the title of “social worker” be filled by a licensed professional with the same name (LSW). All States and the District of Columbia have licensing, certification, or registration requirements regarding social work practice and the use of these professional titles. Due to these limitations and requirements, those interested in becoming a social worker must thoroughly study requirements in their respective States. In Minnesota and North
Dakota, the BSW graduate seeking social work employment after graduation must pass an examination for the LSW credential. Separate fees are charged for the test, the application for licensure, and the actual license. The test and subsequent application for licensure may occur no earlier than six months prior to graduation. To get more information and study materials please visit the Association of Social Work Board’s web site, and the web site of each state’s Board of Social Work.

**International Federation of Social Workers**

Preceded by the International Permanent Secretariat of Social Workers which itself was founded in 1928, the IFSW emerged in 1956 as the premier international organization of professional social workers during a meeting of the International Conference on Social Welfare in Munich, Germany. This in itself was an historic development given that the IFSW emerged following WWII and in Germany. Today, the IFSW remains a global federation of many national social work unions and associations. IFSW strives for social justice, human rights, social development, and international cooperation among social workers and their professional organizations. Individuals and other organizations may support the Federation by joining as Friends.

**Minnesota Merit System**

MMS administers civil service examinations for employment in the social services and human services agencies in 73 of Minnesota’s 87 counties. This examination makes the job-seeker eligible for corresponding vacancies for positions in member agencies. For employment information in Metro area and other counties not covered by the Merit System, contact those county personnel offices directly. Applicants can apply online at the MMS web page. MMS accepts social work licensure in lieu of the merit exam. However, for students who are interested in interning in a county setting, it is recommended that she/he consider taking the Merit exam in advance to be eligible for employment in the event that a job opening becomes available during internship.

**Minnesota Social Service Association**

MSSA provides leadership that enhances the lives of Minnesotans by supporting diversity, impacting public policy, and educating and communicating with human service professionals. MSSA is a professional association of nearly 3,000 human service professionals and 140 member agencies. MSSA provides continuing education-hosting the largest, most comprehensive human service conference in the Midwest, and public policy advocacy for its members.

**National Association of Social Workers - Minnesota**

NASW-MN is the state chapter of NASW, and maintains a membership base of about 2,000 professionally trained social workers. Like its national parent organization, NASW-MN works statewide through regional chapters to similarly enhance the professional growth and development of statewide members. Students should also visit both web sites for more information.

**National Association of Social Workers - National**

NASW is the largest membership organization of professional social workers in the world, with over 150,000 members. NASW enhances the professional growth and development of its members, creates and maintains professional standards, and advances sound social policies. As a living document, its NASW Code of Ethics guides social workers’ everyday professional conduct. And its Delegate Assembly is its representative decision-making body-comprised of 220 elected delegates. It is through its Delegate Assembly that NASW members set broad organizational policy, establish program priorities, and develop a collective stance on public and professional issues. The NASW Foundation (NASWF) is a charitable organization created to enhance the well-being of individuals, families, and communities through the advancement of social work practice.
Section 3: The School of Social Work (SSW)

Founded by Professor and social work pioneer Margret Fox Reed in the early 1970s, the MSUM SSW is at present comprised of five full time faculty and approximately 250 undergraduate majors and pre-majors. One full-time office manager, and several student workers provide invaluable support to faculty and students. The SSW offers a Title IV-E Child Welfare stipend which supports students pursuing a career in child welfare services (see below). The School also sponsors an active student social work organization: Dragon SOS (Dragon Society of Social Workers) which operates in conjunction with the Social Work National Honor Society, Phi Alpha.

Accreditation - Council on Social Work Education
CSWE is a nonprofit national association of over 3,000 individual members, as well as over 400 undergraduate and 200 graduate programs of professional social work education in the United States. Founded in 1952, the Council for Higher Education Accreditation recognizes this partnership of educational/professional institutions, social welfare agencies, and private citizens as the sole accrediting agency for social work education in this country. And since its inception in 1973, CSWE has consistently accredited the SSW.

Core Competencies
The SSW uses a competency-based, outcome performance curricular design/assessment strategy that integrates 9 competencies/31 measurable practice behaviors:

1. **Demonstrate Ethical and Professional Behavior (PB 1-5):**
   - PB 1: 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;
   - PB 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   - PB 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
   - PB 4: Use technology ethically and appropriately to facilitate practice outcomes; and
   - PB 5: Use supervision and consultation to guide professional judgement and behavior

2. **Engage Diversity and Difference in Practice (PB 6-8):**
   - PB 6: Apply/communicate understanding of the importance of diversity/difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
   - PB 7: Present themselves as learners and engage clients and constituencies as experts of their own experience; and
   - PB 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

3. **Advance Human Rights and Social, Economic, and Environmental Justice (PB 9-10):**
   - PB 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
   - PB 10: Engage in practices that advance social, economic, and environmental justice.

4. **Engage In Practice-informed Research and Research-informed Practice (PB 11-13):**
   - PB 11: Use practice experience and theory to inform scientific inquiry and research;
   - PB 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
   - PB 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. **Engage in Policy Practice (PB 14-16):**
   - PB 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
   - PB 15: Assess how social welfare and economic policies impact the delivery of and access to social services;
   - PB 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. **Engage with Individual, Families, Groups, Organizations, and Communities (PB 17-18):**
   - PB 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
   - PB 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. **Assess Individuals, Families, Groups, Organizations, and Communities (PB 19-22):**
   - PB 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
   - PB 20: 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;
   - PB 21: Develop mutually agreed-on intervention goals/objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
   - PB 22: Select appropriate interventions strategies based on the assessment, research knowledge, and values and preference of clients and constituencies.
8. **Intervene with Individuals, Families, Groups, Organization, and Communities (PB 23-27):**
   - PB 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
   - PB 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
   - PB 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
   - PB 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
   - PB 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, Communities (PB 28-31):**
   - PB 28: Select and use appropriate methods for evaluation of outcomes;
   - PB 29: Apply knowledge of human behavior and the social environment, person-in-environment, and to other multidisciplinary theoretical frameworks in the evaluation of outcomes;
   - PB 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
   - PB 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels,
   
   *(Council on Social Work Education, 2015 EPAS)*

**Definition of generalist practice**

Generalist 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.

**Dragon Society of Social Workers**

Dragon SOS is a student organization open to all social work majors. The Dragon SOS constitution preamble states that this organization aims “to enhance the student socially and educationally; and to act as a liaison between student and faculty; and to promote student involvement in the community.” Dragon SOS sponsors activities such as field trips, fund raising events, educational events, recognition dinners, social gatherings, and student representation at faculty meetings. All social work students are encouraged to join Dragon SOS. For further information, contact your faculty advisor to obtain the name of the Dragon SOS faculty sponsor or a Dragon SOS student representative.

**Goals**

1. Engage in evidence-based, entry-level social work practice with individuals, families, groups, organizations, and communities within local, national, and global multicultural societies [Competencies 4, 6, 7, 8, & 9];
2. Practice within the principles, values, and ethics that guide the social work profession [Competency 1];
3. Influence social policies to alleviate poverty, oppression, and social and economic injustice as well as advocate for human rights [Competencies 3 & 5];
4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people and communities [Competencies 2, 6, 7, & 8]; and
5. Practice from a culturally-sensitive perspective that recognizes and appreciates diverse cultures, particularly those that differ from one’s own [Competency 2].

**Mission**

Consistent with the mission of this upper Midwest teaching university, and the Education Policy and Accreditation Standards (2015) of the Council on Social Work Education, the MSUM School of Social Work educates competent entry-level social work professionals with the core knowledge, values, and skills necessary to engage in ethical and evidence-based generalist practice with all people and communities in a dynamic and diverse society. Graduates are prepared to promote with integrity planned change through a person-in-environment framework in order to advance social and economic justice, and human rights, locally, nationally, and globally.
Phi Alpha Honor Society
Phi Alpha is a national honorary social work society that encourages and rewards high academic achievement. New members are initiated each fall semester. Membership information is distributed to students in social work classes, through the listserv and applications are available in the main office. Students must have a minimum cumulative GPA of 3.0 and a MSUM GPA of 3.25 to become a member. Phi Alpha joins Dragon SOS for service learning and social gathering opportunities.

Philosophy
The SSW is committed to creating a student-centered class environment that promotes a community of learning and encourages honest dialogue, critical thinking, and respect for diversity in culture, values, and opinions. The faculty employs diverse teaching strategies to meet the various learning styles and needs of students which include, but are not limited to: lecture presentations, class discussions, writing assignments, lab experiences, videos, constructive interaction with guest speakers, simulations, role plays, and use of modern technology. Synthesis, integration, and application of knowledge and skills garnered from the various readings, lecture, discussions, and interactive exercises constitute significant learning opportunities for students. The School strives to cultivate a caring environment for our students, which means we "honor their humanity, hold them in high esteem, expect high performance from them, and use strategies to fulfill their expectations". The School also believes that students come to class with knowledge and experience that, if shared, can enhance the learning process of everyone, including the instructors. To engage and challenge each individual, it is necessary to know students as people, so therefore instructors acknowledge that each individual comes to class with their own set of abilities, motivations, attitudes, goals, and cultural backgrounds. Getting to know these various facets of our students allow us to excel as instructors because we utilize and capitalize on students' knowledge, skills, talents, and resources to make the classroom more interesting, dynamic, applicable, and personal.

Program Advisory Committee (PAC)
The SSW acknowledges the community's crucial role in professional social work education and employment of program graduates. Thus, the PAC is crucial to the SSW's core mission. The PAC helps guide the School in continuous program assessment and improvement, and facilitate collaborative relationships between faculty and local and regional social work providers and other stakeholders. Committee members are chosen based on their history and familiarity with the program, and whether they fit into one or more specific categories.

