Department of Social Work
Student Handbook

“Listen....with the ear of your heart.”

(Taken from St. Benedict’s Rule)
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome from the Faculty</td>
<td>3</td>
</tr>
<tr>
<td>College of St. Scholastica</td>
<td>4</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>4</td>
</tr>
<tr>
<td>Our Benedictine Heritage</td>
<td>5</td>
</tr>
<tr>
<td>The College of St. Scholastica</td>
<td>6</td>
</tr>
<tr>
<td>Social Work Program Flag</td>
<td>6</td>
</tr>
<tr>
<td>CSS Social Work Program Mission Statement</td>
<td>7</td>
</tr>
<tr>
<td>Program Goals and Educational Objectives</td>
<td>7</td>
</tr>
<tr>
<td>CSWE Accreditation Requirements</td>
<td>8</td>
</tr>
<tr>
<td>Core Social Work Competencies</td>
<td>8</td>
</tr>
<tr>
<td>Attainment of Social Work Core Competencies</td>
<td>11</td>
</tr>
<tr>
<td>Equal Opportunity Policy Statement</td>
<td>11</td>
</tr>
<tr>
<td>Diversity</td>
<td>12</td>
</tr>
<tr>
<td>Social Work Program Faculty</td>
<td>12</td>
</tr>
<tr>
<td>Admission and Retention Procedure and Policies</td>
<td>16</td>
</tr>
<tr>
<td>Academic Performance Standards for Admission, Retention and Graduation</td>
<td>18</td>
</tr>
<tr>
<td>Impaired Personal Performance</td>
<td>22</td>
</tr>
<tr>
<td>Comprehensive Academic Performance Standard Feedback Procedure</td>
<td>22</td>
</tr>
<tr>
<td>Student Request for Temporary Program Leave, Re-admission, and Termination</td>
<td>23</td>
</tr>
<tr>
<td>Social Work Program Student Grievance Procedure</td>
<td>24</td>
</tr>
<tr>
<td>Grievance Committee</td>
<td>24</td>
</tr>
<tr>
<td>Grievance Policy</td>
<td>24</td>
</tr>
<tr>
<td>Academic Honesty and Integrity</td>
<td>25</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>26</td>
</tr>
<tr>
<td>Required Courses to Complete the Social Work Major</td>
<td>26</td>
</tr>
<tr>
<td>Social Work Major Advisement Policy</td>
<td>26</td>
</tr>
<tr>
<td>Course Waiver</td>
<td>27</td>
</tr>
<tr>
<td>Evaluation and Grading</td>
<td>27</td>
</tr>
<tr>
<td>Student Involvement in the Social Work Program</td>
<td>28</td>
</tr>
<tr>
<td>Social Work Program Communication</td>
<td>28</td>
</tr>
<tr>
<td>Field Education and Field Manual</td>
<td>28</td>
</tr>
<tr>
<td>Social Work Student Resource Rooms</td>
<td>29</td>
</tr>
<tr>
<td>Social Work Club</td>
<td>29</td>
</tr>
<tr>
<td>Employment Opportunities for Graduates</td>
<td>29</td>
</tr>
<tr>
<td>Community Advisory Council</td>
<td>30</td>
</tr>
</tbody>
</table>
WELCOME FROM THE FACULTY

The social work faculty and staff welcome you! The College of St. Scholastica Social Work Program became accredited by the Council on Social Work Education in 1976.

This Student Handbook is designed to provide you with necessary information about the Social Work Program. It describes what we, as faculty, expect from you and what you, as a student, can expect from us. This Handbook also explains departmental policies and procedures that are important for you to know.

We are committed to providing you with a learning environment that encourages your participation and solicits your feedback in the dynamic process of learning from your colleagues, the community, and the faculty. We pledge to support and challenge you. It is our belief that you arrive at our program with a great deal of knowledge and life experience. Our goal is to help you build on that knowledge and life experience to acquire the values, skills, and additional new knowledge required of competent generalist social workers. You are encouraged to actively participate – both teaching and learning with your colleagues and the faculty.

In the spirit of the social work profession, we want this educational process to be collaborative and respectful. We also want to have fun!