Student Participation in School Governance
Pursuant to Minnesota State: Board Policy 2.3 and System Procedure 2.3.1 Student Involvement in Decision Making, and consistent with CSWE Educational Policy 3.1 and Procedure 3.1.9, students have the right to appropriate levels of participation in department, college and university decision-making regarding academic and student affairs policies, and student involvement in School governance. The formal mechanism for shared-governance in the SSW policy making process is through the sanctioned student organization, Dragon Society of Social Workers (see above). Dragon SOS officers are encouraged to discuss issues with the faculty liaison/s or request attendance at SSW department meetings.

Title IV-E Child Welfare Stipend Program
The SSW is a member of the Child Welfare Consortium, which is composed of numerous institutions of higher education across Minnesota. Title IV-E funds have been allocated for SSW students planning to work in a child welfare setting upon graduation. The goal of the program is to prepare competent child welfare practitioners eager to improve the quality of our child welfare system. Applications for the child welfare grant are available on-line. If you have any questions please feel free to contact Professor Jeremy Carney, the SSW Child Welfare Director.

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Section 4: School of Social Work Policies and Procedures

Academic Credit Policy: Credit for life or work experience
The social work program strictly adheres to the CSWE policy of not offering any waiver or course credit for prior life or work experience in lieu of credits required in internship or other required foundation content courses.

Academic Credit Policy: Credit transfer for courses taken in the USA
The SSW will use the cumulative GPA from the most recent institution immediately preceding the MSUM transfer to determine whether the transfer student meets the basic admission requirement of having a minimum GPA of 2.5. However, only MSUM courses will be used for the 2.5 cumulative MSUM GPA requirements for internship and graduation. All transfer students must meet MSUM’s residency requirements to graduate. Further, transfer students must meet two MSUM’s LASC requirements (Outer Clusters DC 7-Human Diversity; and DC 8-Global Perspective); SSW faculty, however, may elect to substitute similar courses. Transfer students may also have completed numerous social work related area course requirements, and/or core social work courses before the MSUM transfer. For a course from another university to substitute for a required MSUM SSW requirement, the advisor must complete and sign a Course Substitution Form. The office staff then places a copy of this completed form in your permanent student file, and sends the original to records. This document tells the Registrar that (an) other particular course(s) meets a requirement for the listed SSW course(s). To satisfy the SSW’s credit transfer requirement, all social work courses after SW 250 (Introduction to Social Welfare and Social Work) must be taken at a CSWE-accredited social work program. Faculty may require evidence of CSWE accreditation status of the transferring institution, along with submission of materials such as syllabi, texts, etc. to assist in making decisions about course equivalency. Only those social work courses determined to be similar in content will be substituted. Transfer students who believe they satisfy social work admissions requirements must consult their faculty advisor early since students must be admitted prior to taking SW 400 or beyond. SSW faculty will expedite admissions to enable a transfer student to proceed toward a social work degree without delay, but only in certain circumstances. Students transferring from other programs with Memorandum of Understanding should consult with those colleges regarding special transfer arrangements relating to curriculum requirements.

Academic Credit Policy: Credit transfer for courses taken outside the USA
For any social work course to transfer into the SSW (i.e., SW 330 and beyond), that course must have been completed at a CSWE-accredited social work program to satisfy SSW’s credit transfer requirements. In cases involving an international course transfer, SSW faculty will require submission of materials in English (e.g., syllabi, texts, etc.) to assist in making decisions about course equivalency. Students must plan ahead because this process must be completed as part of the admissions process, and completed before taking any social work course beyond SW 330 (i.e., SW 400 and above).

Academic/Grade Appeals Procedure
Student seeking to appeal an Undergraduate Academic Policy (ie. waive a graduation requirement, withdraw after the normal date, or similar academic policy exemption) should see their advisor or instructor and/or the Registrar to discuss the problem and determine the procedure to be followed.
https://www.mnstate.edu/policies/academic-appeals-undergraduate.aspx?terms=academic%20appeal

Regarding grade appeals, a student has a right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that varied standards and individual approaches to grading are valid. Course grading methods should be thoroughly explained to students at the beginning of the semester and must appear on the course syllabus. For detailed information, refer the University Course Grade Appeal Policy.
https://www.mnstate.edu/policies/grade-appeal.aspx?terms=academic%20grade%20appeal

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2 Requirements for a Baccalaureate of Social Work (BSW) degree at MSUM are on-line in the University catalog.
3 See the MSUM on-line catalog.
Academic Misconduct
The University expects all students to represent themselves honestly and with integrity. In academic work, students must present original ideas and give credit to the ideas of others. To be sure, the value of a college degree depends on the integrity of each student’s work. Examples of failure to show integrity in meeting academic obligations include but are not limited to: cheating, plagiarism, and the unauthorized use of materials prepared by another person. The term "cheating" includes, but is not limited to: a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or c) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. The term "plagiarism" includes, but is not limited to: a.) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or b.) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term paper or other academic materials. All students will be held to the highest ethical standard in this regard and cases of academic dishonesty will be addressed using the SSW’s Formative Performance Evaluation process (see below).

Academic Monitoring with Tk20—Ongoing Quality Assurance
The most valuable accolade SSW has is its accreditation by the Council on Social Work Education (CSWE) since 1973. CSWE accreditation says you chose an excellent school for your professional social work training, but excellence must be proven each and every year under CSWE accreditation standards! Because SSW takes its CSWE accreditation seriously—always has, we use the “assessment” standards of CSWE’s comprehensive accreditation requirements to guide our continuous monitoring of the quality of your learning experiences during your entire tenure with us. This expansive, complex, and time-consuming work unfolds in each and every social work class at MSUM to ensure that you receive the highest quality schooling possible—and we can prove it with data that emerges from our “student learning outcome assessment” efforts. This work is then invaluable to you since it monitors the quality of the very coursework on which you depend, not only for your professional growth and development, but also for your eventual state licensure and future professional employment. So to assist with this highly complex effort, the SSW relies on a powerful academic performance tracking system called Tk20. This software automates our monitoring of MSUM social work education quality so we can show CSWE, our MSUM community, and regional employers, but most importantly you our students that the education we provide/you receive is indeed of the highest quality. As an added bonus, Tk20 simplifies the very processes on which you will rely like admission to the SSW, select class requirements that are part of our assessment system, not to mention the management of many field requirements you must meet ranging from internship location and placement to completion of field assignments and more. Therefore, all applicants to the social work program must enroll in Tk20 before they apply, then apply through Tk20. The SSW has placed two instructional videos at the Student Resources link on the Social Work webpage explaining how to (1) open a Tk20 account, and (2) how to apply to the School. There is a fee for a Tk20 account which gives you access to Tk20 for seven full years to build and store your academic portfolio that you can use after graduation when applying for employment. To be sure, Tk20 will revolutionize your learning experiences by greatly simplifying your experience in the SSW while helping us ensure that you receive the highest quality education at MSUM.

Academic Probation
All MSUM students must maintain satisfactory academic progress where satisfactory means maintaining a minimum cumulative MSUM GPA and completing a percent of credit taken. Students on Academic Probation must monitor their status and progress. For more information please visit the Registrar’s Office. https://www.mnstate.edu/asc/warning-probation-suspension/procedure.aspx?terms=academic%20probation

Academic/Professional Advising
Social work majors are assigned faculty advisors who develop individualized relationships with students to maximize their educational experience at MSUM. Through regular meetings, social work advisors serve as a resource providing
information on the university, the social work program, and pertinent support services and educational resources. Faculty advisors answer questions about the social work major or professional career. They help plan a course of study, interpret program requirements, and monitor progress toward graduation. Students obtain advisor approval for social work admission, course enrollment, internship priority listing, and graduation application. Students must see their advisor each semester to discuss registration and obtain their access code. The advisor must sign Change of Major/Minor forms and Application for Graduation forms. If there is a need to change social work advisors, students may fill out a Change of Advisor request which can be obtained from the SSW office manager. However, advisor changes within the SSW will depend on the availability of the faculty. Faculty advisors post office hours each semester, normally ten hours weekly at reasonable times. Students then sign up for appointments in the advisor’s schedule book at the front desk leaving their name, telephone number, and the amount of time they need. Additionally, SSW faculty also offer group advising time during the MSUM designated advising weeks in an effort to optimize scheduling opportunities for students.

Admission to the School
The School considers only complete applications for admission.

The Process
The application process is discussed during SW 330 and in the above-referenced instructional video (see the video link in the “Academic Monitoring with Tk20” section). Additionally, to apply the student must be officially admitted to MSUM and enrolled in one or more MSUM classes. Further, acceptance into the SSW is required for continuation in program coursework beyond SW 330. Admission is selective, and students can begin their application on-line in Tk20 once they have determined they are eligible for admission (again, see the video link in the “Academic Monitoring with Tk20” section above). The application deadline in the fall semester is September 15th; the deadline in the spring is February 15th. In the event these dates fall on a weekend, the due date will be the following Monday. Students who have questions or concerns with application deadlines should contact their advisors to discuss all possibilities.

IMPORTANT NOTES:
- Before opening a Tk20 account and beginning the application, ensure you are eligible for admission because, once paid, Tk20 membership fees are not refundable for any reason.
- If you are unsure about your qualifications, please visit with your academic advisor before opening your Tk20 account.
- Arrests, charges, or convictions of criminal offences may limit professional licensure and/or employment possibilities (see Minn. Stat. 135A.157).

Minimal Requirements for the Social Work Major
Successful applicants must meet the following admission requirements;

1. The applicant must first purchase a Tk20 membership
   (See the above note on non-refundable Tk20 fees);

2. The applicant must document a grade of “C” or higher in All Social Work courses and related requirements
   (a current DARS must be uploaded into Tk20 to verify meeting this requirement);

3. The applicant must document a cumulative MSUM GPA of 2.5 or higher at the time of application for admission
   (a current DARS must be uploaded into Tk20 to verify meeting this requirement)
   (Transfer students should refer to the applicable section above which discusses transfer GPAs);

4. The applicant must document completion or current enrollment in SW 250-Introduction to Social Work and Social Welfare and SW 330-Human Behavior in the Social Environment
   (Preapproved equivalents at other institutions are possible; but when in doubt, provide your academic advisor the course’s syllabus for a pre-admission review. Besides, you will upload it into Tk20 anyway);

5. The applicant must upload into Tk20 evidence of NASW membership
   (For information on Student Memberships, visit the NASW National webpage at https://www.socialworkers.org/)
   (This membership must be maintained at all times while in the School of Social Work);

6. The applicant must upload a copy of their current DARS into Tk20;
7. **Transfer applicants** must document in Tk20 completion of a minimum of 15 hours of supervised human service. *(This can be volunteer or paid, but must be done POST HIGH SCHOOL within the past 10 years, and PRIOR TO TRANSFER. Transfer students must also submit their supervisor’s performance evaluation form as part of the Tk20 Application.)*

8. In the event that the admissions committee feels additional information is required, the committee may ask for additional documentation and/or a personal interview with the applicant; and

9. **NOTE: ATTEND TO ALL APPLICATION INSTRUCTIONS. INCOMPLETE APPLICATIONS MAY HINDER YOUR ADMISSION PROCESS.**

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**American Psychological Association Paper Format (APA)**

NASW and SSW use the paper formatting system of the American Psychological Association (APA). Indeed, this is the most commonly used system in the United States to cite sources within the social sciences. Students should work with MSUM’s University Writing Support Center (see above) to understand specifics, and even purchase the current edition of the *Publication Manual of the American Psychological Association* (6th edition, 2nd printing) either in the MSUM Bookstore or at another local vendor.

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**Appeal Policy and Procedures**

**Overview**

The School of Social Work (SSW) upholds students’ uniform right to grieve SSW policies, procedures, practices, and decisions. It further upholds that students may grieve instances when the student feels unfairly or falsely judged and/or accused. It finally holds that students have the right to a fair, objective airing of their grievance to the SSW Appeals Committee (SSWAC) and beyond as deemed appropriate by the grieving student. These appeal policies and procedures do not replace, but rather extend/augment existing university appeal procedures in all judgments and decisions.

**Student Rights & Responsibilities**

- All SSW students have the right to appeal in writing any SSW policy, decision, or action. These appeals will be considered by the SSWAC. When filing an appeal the student must provide the SSWAC a clear and detailed written discussion of her/his grievance accompanied by one or more action requests for consideration. This submission must also include any request for a personal appearance before the SSWAC.

Once filed:

- The student has the right to a timely decision regarding her/his appeal as outlined in the appeal procedures below; the student is obliged to allow the by the SSWAC time to complete its work as established below;
- The student has the right to appear before the SSWAC in person to provide additional information beyond the written statement including oral statements, demonstrative exhibits and others artwork that elaborate on the grievance, and witnesses deemed relevant; the student is similarly obliged to allow the SSWAC to consider similar information from other sources as it deems appropriate;
- The student has the right to challenge the SSWAC decision through Due Process as outlined below; and
- The student has the right to confidentiality under the Family Education Rights and Privacy Act (FERPA).

**The SSWAC Membership & Charge**

The SSWAC will be ad hoc and convened anew each time a grievance is filed. Membership will automatically include all full-time-equivalent (FTE) SSW faculty during the term when it is filed. The SSW Chair will not serve on the SSWAC, but will appoint the SSWAC Chair. The SSWAC Chair will recruit and appoint an outside faculty member for each SSWAC formed. Any given ad hoc SSWAC can hear multiple grievances simultaneously as the need arises. Any faculty member may recuse herself/himself from SSWAC service for reasons including but not limited to the member’s past experiences with the grievant, anticipation of future interactions with the grievant, and/or perceived inability to be fair and unbiased. The SSWAC will review all materials included in any grievance before the panel. All SSWAC judgements will be adopted through a simple majority vote.
**SSW Appeal Committee Process**

The following steps comprise the appeals process:

1. The student must deliver a complete written formal appeal to the SSW Chair.
   a. Formal appeals that qualify for review must address the following topics:
      i. the reason/rationale for the grievance,
      ii. specific action(s) sought; and
      iii. any request for a personal appearance before the SSWAC;
   b. Submissions lacking any of the above cannot be reviewed responsibly by the SSWAC

2. Once received and determined complete, the SSW Chair will
   a. present the grievance to the SSW faculty during the next scheduled faculty meeting;
      i. If a grievance is filed that does not leave adequate time to complete the process in the timeframe required below, the SSW Chair will notify the SSW faculty of the pending grievance, then advance the grievance to the faculty at the beginning of the following term when there will be ample time to process the grievance.
   b. consult the SSW Faculty at this time and form the SSWAC
   c. at this time the SSWAC will
      i. elect a SSWAC chair,
      ii. name potential outside members,
   d. await the SSWAC Chair’s conveyance of the committee’s judgement;

3. The SSWAC Chair will
   a. recruit the outside member as prioritized by the committee
   b. arrange all SSWAC meetings
   c. commence and guide all ad hoc SSWAC work such that it is completed within 20 business days of the Chair’s formal notification to the faculty of the grievance;
   d. ensure full and equal participation of all committee members;
   e. ensure a thorough, fair, and unbiased review of all grievance materials submitted;
   f. ensure the grieving student is able to appear in person should the request be made through the SSW Chair in the formal appeal;
   g. facilitate and record all committee votes;
   h. once completed, notify the SSW Chair of the SSWAC’s decision within 20 business days;
      i. In instances when an appeal spans two terms, the SSWAC Chair will notify the SSW Chair of committee progress, who will then notify the grievant. In such instances, the committee that was formed will continue its work into the next semester.

4. Upon notification of the SSWAC judgement, the SSW Chair will convey results via email and formal letter to the student within 5 business days;

5. The student then can either accept the SSWAC decision, or seek further review of the matter through due process as outlined below.

**Due Process**

Following formal notification, the student then has another 5 business days to notify the SSW Chair of the student’s intention to appeal the SSWAC decision using this due process:

- petition in writing the SSW Chair for further consideration; and if upheld by the chair,
- petition in writing the College Dean for further consideration; and if upheld by the College Dean,
- petition in writing the Academic Vice President for further consideration; and if upheld by the Academic Vice President, then
- petition in writing the University President for final consideration.
Application for graduation (Undergraduate Degree)
At the beginning of the semester just prior to graduation, students must complete the graduation application found on the Record’s Office website. Once submitted to the SSW, the faculty advisor and Chair review this document to verify all graduation requirements are satisfied. Once verified, both sign the document, copy it to the student’s official SSW file, then forward it to the Record’s Office for final authorization. In some instances late submissions may delay graduation so please attend to this deadline.

Catalog and Course Information
To the extent possible, students shall be provided relevant and accurate information regarding courses prior to enrollment. Catalog descriptions and website postings shall be accurate and based on information existing at the time of publication. To the extent possible, class schedules shall list the names of faculty teaching courses.

Class Registration
Registration begins in roughly the middle of the previous term and continues through the fifth day of the term for which you are enrolling. Once a student’s registration "Window" opens, the web may be used to add and drop through the fifth day of the term. After the 5th day of the term, students can no longer add courses via the web. Courses dropped after the 5th day are considered "withdrawals". Withdrawals via the web can be processed through roughly the twelfth week of a term. See the semester calendar for exact window dates and times. If a course requires an override by an instructor, it is important to note that the override DOES NOT REGISTER THE STUDENT in the course, the student must also register via the web.

Curricular Sequencing
Consistent with accreditation requirements of the Counsel on Social Work Education, The School of Social Work’s curricular framework consists of 9 core classes integrated/scaffolded vertically and horizontally to maximize student master of social work practice competencies (see also Residency Requirement below). Further, integration/scaffolding is accomplished through complimentary/redundant content, pedagogies, and processes to provide ample learning and skills-development opportunities. Student mastery is assessed variously throughout this delivery. Thus, students and academic advisors must ensure that the academic plan of all admitted majors reflects the following post-admission coursework sequencing so fidelity with the above framework and purpose is maintained:

- Semester #1 Grouping—SW250, SW330
- Semester #2 Grouping—SW400, SW420, SW435;
- Semester #3 Grouping—SW450, SW460, & SW 468; and
- Semester #4 Grouping—SW469, SW492.

Disciplinary and Grievance Procedures MSUM
The University is committed to protecting students’ rights to due process. Students alleged to have violated University policies have the right to a fair, objective hearing. Any member of the University community may file a written complaint alleging that a student or student organization has violated student conduct proscriptions. Any complaint should be submitted as soon as possible after the event takes place. Persons filing complaints shall be informed of their rights under the Minnesota Statute 13.04, subdivision 2. Following the filing of a complaint against a student or student organization, the Director of Student Conduct and Resolution shall conduct an investigation of the allegations.