Let the Learning Begin!
COLLEGE OF ST. SCHOLASTICA
MISSION STATEMENT

Shaped by the Catholic Benedictine heritage, The College of St. Scholastica provides intellectual and moral preparation for responsible living and meaningful work.

VISION STATEMENT

The College of St. Scholastica will be widely regarded as an academic community grounded in the rich Benedictine heritage and sending forth thoughtful leaders, sharpened and sensitized by the liberal arts, who are committed to serve and to transform the world.

The purposes of The College of St. Scholastica are to:

- Foster an environment in which students, staff, and faculty will be inspired with the Benedictine values expressed in community, hospitality, respect, stewardship, and love of learning.
- Stimulate a zest for life-long learning by supporting the General Education goals of critical thinking, intellectual integrity, aesthetic appreciation, and intellectual curiosity.
- Prepare students, through undergraduate and graduate programs, for responsible leadership in professional positions and/or advanced studies.
- Provide programs for traditional and non-traditional students to meet community needs.
- Lead public interfaith discussions of ethics and peace and social justice issues in the tradition of our Catholic, Benedictine intellectual heritage.
- Ensure continued access to a faith-based institution of higher learning through proper stewardship of human and fiscal resources.

For more information on CSS, please see the website www.css.edu.
Our Benedictine Heritage

The College of St. Scholastica was founded in 1912 as a junior college for women when a group of Benedictine Sisters offered college courses to six young women. In 1924 CSS became a four-year college, graduating a class of two in 1926. In 1968, the admission of nine full-time and six part-time male students made the College coeducational. Today St. Scholastica, the only independent college in northeastern Minnesota, educates over 2,600 men and women yearly in baccalaureate, master's, and doctoral programs through the main campus and multiple extended-site locations, with almost 16,000 alumni. From our Benedictine tradition and community come the values embraced by The College of St. Scholastica and all its programs:

Community
Sharing responsibility to create and support community.
Creating a climate which promotes a sense of community while valuing the uniqueness of the individual.
Manifesting an ability to adapt to circumstances without compromising our values.

Hospitality
Creating a welcoming atmosphere personally and institutionally.
Listening and responding sensitively to all.
Extending warmth and acceptance to all.
Welcoming new ideas and being open to change.

Respect
Cherishing and promoting the worth of all human life.
Treating persons with dignity and reverence without regard to age, gender, race, minority, sexual preference or economic status.
Honoring and supporting the spirituality of each person.
Valuing the dignity of all work.
Promoting participation of all persons in the decisions affecting their lives.

Stewardship
Utilizing human resources responsibly.
Providing wise and respectful use of all material and monetary resources.
Promoting prudent use of resources and energy.
Finding time for work, play and prayer in daily life, which will promote physical, mental and spiritual growth.

Love of Learning
Preserving the intellectual and material heritage which have been entrusted to us by past generations.
Transmitting the treasures of human culture to new generations.
Creating scholarly, artistic and scientific works that enrich human life.
Integrating thought and action as complementary aspects of a full life.
The College of St. Scholastica
Social Work Program Flag

During 2002-03, senior social work students worked hard to bring the dream of a social work flag to life. Facilitated by Mandy Standfield, a 2003 graduate of the program, this flag was developed, stitched and placed in Mitchell Auditorium. We would like to thank Mandy and the seniors for their tireless efforts and this remarkable symbol of social work.

The large burgundy house represents the field of social work itself and is the color of the discipline. It also represents the foundation of social work in the settlement house movement beginning with Jane Addams. The yellow house represents the house of advocacy. Social work is based on the principle of speaking for those who have no voice and changing the injustices of our systems. The purple house is the house of humanity. Social work is deeply and undeniably connected to the human world, people are the driving passion behind the profession. The blue house is house of ethics. Social work is based on certain truths that bind us to honor and integrity, and our ethical principles guide our decisions. The green house is the house of resources. Social work is a patchwork of connections and possibilities allowing us to fully assist those that we serve. All of these houses and their colors are connected to show the vast complexity, diversity, and intricacy of the profession and the people we serve. The concept of home is ever present in the field of social work and the houses depict the very basic but powerful role that a home plays in the lives of all people.
CSS SOCIAL WORK PROGRAM MISSION STATEMENT

It is the mission of The College of St. Scholastica Social Work Program to prepare social work practitioners who demonstrate entry-level competence, practice ethical behavior, promote social justice and serve diverse communities in the Benedictine tradition, which includes the values of community, hospitality, stewardship, and love of learning.