Students who have been referred to the Director of Student Conduct and Resolution for a formal hearing shall be offered an opportunity to resolve the alleged violation at an informal meeting. Prior to this meeting, the student shall be given written notice of the specific complaint against him/her and the nature of the evidence available to support the complaint and provided with a copy of the code of conduct. A student who is subject to a sanction of expulsion or suspension, except summary suspension, for more than nine days may agree to accept the sanction, or may request a formal hearing prior to implementation of the sanction. Other sanctions shall be accepted or may be appealed in accordance with the University’s appeal procedures. See the MSUM Student Code of Conduct for the full scope of policy and procedure.
The SSW similarly ensures students’ due process. Students who feel unjustly treated by a faculty member, the SSW or the university have the right to grieve the action (see Appeal Policies and Procedures above)

Electives in Social Work-Restricted & non-restricted
Elective courses are those over which students have enrollment discretion based on their interests. Restricted electives are those offered only in the SSW, and fulfill a specific major requirement. Non-restricted electives are those offered by other departments across campus, fulfill broader major requirements, and offer students more latitude in selecting courses. However, all electives must come from the approved list in the University Bulletin.

Email policy
All MSUM students must open a mnstate.edu email account as this is the official university means of electronic communication to students. Students can do this through IT services, and please visit MSUM’s official email policy for more information.

Formative Performance Evaluation

Overview
The SSW utilizes a formative evaluation model to assess students’ performance throughout the curriculum, and nurture them either toward successful completion of the program, or the selection of another major. Known as the Formative Performance Evaluation (FPE), all Students are assessed academically to determine whether they have mastered the knowledge necessary for entry-level social work practice. Additionally, students are monitored non-academically to determine whether they can function effectively and professionally in a field placement, and ultimately as autonomous licensed professionals. Therefore, the SSW equally emphasizes both academic and non-academic performance standards during all phases of the evaluation process to determine students’ professional potential.

Academic Assessment
Student academic performance is evaluated solely on the basis of academic standards, including any requirements noted in the catalog, course syllabus, and University student handbook. Students have protection against prejudiced or capricious evaluation, and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.

Term papers, essays, projects, works of art, and similar property including property in which the student has intellectual property rights pursuant to Board Policy 3.26 shall be returned to a student upon request, within a reasonable timeframe, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained. Academic assessment is done in each social work and non-social work course using the traditional letter grading scheme (e.g., A-F; N = 0.00 Grade points per credit; I = Incomplete; P = Satisfactory; IP = In Progress; AU = Audit; or W = Withdrawal). These designations are determined by the university, and set forth in several university publications. Each social work student is required to earn a “C” or better in all social work courses and related requirements while at MSUM; and each student is required to maintain a cumulative MSUM GPA of 2.5 on a 4.0 scale.

Non-Academic Assessment
In addition to an ongoing academic assessment, each student is formatively assessed non-academically both in and outside the classroom (e.g., advising, informal faculty-student(s) interaction within the SSW, complaints lodged by others, etc.). The following conduct standards are used when considering each student’s suitability for professional social work, and continuation in the social work program. These standards are divided into two genre: (1) those the university uses across campus; and (2) those the SSW uses in addition to general university standards that are specific to licensed professional social work practice.
MSUM’s non-academic university performance violations:

- Academic Integrity
- Complicity in Prohibited Acts
- Computer Misuse
- Disruption of Operations of the University
- Disruptive Behavior
- Disruptive Demonstration
- False Complaint
- Falsification of Records/Representation
- Fire/Arson
- Gambling
- Harassment and Sexual Harassment
- Hazing
- Interfering with Judicial Procedures
- Laws and Ordinances
- Official Compliance
- Physical Harm and Threat
- Psychological/Emotional Abuse
- Sexual Violence
- Skateboarding, In-line skates, and Bicycles
- Stalking
- Theft, Vandalism, Defacement and Damage to Property
- Unauthorized Use of University Property
- Unlawful Use and Possession of Alcohol
- Unlawful Use and Possession of Drugs

SSW’s non-academic performance violations:

- Breach of NASW Code of Ethics
- Clear Violation of Client Confidentiality
- Conditions (e.g., mental health) Interfering with Student Functioning
- Current Chemical Abuse
- Failure to Respect Interpersonal Boundaries with Others (i.e., students, faculty, placement staff, clients, etc.)
- Inability to Master the Skills Necessary for Acceptable Social Work Practice
- Inability to Relate to Clientele
- Inability to Relate to Faculty
- Inability to Relate to Other Students
- Sexual Involvement with a Client

All students are held equally to the above academic and non-academic performance standards, and each student’s continuance in the MSUM Social Work Program is determined by her or his suitability for professional social work practice as judged by social work faculty, and as evidenced by acceptable performance while in the program (cumulative MSUM GPA > 2.5 and no violation of non-academic behavioral criteria). The School’s process of evaluation (FPE) may result in some students reassessing their choice of Social Work as a major.

The FPE Process

When a concern is noted by an advisor or instructor, the course of action will be as follows:

1. The student will receive a Formative Performance Evaluation Student Deficiency Notice via mail listing the concern(s). A copy of this notice will also be given to the student’s advisor;
2. The student then has 10 days to meet with his or her advisor to discuss the concern. This meeting will include the faculty with the concern, and other faculty as deemed appropriate;
3. The faculty with the concern and the student then develop a written Remediation Plan to address the concern. This document will be developed within 10 days by the faculty member, and will prescribe the remediation time frame, and university resources available (e.g., Write Site, Hendrix Health Center, Counseling Center, Disability Support Services, and other university or community resources deemed appropriate);
4. The student will sign the plan indicating agreement or disagreement;
5. A copy of the plan is given to the student and to the student’s advisor to be placed in the student’s file;
6. In extreme instances (e.g., where the problem(s) is(are) declared severe, the SSW may opt to bypass the remediation plan and process the student out of the Social Work program;
7. In the event that the student does not follow the process of remediation, faculty may terminate the student from the program;
8. The SSW utilizes the university appeals policy and students have the right to appeal any School decision using this process (http://www.mnstate.edu/acadaff/AcadSupport/AcadAppeals.htm).

Human Service Experience: Transfer Students

The pre-admission human service experience requirement has two main goals. First, the prerequisite gives the student initial exposure to human service work. Second, the experience allow the student to begin utilizing skills and knowledge gained in beginning social work courses, and subsequently become more confident about their choice of social work as a major. Since MSUM students complete a minimum of 15 hours of service learning work in SW250; this requirement pertains only to transfer students taking their introduction to social work and social welfare elsewhere since it ensures that the above two goals are met for transfer students.

Criteria for acceptable Human Service experiences:

1. The student’s faculty advisor must preapprove the site being used to meet this transfer admission requirement;
2. It must have occurred post high school, no more than 10 years prior to admission;
3. It must reflect a minimum of 15 hours;
4. It must have involved client system(s) such that social work skills and knowledge were used;
5. It must have involved work within a “helping through problem solving” context
   (These settings are contrasted with educational, recreational, or caretaking contexts. While the Boy Scouts or child care centers
   are fine organizations, they may be unacceptable as Human Service experience sites. Questions regarding the appropriateness
   of Human Service sites should be directed to the student’s faculty advisor);
6. It should have involved contact with a social worker(s) as part of the volunteer experience
   (This contact may be in the form of supervision or working with the social worker in some fashion); and
7. It must be documented with two documents: (a) the student completing the Transfer Student Human Service Experience-Self
   Assessment form; and (b) the Transfer Student Human Service Experience-Supervisor Assessment form (available online at
   www.mnstate.edu/socialwork).

Leaves of Absence/Readmission
If a student has been formally admitted and leaves the program and/or MSUM for over one academic year (or two full semesters), a new admissions process must occur. A student requesting readmission should meet with the chair of the SSW to discuss readmission. The program administrator (chair/program coordinator) will then request one or more of the following:

1) A new social work admissions application;
2) Updated transcript;
3) Letter explaining the absence; and/or
4) Other materials deemed appropriate.

These materials will be submitted to the SSW chair, and then reviewed by the faculty prior to re-admission. Faculty may also request an individual interview with the student as part of this process. The program administrator (chair/program coordinator) will then notify the applicant in writing of the faculty’s decision. In cases where the applicant is readmitted, the student may resume coursework immediately. In cases where the applicant is not re-admitted, the program administrator (chair/program coordinator) will similarly notify the applicant and explain why re-admittance is not granted. Reasons for not being re-admitted might include (but are not limited to) the following:

a. Cumulative MSUM GPA too low to attain a 2.5 by internship time;
b. Concern about “fit” with the social work profession; and/or
c. Five (5) years have elapsed since the actual leave of absence began.

Media Policy
Students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. Social media provides a domain for personal and professional presentation of self. Your personal image includes contact with friends and family and is guided by your personal values and standards. On the other hand, your professional image is guided by social work values and ethical standards and extends beyond the classroom and field agency. As social workers, we must be mindful that the legal and ethical responsibilities we have as professionals; including but not limited to, privacy and confidentiality, conflicts of interest and dual relationships, informed consent, and private conduct of the social worker. The distinction between personal and professional self is paramount to professionalism in the social work vocation. Students should prudently consider their online (e-mail, text messages, Facebook, Twitter, etc.) communication as they reflect themselves, their field agency, Minnesota State University Moorhead, the School of Social Work, and the social work profession itself. All online communication should be professional and respectful in tone and nature. Violations of the NASW Code of Ethics, as evidenced online, can result in disciplinary action including possible dismissal from the social work program.