PROGRAM GOALS AND EDUCATIONAL OBJECTIVES

The CSS Social Work Program has three goals and eleven specified educational outcomes that are the bases for assessing program effectiveness. Students who graduate from this program have had courses grounded in the liberal arts and a successively more advanced set of professional learning experiences that lead to competence for entry-level social work practice, community service and graduate education. The mission, goals, and outcomes specified by the program are the same for the main campus and the distance sites, as follows:

Goal One
The College of St. Scholastica Social Work Program will prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities.

Students will:
1. apply the NASW Code of Ethics in academic and professional practice settings with an understanding of and respect for the positive value of diversity.
2. understand the forms and mechanisms of discrimination and oppression and, with this understanding, participate in activities that promote social and economic justice.
3. demonstrate the professional use of self.
4. understand the bio-psycho-social-spiritual variables that affect individual development and behavior, and apply theoretical frameworks to understand the interactions among individuals and between individuals and their social environment.
5. understand the development of social policies; analyze the effects social policies have on client systems, workers, and agencies; and develop advocacy skills to promote socially just policy development.
6. demonstrate the ability to produce and effectively use social science research and, with supervision, evaluate their practice interventions.
7. demonstrate effective use of communication skills with varied and diverse client populations, colleagues and members of the community.

Goal Two
The Social Work Program will foster the mission of the College and the values from the Benedictine heritage: community, hospitality, respect, stewardship, and the love of learning.

Objectives
Students will:
1. examine Benedictine values, personal beliefs and social work values, and develop an integrated personal and professional value statement.
2. demonstrate personal and beginning professional contributions to the community through direct service, research, and modeling ethical behavior.
CSS Social Work Program Student Handbook

3. engage in the political process by creating a sense of community while valuing the uniqueness of the individual.

Goal Three
*The Social Work Program will prepare students for lifelong learning.*

Objectives
Students will:
1. demonstrate the ability to develop and maintain professional relationships, and continue professional growth and development.

**CSWE ACCREDITATION REQUIREMENTS**

The CSS Social Work Program is accredited by The Council on Social Work Education (CSWE). CSWE is recognized by the Commission for Higher Education Accreditation as the sole accrediting body for social work education in the United States. Licensure as a social worker in the State of Minnesota requires graduation from a CSWE accredited program. All accredited programs must comply with CSWE established policies and program standards. CSWE states:

> The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE, 2008. *Educational Policy and Accreditation Standards*.)

**CORE SOCIAL WORK COMPETENCIES**

CSWE accreditation standards require that the BSW curriculum prepare its graduates for generalist practice through mastery of a set of core competencies. These core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. Social Work students delineate the educational goals and objectives of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students’ preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program’s curriculum expectations. In a general way, these competencies and the practice standards operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors.

1. **Identify with the social work profession and behave professionally.**
   Social workers serve as representatives of the profession, its mission and core values. They understand the profession’s history and commit to its enhancement and to their own professional conduct and growth. For example, social workers:
   - Ensure client access to the services of social work.
   - Engage in self-reflection, self-monitoring and self-correction.
CSS Social Work Program Student Handbook

- Attend to professional roles and boundaries.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- Engage in career-long learning.
- Use supervision and consultation.

2. **Apply ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in reasoned ethical decision-making. For example, social workers:
- Recognize and manage personal values such that professional values guide practice.
- Make ethical decisions by applying principles derived from appropriate professional codes, such as the National Association of Social Workers *Code of Ethics* and the International Federation of Social Workers/International Association of Schools of Social Work *Code of Ethics*.
- Tolerate ambiguity in resolving ethical conflicts.
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. **Apply critical thinking to inform and communicate professional judgments.**
Critical thinking is informed by principles of logic and reasoned discernment, and is augmented by creativity and curiosity. Critical thinking requires the examination, analysis, synthesis, and communication of relevant information. For example, social workers:
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Analyze models of assessment and models of intervention.
- Use creativity to enhance the organization of information.
- Demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues.