Non-Discrimination
The SSW is committed to providing equal educational opportunities to all persons and does not discriminate based on race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.
Professional Conduct & Dress
The NASW Code of Ethics establishes behavioral conduct standards among pre-professional and licensed professional social workers in the U.S. As such, SSW students are responsible for knowing the Code of Ethics, and abiding by its standards at all times (i.e., in the classroom, during all School functions, and during field practicum). Beyond the NASW Code of Ethics, the SSW establishes additional professional conduct standards:

1) Maintaining professional appearance;
2) Respectfully interacting with colleagues;
3) Adhering to all school-related deadlines and obligations;
4) Accepting constructive feedback; and
5) Demonstrating initiative.

Faculty with concerns about a student’s adherence to any of these standards will first visit with the offending student, but may also implement a FPE process if violations persist.

Professional Library
As students are becoming licensed professionals, texts purchased in earlier social work courses are used again in subsequent classes in the major so students are strongly advised to retain all textbooks as part of their growing professional library. For example, texts for SW250-Introduction to Social Welfare/Social Work and SW330-Human Behavior/Social Environment are used again in SW400- Social Work Research Methods, and the practices courses—especially SW460-Social Policy/Practice. And the Kirst-Ashman & Hull generalist text is used throughout the curricula. In addition, students will again use all these texts to review for their state licensing examination. Therefore, the School of Social Work strongly advises students to begin building their professional libraries and retain these important professional resources.

Proficiency Examinations
No proficiency exams are permitted by the SSW for any foundation curriculum.

Provisional Application/Admission Policy and Procedure
The School of Social Work (SSW) now processes all admission materials exclusively through Tk20. To apply, each applicant must establish her/his Tk20 account BEFORE she/he can access the required Tk20 application form. Students who do not meet admission requirements may apply for Provisional Application (PA) BEFORE joining Tk20. Here provisional applicants must work with their academic SSW advisor to develop a strategy for meeting all admission requirements than may proceed to purchasing their Tk20 membership and formally applying to SSW.

Special Notes

✓ This plan must be preapproved prior to purchasing a Tk20 membership;
✓ Tk20 membership fees are not refundable;
✓ Provisional Application is not guaranteed;
✓ If the faculty does not approve your PA request, then please do not open your Tk20 account since you will not be refunded your Tk20 membership fee (This is a Tk20 policy).

Required Steps in seeking Tk20 Provisional Application
To be considered for PA, the applicant must complete the following steps:

* Specific to appearance, how others view you will make a lasting impression on faculty, colleagues, field instructors, clients, and others. Students are responsible for ensure their dress makes a good impression. Clothing should be professional, clean and in good repair. Refrain from wearing clothing that is short, tight or revealing and otherwise not appropriate for professional settings.
1. Develop a clear understanding of why she/he is not eligible for full admission;
2. Meet with her/his SW advisor to develop an plan to meet all admission requirements;
3. Reach an agreement with her/his advisor that the action plan is suitable for PA;
4. The advisor will present the PA action plan to the SSW faculty;
5. Faculty approval results in the granting of PA request;
6. Then only after the PA is approved can the student open her/his Tk20 account and proceed through the provisional admission process;
7. The faculty advisor will monitor student progress during subsequent term advising;
8. And when warranted, the advisor will change the Tk20 provisional admission status to “Accepted.”

Should you have any questions about Tk20, PA, or your specific situation, please do not hesitate to consult your advisor BEFORE joining Tk20 and commencing the SSW application process.

Recommendations on Behalf of Students
Each semester SSW faculty produce scores of recommendations on behalf of students for external people and/or groups. Indeed, this is crucial to your professional success, it is among the single actions faculty take on your behalf. So they can be as timely and thorough as possible in providing evidence regarding student performance and professional potential, students must provide certain information and strictly adhere to the required timeline. To ensure that the SSW has permission to release information on your behalf, students must complete the on-line application located on the School webpage at the link “Recommendations”. Students must:
- allow 1 week for phone recommendation/interviews, and 3 weeks for written recommendations;
- provide all required information and supporting documentation;
- provide your current (present students) or final (graduates) DARS transcript;
- provide a copy of your current and complete resume’;
- prove complete details to whom the recommendation is to be directed (see bottom of form);
- sign and date the release document; and
- submit the request at the front desk for routing.

Repeat, incomplete, and withdrawal policies
The University maintains specific policies regarding repeating classes, assigning incomplete “I” for a class, and withdrawing from some course of instruction; and the SSW strictly following these practices. Please visit the appropriate MSUM web page to see these academic policies. https://www.mnstate.edu/policies/repeating-courses.aspx  https://www.mnstate.edu/policies/grading.aspx  https://www.mnstate.edu/policies/academic-appeals-undergraduate.aspx

Residency Requirement
Because of SSW’s model of curricular sequencing, students are required to complete a minimum of three (3) consecutive semesters in residency that reflect the School’s required curricular sequencing of its core classes (SW400, SW420, SW435, SW450, SW460, SW469, & SW492) (see the Curricular Sequencing section above). For leaves of absence please refer to the appropriate section in this handbook.

Scholarships
For general information on scholarship please visit the MSUM Office of Scholarship & Financial Aid at / . For information on specific social work-related awards managed by the SSW please visit our website at http://www.mnstate.edu/socialwork
School Social Work
Students wishing to be employed as a social worker in a Minnesota school will need to obtain a school social work license. To be licensed as a School Social Worker I in Minnesota, an applicant must have a BSW and a Minnesota Social Work License, and make an application to the Minnesota Board of Teaching. No additional test is required, however there is a fee for licensure.

Second Majors & other Minors
Beyond the social work major, many students choose a minor or a second major. Though a second area of study may not necessarily make one more marketable as a social worker, it does provide a greater depth of understanding in selected areas. The most popular areas for social work students include: criminal justice, gerontology, psychology and sociology. Indeed, many of these minor/major requirements are consistent with those in social work, something that facilitates completion of the minor or second major. Students who seek more than one baccalaureate degree are required to complete credits beyond the minimum required for the first degree, so interested students should consult with the chair of the respective departments along with the MSUM Bulletin for current requirements. https://www.mnstate.edu/registrar/catalogs.aspx?terms=bulletin

Sexual Harassment Policies and Procedures
The SSW strictly adheres to all MSUM policies and procedures concerning sexual harassment. Please see the MSUM website for detailed information on these policies. https://www.mnstate.edu/titleix/sexual-harassment-violence.aspx?terms=sexual%20harassment

Sexual Violence Policies and Procedures
Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence. Therefore MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students’ safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

Complaints of sexual harassment/sexual violence are investigated and processed pursuant the procedures listed above. All complaints should be reported to the Title IX Coordinator or Designated Officer.

- Title IX Coordinator: Lynn Peterson, Flora Frick 153A, petrsnlly@mnstate.edu
- Chief Diversity Officer: Donna Brown, CMU 120, donna.brown@mnstate.edu
- Assistant Director of Human Resources: Melissa Osland, Owens Hall 210, melissa.osland@mnstate.edu
- Athletic Director: Doug Peters, Nemzek Hall 106, petersd@mnstate.edu

Online reports may be made with the reporting party’s name or anonymously. Use Confidential Reporting Form https://www.mnstate.edu/titleix/sexual-harassment-violence.aspx?terms=sexual%20harassment
Social Work Major Requirements and Required Sequencing
The following are core required social work courses in the required course sequencing. Students must obtain a grade of "C" or higher in each:

**Core Requirements (37 Credits)**

1) Semester 1
   a) SW 250 Introduction to Social Welfare and Social Work (3)
   b) SW 330 Human Behavior and the Social Environment (3)

2) Semester 2
   a) SW 400 Research Methods in Social Work (3)
   b) SW 420 Generalist Practice: Individuals (3)
   c) SW 435 Generalist Practice: Families & Groups (3)

3) Semester 3
   a) SW 450 Generalist Practice: Communities and Organizations (3)
   b) SW 460 Social Policy (3)
   c) SW 468 Internship Orientation (1)

4) Semester 4
   a) SW 469 Internship (12)
   b) SW 492 Senior Seminar (3)

**Related Requirements (25 Credits)**
- BIOL 104 Human Biology (3)
- ECON 100 The American Economy (3)
- PARA 470 Government Benefits (3)
- POL 120 American National Government and Politics (3)
- PSY 113 General Psychology (3)
- PSY 202 Developmental Psychology (3)
- SOC 110 Introduction to Sociology (3)
- SOC 350 Methods and Statistics for Social Research (4).

**Social Work Electives (1 class, 3 Credits)**
- SW 308 Social Gerontology (3)
- SW 390 Topics in Social Work (1-3)
- SW 402 Child Welfare Services (3)
- SW 410 Gerontology: Policy and Practice (4)
- SW 411 Chemical Dependency (3)
- SW 497 Independent Study (1-3)
- SW499 Topics in Social Work (1-3)
- AMCS 372 Dynamics of Prejudice and Oppression (3)
- BIOL 300 Biology of Women (3)
- ECON 305 The Economics of Poverty, Discrimination, and Inequality (3)
- POL 340 Public Administration (3)
- PSY 463 Abnormal Psychology (3)
- SOC 219 Sociology of Sexual Behavior (3)
- SOC 310 Dominant-Subordinate Group Relations (3)
- SOC 333 Sociology of Gender (3)
• SOC 334 LGBTQ Issues (3)

Student Impairment Policy
The NASW Code of Ethics speaks specifically to professional impairment as does the SSW’s conduct standards outlined above. Each student is responsible for understanding these policies and abiding by them at all times. Should concerns arise from violation of these standards, a FPE may be initiated (see above).

Student Responsibilities
MSUM and the SSW support the concept of educational discipline. Therefore, both the University and SSW have a duty to protect its educational purpose by setting standards of scholarship and conduct. Thus, the guiding principle of both bodies of regulations is to promote student responsibility and accountability. To be sure, the University and SSW view the student conduct process as a learning experience that promotes growth and personal understanding of one’s responsibilities and privileges within the University community. Therefore, it is the responsibility of the student who has been accused of misconduct to participate conscientiously in the discipline process (see above). Students are responsible for becoming familiar with University and SSW policies and procedures, and failure to be informed does not excuse misconduct. MSUM standards of conduct are published as the Code of Conduct, and in all conduct proceedings it is recognized that MSUM is an educational institution and not a court of law. [https://www.mnstate.edu/policies/student-conduct.aspx?terms=student%20code%20of%20conduct](https://www.mnstate.edu/policies/student-conduct.aspx?terms=student%20code%20of%20conduct)

This code does not replace or reduce the requirements of civil or criminal laws. All criminal activity may be referred to local law enforcement as well as investigated internally. Members of the University community also have responsibilities as citizens. Violations that constitute crimes and the annual crime report can be found on the MSUM website. Disciplinary action is cumulative resulting in more serious consequences if the student engages in repeat violations or fails to follow through with sanctions from a previous hearing. MSUM’s non-academic university performance standards and the SSW’s non-academic performance standards are also outlined above. All students are held equally to the academic and non-academic performance standards and each student’s continuance in the Social Work program is determined by her or his suitability for professional social work practice as judged by social work faculty, and as evidenced by acceptable performance while in the program. Social work students are also responsible for adhering to the standards of the NASW Code of Ethics. This Code is referenced in the Admissions packet, is discussed in detail in SW 492 Senior Seminar, and is available on-line at the NASW website. [https://www.socialworkers.org/](https://www.socialworkers.org/)

Student Rights


Members of the University community are expected to be familiar with the rules and procedures contained within this handbook. This publication provides general guidance and direction, and it is not intended to cover every conceivable situation. The information about University policies outlines the rights, responsibilities, and privileges enjoyed by the students, faculty, and staff that make up the University community. The purpose of MSUM’s policies is to promote and maintain the University learning environment, inform University members of their responsibilities, and aid in preventing violations of the rights of individuals. Specific questions relating to policies, procedures, and interpretations of specific sections within the Handbook should be directed to the Dean of Student Services. Because policies are subject to change, revisions that occur will be updated on the MSUM webpage and will have priority over the contents of the printed edition.

• **Freedom to Learn:** In addition to the basic constitutional rights enjoyed by all citizens, students in colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The
freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

- **Freedom of Expression**: Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not substantially disrupt the regular and essential operation of the institution. Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

- **Freedom of Association**: Students shall be free to organize and join organizations to promote their common and lawful interests, subject to institutional policies or regulations. Registration or recognition may be withheld or withdrawn from organizations that violate institutional regulations.

- **Student-Sponsored Forums**: Students shall have the right to assemble, to select speakers, and to discuss issues of their choice. The college or university shall establish reasonable time, place and manner restrictions to assure that the assembly does not substantially disrupt the work of the institution or does not interfere with the opportunity of other students to obtain an education or otherwise infringe upon the rights of others. Such regulations shall not be used as a means of censorship. The president or designee may prohibit any forum when there is a likelihood of harm to individuals or damage to property if the event is held. Prior to any such prohibition, the president shall make his or her best effort to consult with the student association.

- **Student Publications**: Student-funded publications shall be free of censorship and advance approval of copy, and their editors and managers shall be free to develop their own editorial and news coverage policies. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. The student fee allocation process shall not be used as a means of editorial control of student-funded publications. All student publications shall explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, system, or student body.

- **Student Policies**: The policies of the college or university regarding student expectations, rights and responsibilities shall be readily accessible to students.

**Writing intensive Classes**

Social work professionals must write clearly, precisely, succinctly, and technically. Thus, SW 400W & SW 460W are required writing-intensive courses that use "writing-to-learn" processes to help you become a professional writer. These courses informally and formally integrate technical human service writing with course content to advance your knowledge, skills, and perspectives gained from Dragon Core curricula and other social work courses and prerequisites. Here students complete short, unscheduled, and ungraded writing assignments to advance learning and professional self-expression. Students complete WI worksheets that sequentially integrate unit-specific class materials, then from these complete separate writing assignments where each is uniquely organized, drafted, revised, peer edited, re-revised, and then graded. During these processes students use and provide peer consultation via a dyadic "editing buddy" system. Every WI assignment requires that students locate, read, analyze, evaluate, synthesize, and appropriately and ethically integrate into written products diverse primary and secondary professional human service literatures using the APA formatting system. These individual assignments must be logical, engaging, grammatically and mechanically sound, and professional in appearance. These assignments require writing, editing, reorganization, etc., and are the basis for the evidence-based practice assessment project you will independently complete during practicum (SW469) and senior seminar (SW492). In every instance you must consult frequently with your instructor during the semester.
Section 5: Field Experience

Welcome to the Field!
Guided by the education policies and accreditation standards of the Council on Social Work Education (CSWE), the SSW is committed to baccalaureate social work education and recognizes that quality field experiences are integral to superior professional social work education. Field education at the MSUM SSW involves the active collaboration of three parties: (1) students; (2) Field Instructors; and (3) SSW seminar instructors (SI) and field liaison (FL) (hereafter called the SSW SI/FL). While students have a vested interest in carefully planning and executing this final educational step where they apply the vast knowledge they have acquired, and hone the many skills they have practiced in the classroom, equally committed to field education are the Field Instructors who directly mentor students who will become licensable, entry-level generalist practitioners. To be sure, without the time, effort, and expertise of our Field Instructors, SSW students could not complete this essential part of their social work education. So thank you Field Instructors for your personal and professional contribution to the Social Work program at MSUM. But also indispensable are the SSW Field Coordinator and SI/FLs who arrange, manage, and then oversee the experience. Though technically separate, each player’s actions are carefully and relentlessly orchestrated to reflect the common goal of ensuring each student a positive educational experience. Thus, SSW field education is different from other university courses in that practicum instruction is primarily experiential and reliant on many key players to be successful.

Policies and Procedures of the Field Education Program

Application for Internship
Social work students are ready to be accepted into internship once they have completed the core social work courses, the related area course work, and restricted or non-restricted electives with a “C” or better in each. Once these requirements are met, students enroll in SW 468 – Integrative Orientation to Internship wherein they formally apply for SW 469 – Internship. To apply students must have a cumulative MSUM GPA of 2.5 or higher. Additionally, students must possess the basic skills and emotional maturity necessary for working with clients and staff in an internship site. If the faculty has concerns about the prospective intern’s suitability, the Field Coordinator will discuss them with the prospective intern and develop a correction plan under the Formative Evaluation process. Students must be in good standing with all School of Social Work policies.

Background Checks
To protect vulnerable clients, the SSW now requires background checks through a company called Castlebranch. Therefore, all students who wish to complete their internship through the social work program MUST complete the background check through this company before entering the field. There is a cost for this background check, and this process is explained thoroughly in SW468. Beyond the SSW background check, however, some students may have to complete a separate background search at their agency IN ADDITION TO completing one for the SSW (i.e., MN counties require a Department of Human Services background check). While many agencies will complete this background check at no cost to student interns, some may require a fee.

Criteria for Selecting Agencies
Accreditation standards of the Council on Social Work Education (2015 EPAS) require that internship occur in settings that reinforce students’ identification with the purposes, values, and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote professional competence. Concordant with these standards, the SSW uses both primary as well as secondary social work settings so students have a plethora of options from which to choose:

- child welfare agencies
- community organizing entities
- county social services
- criminal justice settings
- drug and alcohol treatment programs
- family service agencies
- gerontological programs
- hospitals
- institutional treatment settings
- medical social work settings
- mental health programs
- non-profit agencies (e.g., Lutheran Social Services, Lakeland Mental Health, Head-Start, PATH).
- nursing homes
- programs serving developmentally disabled persons.
- school social work settings

Criteria for Selecting Field Instructors
These standards further require that all field agencies assign only qualified personnel as “Field Instructors”. The SSW requires Field Instructors to have a college degree—preferably a Bachelor’s or Master’s degree in Social Work. However, Field Instructors without a social work degree are used only if they agree to provide a field experience consistent with social work values and ethics (see non-BSW/MSW Field Instructor section below), and meet additional oversight requirements (see below).

Title IV-E Child Welfare Requirements
The SSW is very fortunate to be a founding participant in the University of Minnesota's Bachelor of Social Work Title IV-E Child Welfare Consortium where juniors and seniors seeking a career in child welfare can apply for a stipend to defer educational costs. In coordination with the Child Welfare Coordinator, students awarded this stipend must meet the following additional requirements prior to and during internship:

- have a senior field practicum in a county, state, or tribal child welfare unit;
- complete a child welfare course;
- attend child welfare IV-E student meetings and seminars as applicable;
- maintain good academic standing (as defined by the SSW academic policy); and
- upon exit from the SSW, seek and accept employment in public child welfare
  (if such a position is available and offered within three months of graduation and maintain such employment for four and a half months for each semester that they received a stipend).

Expectations regarding hours
School of Social Work student interns will normally intern during the hours outlined by their internship site. This is often Monday-Thursday, or 32 hours weekly. Friday mornings are normally reserved for Senior Seminar. During internship hours, students may count time used to complete SW469 assignments (i.e., Organizational Analysis paper, and Field Portfolio. Also, students may take off holidays that are part of MSUM’s academic calendar. Student must notify the Field Instructor of the upcoming holidays and if they have been assigned clients/cases, students must ensure coverage for those situations and discuss this with their Field Instructor. In addition, students may count conferences or workshops which the Field Instructor has approved and that both agree will contribute significantly to student learning. Lunch or breaks are NOT included in your internship hours.