4. **Engage diversity and difference in practice.**
Diversity characterizes and shapes the human experience and is critical to the formation of identity. Dimensions of diversity include factors such as age, class, culture, disability, gender, political ideology, race, religion, and sexual orientation. As a consequence of one’s difference, one’s life experiences may include oppression, marginalization, and alienation as well as privilege, power, and acclaim. It can also result in pride, ambivalence, social isolation, or indifference. For example, social workers:
- Recognize the extent to which the dominant culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Use an understanding of personal biases and values as they relate to diverse groups.
- Recognize and communicate to the other the profundity of difference in life experiences.
- View themselves as learners and engage those with whom they work as informants.

5. **Promote human rights and social justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social work incorporates social justice practices in organizations, institutions and society to insure that these basic human rights are distributed equitably, and without prejudice. For example, social workers:
- Understand the forms and mechanisms of oppression and discrimination.
- Advocate for human rights and social and economic justice.
- Engage in practices which advance social and economic justice.
Social workers utilize practice experience to inform research, employ evidence-based practices, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. For example, social workers:

- Use practice experience to inform scientific inquiry.
- Use research evidence to inform practice.

7. Apply knowledge of the human condition.
Social workers apply insights on the human experience derived from the humanities and from the social, behavioral and life sciences. For example, social workers:

- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.
- Critique and apply knowledge to understand person and environment.

8. Engage in policy practice to deliver effective social work services.
Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. For example, social workers:

- Analyze, influence, formulate, and advocate for policies that advance societal well being.
- Collaborate with colleagues and clients for effective policy action.

9. Respond to and shape an ever-changing professional context.
Social workers are informed, resourceful and proactive in responding to the constantly evolving societal, organizational and community contexts at all levels of practice. For example, social workers:

- Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, communities, and organizations.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels.

**Engagement**
Social workers, for example:

- Substantively and affectively prepare for action with individuals, families, groups, communities, and organizations.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-upon focus of work and desired outcomes.

**Assessment**
Social workers, for example:

- Collect, organize and interpret client data.
- Assess client system’s strengths and limitations.
- Develop mutually agreed upon intervention goals and objectives.
- Select appropriate intervention strategies.
Intervention
Social workers, for example:

- Implement interventions that enhance client capacities.
- Assist clients to resolve problems.
- Negotiate, mediate, and advocate for client systems.
- Facilitate transitions and endings.

Evaluation
Social workers, for example:

- Critically analyze, monitor and evaluate interventions.

Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

ATTAINMENT OF SOCIAL WORK CORE COMPETENCIES

As a student in the Social Work Program at The College of St. Scholastica, your performance will be evaluated through measurable practice behaviors that are used to operationalize each of the core competencies. Graduation from the Program requires your successful demonstration of all ten competencies and through meeting all guidelines established in the Essential Student Behavior section of this Handbook. Upon admission to our program, you will be provided a behavioral rubric with benchmarks to assess your attainment of each of the program’s core competencies. Each class you take in the Social Work curriculum will identify those core competencies being addressed and standards for assessment. It is important to note that assessment of competency will occur both in and out of the classroom, through your interaction with peers, faculty, staff, agency personnel and supervisors, and clients; through grades and feedback on class assignments; from feedback provided through Faculty Feedback Forms concerning your performance (see Appendix) on observed behavior; and through a continuous Field Performance Plan developed with Field faculty and agency supervisors throughout the time you are in the program. Failure to adequately demonstrate attainment of the ten core social work competencies may result in the need for you to repeat classroom assignments and/or classes in the Social Work Curriculum, require you to enroll in special sections of Integrated Lab for remedial work, require your enrollment for additional placement in Field Practica, require you to establish of a Learning Contract, or result in removal from the program.

EQUAL OPPORTUNITY POLICY STATEMENT

The Social Work Program seeks to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives. The Social Work Program will not discriminate against or harass any student because of race, color, creed, religion, ethnic or national
origin, gender, sexual orientation, disability, age, marital status or status with regard to public assistance.