Evaluation of Student Learning in the Field
Overview
Consistent with CSWE’s field education standards (2015 EPAS), SSW requires students to be placed in human service agencies under the supervision of experienced social service professionals who will provide on-going field
instruction, constructive formative feedback, and informal and formal evaluations of students’ mastery of the 9 required social work competencies and their 31 constituent practice behaviors. Integral to this strategy, and available in the Tk20 account, students use the Field Portfolio (SW469) to frame their practicum. This teaching/learning tool was thoughtfully crafted to focus both students and Field Instructors on the contextualized application of CSWE’s practice behaviors. Students use this pedagogical tool during every step of the practicum as they and Field Instructors collaboratively develop tasks that promote behavioral mastery. Interns study ethical issues and theories that pertain to each task, and instructors comment on their reflections. Interns explore the contextual application of the Generalist Intervention Model, reflect on their behavior-specific Generalist Intervention Model performance, then instructors comment on students’ learning and evolving competence during the entire semester.

**Field Assessment Process within the Field Portfolio**

Students are continuously assessed throughout their internship experience through the use of the Field Portfolio. The Field Portfolio instrument uses a 5 point Likert scale to summatively evaluate students. Each practice behavior is outlined in the Field Portfolio and field Instructors rate students on the 5 point Likert scale as the practice behaviors are adequately demonstrated. Field Instructors are encouraged to assist students throughout the semester in self-reflection and synthesizing field activities with the appropriate CSWE practice behaviors. In addition, Field Instructors assist students in applying classroom knowledge, theories and the stages of the Generalist Intervention Model reflected in the practice behaviors along with their ability to perform those behaviors.

**Informal Evaluation of Student Learning**

Informal evaluation is provided via the mid-term site visit (roughly between weeks 5-7) and 2nd site visit or phone conference call (roughly between weeks 10-12). During these exchanges, SSW SI/FLs explore student activities, strengths, and weaknesses as assessed by both the student and Field Instructor. They provide qualitative feedback and help ensure that the students’ training is grounded in the Generalist Intervention Model and social work theory and ethics, for example. They also discuss and/or anticipate obstacles to successful mastery of core competencies and practice behaviors.

**Field Coordinator Expectations**

The Field Coordinator assumes responsibility for the overall direction and coordination of internship. This SSW faculty member is available to students, Field Instructors, and SSW SI/FLs to assist them in planning for, conducting, and ending all internship placements. The Field Coordinator is responsible for:

1. the overall direction and coordination of the internship experience;
2. the on-going evaluation of field practicum experiences and maintaining the Field Manual;
3. being available to field students and Field Instructors to provide consultation regarding field placement and to facilitate the resolution of problems that may arise;
4. arranging and facilitating the Field Instructor orientation during the semester;
5. teaching and facilitating SW468—Orientation to Internship during which students are guided through the internship search process and in securing their internship;
6. assigning the course grade (Pass / Fail); and
7. removal of a student from a placement, should that become necessary.
Field Instructor Expectations
In compliance with CSWE standards for field education (2015 EPAS), Field Instructors are required to:

In General
- attend the orientation seminar before a student is placed in the agency:
  - The Field Coordinator offers the Field Instructor orientation seminar every academic semester.
  - Topics covered include: information about the internship; the roles of the Field Instructor, the SSW SI/FL and Field Coordinator; syllabi, goals, written assignments, and evaluations for internship; policies for internship termination, sexual harassment, and internship liability insurance, for example;
  - This orientation lasts about an hour and a half, and new Field Instructors must attend this orientation seminar, though all instructors are encouraged to participate;
- follow all SSW internship policies and procedures;
- have a college degree, preferably a Bachelor’s or Master’s degree in Social Work (If the Field Instructor does not possess a social work degree, he/she agrees to provide a field experience consistent with social work values and ethics. See “Non-BSW or MSW Field Instructors” section below); and
- complete the State of Minnesota Memorandum of Agreement, Internship Agreement with Placement Agency, and the Internship Activities and Expectations forms (provide a copy to both the Field Coordinator and student to ensure role clarity).

In Placement
- orient interns to the agency, and all policies and procedures that pertain;
- participate fully with the intern in completing all parts of the Field Portfolio;
- help students develop meaningful tasks that integrate social work knowledge, values and skills obtained in class;
- assign interns responsibilities to demonstrate achievement of required core competencies/practice behaviors;
- continuously supervise the student;
- ensure a minimum of one weekly individual supervision meeting (~1 hour each);
- formally evaluate students continuously throughout the internship experience (see section above on evaluation of student learning in the field); and
- formally evaluate at the end of the semester the Field Coordinator’s performance in facilitating the field practicum and the SSW SI/FLs’ performance as part of the field experience

Field Seminar and Liaison Expectations
SW492—Field Supervision and Integrative Seminar. The SSW SI/FL provides both seminar instruction (SI) and field supervision (FL) functions. The SSW SI/FL serves the dual function of teaching the seminar course and follows interns into their field placement. She/he also assists in the management of that placement to ensure a quality learning experience. As a SSW faculty member, the SSW SI/FL is available to students and Field Instructors for:

- consulting with students, Field Instructor, and the Field Coordinator regarding field placement;
- facilitating, along with the Field Coordinator, the resolution of problems that may arise;
- conducting the on-site visit at the placement agency around mid-semester;
- conducting a 2nd site visit (e.g., in-person or using distance technology) with the student and the Field Instructor around week 12 to review the student progress;
- providing written feedback to students on all written assignments; and
• providing the Field Coordinator the assigned course grade (pass/fail) for students at semester’s end.

**Field Placement and Employment**

CSWE mandates that students cannot use their employment as their internship. While students may be employed at their internship site, there can be no overlap between work assignments and internship duties. It is further required that students interning at their place of employment must have practicum duties in another program/department, and have a supervisor not related to their employment. In cases where the student is both working and interning at the same agency, that agency must produce a detailed written description of how employment and practicum duties will differ, and identify each supervisor (i.e., employment & practicum) and discuss how their oversight will remain separate. The Field Coordinator and the student’s field seminar instructor/liaison will together closely monitor these uncommon situations to ensure compliance. However, if a student is hired during the internship in the area that internship is occurring, he/she may continue in the internship setting in a paid position as long as the terms of the internship are carried out, assignments are turned in, and the evaluations are completed as scheduled by the Field Instructor and the student.

**Internship Competencies & Practice Behaviors**

The BSW field education/internship prepares students for generalist practice by providing a competency-based, outcome oriented education in which students are evaluated on their achievement of CSWE-required social work competencies and practice behaviors (see above). Student achievement of each practice competency will be evaluated by rating student performance on 31 practice behaviors as it is these practice behaviors that operationalize the core competency that all professional, licensed generalist social workers must possess.

**SW468: Integrative Orientation to Internship Preparation**

Students who are preparing for internship are required to take SW 468—*Integrative Orientation to Internship* one semester prior to SW 469—*Internship* and SW 492—*Field Supervision and Integrative Seminar*. This course provides an overview of field experience theory, social work program expectations, fields of practice, client populations, development of job search skills, and development of professional identity and sense of self in preparation for the social work internship experience. Students will actively engage in internship preparation and will search for and finalize their internship placement in the duration of this course.

**MSUM Internship Policy**

The University maintains its own internship policy governing required field experiences, and these serve as the basis for more specific SSW policies (see the University website “University Policies & Procedures”):

A. Students will not be required to return to campus after completing an internship. Students should, however, be encouraged to return to campus to share their experiences.

B. Before the starting date of the internship, the internship supervisor, the site evaluator, and the student intern shall sign an *Internship Agreement* which outlines mutual responsibilities and expectations for the internship and contains statements clearly articulating liability assumption on the part of Minnesota State University Moorhead, the site, and the student intern.

C. The central location for filing and routing internship opportunities and information to the departments is the Minnesota State University Moorhead Career Development Center.

D. Minimum Internship Standards:
   - A minimum of one (1) semester credit and a maximum of twelve (12) semester credits will be granted for internships;
   - A maximum of twelve (12) semester credits may be counted toward a degree;
   - An internship will be graded only on a pass-fail basis;
   - An internship may be taken only by a student majoring in the department or program;
• Any intern must have at least a junior standing;

• Internship credits will be awarded on the basis of a minimum of forty (40) hours of fieldwork per semester credit received;

• An internship must have a written agreement which outlines the mutual expectations and responsibilities of MSUM, the site, the department, and the student intern;

• The Internship Agreement filed in the department office for six (6) years; and

• Each internship will be evaluated by the department Internship Coordinator or the Internship Supervisor.

E. Departmental Expectations

All departments offering internships must have a current Internship Document on file in the Office of the Vice President for Academic Affairs, and in the office of the College Dean. The document shall include statements of the:

• Objectives of the internship program;

• Responsibilities of the student intern, the faculty supervisor, and the site evaluator;

• Departmental procedures for approving internships;

• Means of reporting results or accomplishments;

• Method(s) of assessment;

• Expectations and procedures of monitoring internship achievements;

• Departmental practice on faculty workload, if any;

• Departmental policy on internship compensation; and

• Name of a designated departmental Internship Coordinator.

SW469: Internship

Students enroll in this course for 12 credits (see University Internship Policies below). These are the onsite hours the student completes at the internship agency. This course is graded on a Pass/Fail basis.