Under the Equal Opportunity Policy, students maintain the following rights:
1. The right to participate freely in program and college-sponsored services and activities consistent with the College Policy on Human Rights; that is, without discrimination based on any classifications that deprive the person of consideration as an individual.
2. The right to obtain a clear statement of basic rights, obligations, and responsibilities concerning both academic and nonacademic student conduct.
3. The right to be evaluated in the classroom solely on the basis of academic achievement and fulfillment of educational requirements with freedom of expression protected and respected.
4. The right to petition for changes in either academic or non-academic regulations, procedures, or practices.
5. The right to organize and join associations in order to promote common interests.

The Social Work Program and College of St. Scholastica will take Affirmative Action to ensure that all teaching practices are free of discrimination and open to multicultural learning and content.

DIVERSITY

The Social Work Program is committed to providing students ample opportunity to develop ethnically sensitive generalist practice skills. The curriculum design reflects the effort on the part of faculty to incorporate knowledge acquisition and skill development to work with: gay, lesbian, bisexual, and transgender client populations; Native Americans, especially members of the Anishinabe (Ojibwe) bands of Northern Wisconsin and Minnesota; African Americans; Asian American, members of the Hmong community; new Americans; people with mental and physically disabilities; women and children living in poverty; and other vulnerable and oppressed clients.

SOCIAL WORK PROGRAM FACULTY

Full Time Faculty
Dr. Lee Gustafson, PhD, MSSW, LISW, Assistant Professor, is the Social Work Department Chair and Program Director. Dr. Gustafson joined CSS in 2004 as the Department Chair; special interests include addictions, group practice, research and program evaluation.

Marcia Runnberg, MSW, ACSW, LICSW, Assistant Professor, Social Work Program Coordinator, Marcia provides social work program coordination and student course instruction on the St. Paul campus. She has been with the C.S.S. Social Work Program for the past 18 years, having an interest in international social work practice, immigrants and refugee populations, Native American services, Veteran PTSD, and families of children with special needs.

Michelle Robertson, MSW, LISW, Assistant Professor, is the Social Work Program Field Director. Michelle joined the CSS faculty in 2004 and is a member of the Minnesota Chippewa Tribe. Michelle is also a Child Welfare Master Trainer through the Minnesota Department of Health and Human Services; special interests include child welfare, Indigenous populations and foster care.

Dr. Dorothy Graff, PhD, MSW, LICSW, Assistant Professor, teaches research, as well as a variety of social work major courses on both the Duluth and FDLTCC campus. Dorothy joined the
CSS Social Work Program in 2006; special interests include diversity issues, addictions, spirituality, women’s’ issues, and international social work.

**Bob Aebli, MSW, LICSW, Assistant Professor**, teaches social work practice foundation courses and field practice. Bob is an alumnus of the CSS Social Work Program and joined the Social Work Program in 2001 as an adjunct instructor. We welcomed Bob as a full-time faculty in our program, effective in 2008. He coordinates program activities at the program’s Fond du Lac distance-site.

**Richard Coleman, MSW, Instructor, Social Work Program St. Paul Field Coordinator**, joined our faculty August 2011 as the field coordinator for the St. Paul campus senior and junior field practicum experience. Richard graduated from the Mississippi Valley State University – Itta Benna with a BSW in 1982, earned a BS in Education from MVSU in 1982, and an MSW from the University of Minnesota – Minneapolis in 1998. He is interested in child welfare issues, authentic race dialogue facilitation, transformational social services systems change and systemic anti-racism work. National experience conducting workshops, collaborative learning experiences and presentations on poverty and neglect in child welfare, anti-racism and systems change work in California, Arizona, Missouri, Maryland, Washington, Minnesota, and Pennsylvania.

**Tracy Jeremiason, MSW, LICSW, Instructor, Brainerd Campus Social Work Program Coordinator**, obtained her MSW from the University of Minnesota – Duluth in 2006, and her BSW from Concordia College (Moorhead, MN) in 1996. Her interests include; Maternal and Infant Mental Health, Community Organizing, and International Practice. Her international experiences have included the study of social systems in the Ukraine, Germany and Austria as well as working in several children’s homes in Jamaica.

**Cynthia Donner, MSW, LGSW** teaches SWK 4441 Social Work with Communities, focusing on social work with communities/macro systems. She has worked for East Hillside PATCH and has several years community organizing experience, non-profit administration, program development, and case management. Experienced in structural social work methods for creating community and social change, Cynthia is a CSS alumnus, and joined us in 2006. She coordinates our program activities and outreach through the region’s American Indian and tribal entities.

### Part Time/Adjunct Faculty

**Main Campus/FDLTCC**

**Matt Johnson, MSW, LISW, Adjunct Instructor**, teaches SWK 3362-Human Behavior in the Social Environment and is employed as a social worker with Saint Louis County.

**Kevin Skwira-Brown, MSW, LGSW, Adjunct Instructor**, teaches SWK 4470-Sr. Professional Projects and various generalist practice and field practicum labs. Kevin has worked in higher education, including social work and communications, and joined the Social Work Program in 2003.

**Mark Snyder, MSW, LISW, Adjunct Instructor**, teaches SWK 3380-Child Welfare. Mark has been employed in Children and Family Services with St. Louis County Health and Human Services as a social worker since1980 and is currently a Unit Supervisor. Mark has been with CSS since 1997.

**Jenny Peterson, MSW, LISW, Adjunct Instructor** teaches in the areas of social work in healthcare settings and is the Program Development Director with Generations Health Care Initiatives. Jenny joined us in 2005.
CSS Social Work Program Student Handbook

Russell Rowenhorst, LGSW, Adjunct Instructor teaches SWK 3370-Generalist Practice and other foundation practice courses on the FDLTCC campus. Russ works as part of the Child and Family Alternative Response Unit with Carlton County Public Health & Human Services. Russ has been with us since 2005.

Main Campus Faculty Availability

The Social Work Program faculty in Duluth occupies offices in Science 1129.

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<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PHONE</th>
<th>EMAIL</th>
<th>OFFICE</th>
<th>POSITION</th>
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<tbody>
<tr>
<td>Aebli</td>
<td>Robert</td>
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<td><a href="mailto:raeblis@css.edu">raeblis@css.edu</a></td>
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<td>Assistant Professor, SWK</td>
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<td>S1129</td>
<td>Administrative Assistant</td>
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<td></td>
<td>Instructor, SWK (Does she have a new title?)</td>
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</table>

All faculty post schedules outside their offices indicating both scheduled class times and available consultation times for individual student needs. Students are strongly encouraged to arrange for individual time with faculty as needed. Social work faculty often utilizes email as a primary way to schedule meetings and communicate with students.

St. Paul Full and Part Time/Adjunct Faculty


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<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PHONE</th>
<th>EMAIL</th>
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<th>POSITION</th>
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<tbody>
<tr>
<td>Coleman</td>
<td>Richard</td>
<td>651-403-8631</td>
<td><a href="mailto:rcoleman@css.edu">rcoleman@css.edu</a></td>
<td>St. Paul/SWK</td>
<td>Instructor/SWK Field Coordinator</td>
</tr>
<tr>
<td>Runnberg</td>
<td>Marcia</td>
<td>651-403-8636</td>
<td><a href="mailto:mrunnber@css.edu">mrunnber@css.edu</a></td>
<td>St. Paul/SWK</td>
<td>Asst. Professor/Program Coordinator</td>
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CSS Social Work Program Student Handbook

Part Time St. Paul Campus
Matthew Bogenschutz, MSW, is a obtaining his Ph.D. at the School of Social Work, University of Minnesota – Twin Cities. He holds a Master of Social Work degree (MSW) from the University of Minnesota – Twin Cities and a Bachelor of Science degree in Psychology from the University of Illinois at Urbana-Champaign. His main study interests center on the policy, workforce, and health issues that impact the lives of immigrants and people with disabilities.

David T. Chollar, MSW, ACSW, LICSW has been an adjunct faculty member at CSS since 2010. He holds a Master of Social Work degree from Fordham University, New York, NY. He has many years of teaching experience in Minnesota and Wisconsin. Special interests include diversity, community, LGBTQ, mental health, and AIDS.

Elizabeth “Franki” Rezek, MSW, teaches Special Topics course Working with Returning Veterans and their Families and Human Behavior in the Social Environment. Franki is currently employed as a Social Worker with the Minneapolis V.A. Medical Center and has provided suicide prevention and case management services to veterans and their families. Franki holds a MN license as an Independent Clinical Social Worker, and a License as an Alcohol and Drug Counselor. She obtained her M.S.W. from the University of St. Thomas, and her B.S. in Social Work from the College of St. Catherine. Franki has been a wonderful addition to our faculty team. Her real-life stories and her practice expertise make her courses “come alive”.