SW492: Field Supervision and Integrative Seminar

This is a capstone course for 3 credits which accompanies SW469 and is structured as a student-driven seminar which includes discussions on the NASW Code of Ethics, and putting ethics into practice. The Field Coordinator is responsible for assigning eligible students to the appropriate SW 492 sections. The SSW SI/FL then facilitates student enrollment into the proper seminar section.

Distant Internships

There are no distance restrictions required of students when doing their internships. This gives our students the opportunity to seek out a diverse and broad range of internship learning opportunities, even internationally. However, it is strongly recommended that students begin communicating with the Field Coordinator as early as possible if they are interested in doing internships outside of the region or country. MSUM School of Social Work offers distance students the opportunity to participate in SW492; Field Supervision and Integrative Seminar via telepresence media. Students must work closely with the Field Coordinator regarding their distance options and whether or not they are choosing to be a part of the telepresence seminar(s).

MSUM social work students are allowed to complete their internship experience in any approved human service setting around the globe. CSWE requires that accredited programs monitor and supervise internship placements
through systematic site visits. Typically this has occurred twice each semester (minimally), once at mid-term and the other towards the end of the semester, but can involve additional site visits as needed. These visits are done face-to-face by traveling to the host agency. The following fee structure allows students to choose a field placement in-line with their learning goals, but must pay for field supervision commensurate with the travel required for the placement selected.

**Non-BSW or MSW Field Instructors**

Field Instructors without a BSW/MSW, but with a degree in a related field (e.g., human services, criminal justice, counseling, or psychology), must provide a field experience consistent with social work values and ethics. Non-BSW/MSW Field Instructors attend the Field Instructor Orientation meeting during which the Field Coordinator issues packets containing the following: (1) the information sheet on the social work major and degree requirements; (2) the NASW Code of Ethics, (3) literature on field instruction; and (4) readings on generalist practice. In such instances non-social work credentialed Field Instructors work closely with the SSW SI/FL to provide an internship experience that identifies with the purposes, values, and ethics of the social work profession. Students who have non-MSW or BSW Field Instructors must complete two separate guided reflection journal entries to supplement the standard site visit and conference call to ensure sufficient social work supervision.

### MSUM Social Work Internship Fee Schedule

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<th>Miles from MSUM</th>
<th>Field Supervision</th>
<th>Travel Fee</th>
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Or, students may arrange additional on-site supervision with a social worker (BSW or MSW) when possible and appropriate.

**Placement Agency Expectations**

As social work education is very reliant on quality field settings in which students begin to develop their unique praxis, the SSW expects agencies to:
• provide qualified personnel to be assigned as “Field Instructor” for the student intern;
• follow all procedures as outlined in the field manual;
• provide students with a description of the agency’s expectations and anticipated duties for a bachelors level social work intern;
• understand that internship is an academic course such that the student’s primary focus is professional education and training. Although it can be expected that students will assume numerous responsibilities which benefit the agency, they are not employees who will fill the needs of an understaffed agency;
• complete the required placement contract that established parameters for the cooperative arrangement between the SSW, the field agency, and the student intern; and
• follow the policy and procedures related to termination of a student from the field placement and the policies related to sexual harassment. The agency further agrees to follow the structures outlined in this field manual.

Placing and Monitoring Students
The procedure for placement is student directed; the students choose their own placements within certain parameters. Students research the types of internship placement that interest them. They are allowed significant latitude in choosing a site that will best meet their personal learning objectives. However, before an internship is finalized, the student meets with the Field Coordinator to confirm that the agency meets with SSW approval. Once an internship placement is agreed upon, a contract (see “SSW Internship Formal Agreement” above) is formalized which clarifies the expectations of the student, the agency, and the School of Social Work. This contract is signed by all three parties and kept in the student’s internship file. Social work student interns are monitored by SSW SI/FL (See SSW SI/FL Expectations above) who conduct site visits (see above). The SSW SI/FL is also available for phone contacts and additional visits if the need arises. Interns whose Field Instructors are not are not BSW or MSW degreed, will turn in additional assignments throughout the semester (See “Non BSW or MSW Field Instructors” and “Evaluation of Student Learning in the Field”) to receive additional supervision and instruction from the social work perspective (see “Field Instructor Responsibilities” above).

Sexual Violence Prevention Policy
The SSW expects placement agencies to follow the university’s policy with regard to harassment, violence, and intolerance. This expectation is made clear at the Field Instructor’s Orientation Meeting as well as in this manual.

• Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

• MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

• If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Title IX Coordinator petrsnly@mnstate.edu; 218-477-2967 or Ashley Atteberry, Director of Student Conduct & Resolution (218-477-2174; ashley.atteberry@mnstate.edu) both located in Flora Frick 153. Additional information is available at: www.mnstate.edu/titleix

Social Work Credit for Life / Work Experiences
There is no social work credit given to students for any life/work experiences. Students are required to take all core social work courses including 12 credits of internship, regardless of their experience in the field.
School of Social Work Internship Requirements

SSW internship is a block placement usually occurring in the student’s last academic semester. It requires a minimum of 480 hours at a human services setting/agency under the supervision of a social worker. In the case that the Field Instructor is not a social worker but has a degree in a related discipline, special steps can be taken that enable the student to do the internship. To register for internship, students must successfully complete all required coursework with a C or better, and have a minimum cumulative MSUM GPA of 2.5. While internship is a required capstone experience all BSW candidates must successfully complete, it is a privilege to engage in this learning experience—*not an absolute right*. Therefore, students will be continuously held to all academic and non-academic standards outlined above prior to and during their internship placement; and the internship privilege can be reevaluated, even revoked, if deemed necessary under existing SSW policies. **NOTE:** Field Practicum courses may not be transferred from an unaccredited to an accredited program.

Student Liability Insurance for Internship

Students are covered under the University’s student liability insurance:

Students are liable for their actions and may be sued (along with others) for damages due to negligence. Minnesota State University Moorhead has a Student Intern Professional Liability Policy which covers students engaged in internships. The coverage is for $2,000,000 per occurrence and $5,000,000 in aggregate. In addition, some internships and academic programs may require students to purchase separate liability insurance. If the student or his/her academic department or clinical practicum site does not have a formal internship agreement, and therefore does not have a formally acknowledged internship (i.e. no credit hours, etc.), the student is NOT covered by the University Student Professional Liability Policy. Students completing their practicum work in area schools can receive liability insurance through the Education Minnesota Student Program provided they are members. For more information, visit their Web site (Retrieved from MSUM Bulletin: Academic Policies | Academic Information).

Students are required to join the National Association of Social Workers (NASW) at the time of admission, and are strongly encouraged to take out the professional liability insurance with the NASW Insurance Trust. This particular insurance is available only to individual students, and protects them for duties and field placements which are parts of their school curriculum. Insurance enrollment, however, is NOT required.

Student Medical Coverage

MSUM does not provide medical insurance for any injuries that may occur during internship or the course of field placement unless the student intern has elected to purchase medical coverage from the University.

Termination of Internship

Most students will have little or no difficulty in following the expectations for internship. However, occasionally situations arise which are serious enough to necessitate removal of a student from field placement without using the Formative Performance Evaluation Process (see above). The following are some (but possibly not all) of the major reasons for such removal:

1. Clear violation of client confidentiality, but excluding the sharing of information necessary for case management or knowledge integration;
2. Chemical abuse or any other condition which interferes with responsibilities to clients, the placement agency, or academic course requirements;
3. Sexual involvement with a client;
4. Repeated failure to respect interpersonal boundaries with clients or placement agency staff;
5. Chronic failure to meet the expectations of internship or field experience; and
6. A determination by the Field Instructor, the SSW SI/FL, or the Field Coordinator that the student does not possess the basic skills necessary for social work practice.

A student may also be removed due to situations beyond his/her control, such as an incapacitation due to illness or accident, or agency problems which compromise the integrity of the placement experience. The decision to remove a student will be made by the Field Coordinator in consultation with the SSW chair, the SSW SI/FL, the Field Instructor, the student’s advisor, and the student. Once the decision to remove a student has been made, the student will discontinue his/her duties at the placement agency immediately. In the case of a deficiency during internship, a Formative Performance Evaluation (see above) may be used before termination of the internship if the following conditions are present:

1. The deficiency is such that remediation can occur
   (This decision will be made jointly by the Field Instructor and the SSW SI/FL; and
2. The Field Instructor is willing to work with the student in the remediation plan.

If the above conditions prevail, the course of action is as follows:

1. A meeting will be held with the student, the student’s advisor, the Field Coordinator and/or SSW SI/FL, and if appropriate, the student’s Field Instructor. The deficiency will be addressed and a formal notice given to the student. The remediation plan will be discussed at this meeting as well as a prescribed time frame, to be agreed upon by the student, the Field Coordinator, and the student’s advisor;
2. In the event that the process of the remediation is not followed by the student, the Field Coordinator may recommend termination of the internship;
3. In the event that the concerns are so serious that they are brought to the attention of the entire faculty, the faculty may recommend termination of the student from the program.

Sample Formative Performance Evaluation notice and remediation plan forms can be found on the SSW web page, however only faculty may access these formal documents. And, as is always the case, the student who feels he/she has been removed unjustly may appeal the decision following due process procedures established above.

University Internship Policies

MSUM Bulletin

Minnesota State University Moorhead requires that students must: be junior or senior status when taking an internship for credit, be a major in the department granting internship credit, and meet internship standards set by individual academic departments and any departmental requirements related to internship planning and follow-up. Internship credit will be awarded on the basis of at least 40 hours of field work per semester credit. The maximum number of credits allowed for internship is 12 semester credits. Please see the MSUM Bulletin for more detailed information about Internship.