St. Paul Faculty Availability

Hours will vary depending upon specific term. Students are strongly encouraged to arrange for individual time with faculty as needed. Faculty are engaged in activities on and off campus. The needs of the students are important to faculty, and we will make every effort to respond to students in a timely fashion. Students must take responsibility for communicating their needs directly to faculty. The best methods for reaching us include e-mail, office phone messaging systems.

Brainerd Full and Part Time/Adjunct Faculty

The Social Work Program faculty in Brainerd occupies offices at the Brainerd Campus of The College of St. Scholastica located at Central Lakes College, 501 West College Drive, Brainerd, MN 56401

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<tr>
<th>LAST NAME</th>
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<tr>
<td>Jeremiaso</td>
<td>Tracy</td>
<td>218-855-8004</td>
<td>tjeremia</td>
<td>Brainerd</td>
<td>Instructor/Coordinator, SWK</td>
</tr>
</tbody>
</table>

Part Time Faculty

Donn C. Beaubien, MSW, LGSW, obtained her MSW from The College of St. Catherine/University of St. Thomas. This is a career change after extensive time in the retail industry. Donn is employed as a Child Protection Specialist with Crow Wing county Social Services. Her interests are centered on social justice, ethnic diversity, and end-of-life transitions.

Susan Cebelinski, MSW, received her Bachelor’s degree in Applied Psych from Bemidji State University, and her Master’s in Social Work from UMD. Her college degrees were earned while working full time for St. Louis County Social Services. She was first hired as a financial worker,
promoted to a case aide, and then worked as a social worker. Currently, she supervises Adult and Disability Services in Aitkin County.

**Pam L. Fore, MSW, LICSW,** teaches Children’s Mental Health, Field Practicum and is a liaison between St. Scholastica and Northern Pines Mental Health Center. She has worked in the Children and Families Division of Northern Pines for 10+ years in a variety of roles. Currently, Pam supervises and coordinates programs for disordered youth in the settings of home, school and community, works with Mobile Crisis Outreach, and is involved in the Brainerd area community goal to improve the capacity to serve infants and toddlers.

**Keri Mauch, MSW, LICSW,** obtained her MSW from the School of Social Work, University of Illinois at Urbana-Champaign in 2003. She obtained her BA from the University of Minnesota - Twin Cities with a major in Sociology, Law, and Criminal Deviance in 1999. Keri is currently the Clinical Supervisor and Coordinator of the Brainerd High School Mental Health Services. Keri is the Secretary of the Crow Wing County Child Protection Team and involved in various other community activities throughout the Brainerd area.

**Shelly Richardson, MSW, LICSW,** has experience as a case manager with Crow Wing County child protection and children’s mental health teams, as well as a therapist for in-home and school based programming at Northern Pines Mental Health Center. She currently serves as a manager for the Children and Families Division of Northern Pines and is adjunct faculty for the College of St. Scholastica’s undergraduate social work program. Shelly is also working towards a Doctorate in Social Work through Capella University.

**Kim Scearcy, MSW, LICSW,** holds a master of social work degree from the University of Minnesota-Duluth with an emphasis in cultural diversity and child welfare. Kim received her independent clinical licensure for social work in March of 2009. During graduate school, Kim interned at St. Louis County Social Services in Child Protection. Thereafter, she worked in inner-city Chicago with adults as an outreach worker for an Assertive Community Treatment program. Kim has been employed at Northern Pines Mental Health Center for 4.5 years in the Children and Family Division as an in-home family therapist, CTSS school-based program coordinator, and clinical supervisor for the Mental Health Behavioral Aide program in Todd, Crow Wing and Morrison Counties. Clinical focus will include depression, anxiety, adjustments/life transitions, women’s issues, and relational issues. Kim’s vision is to integrate meditation, relaxation, and Yoga into her practice.

**ADMISSION AND RETENTION PROCEDURE AND POLICIES**

The College of St. Scholastica Social Work Program has clearly defined policies and procedures that determine both the admissions to the major and retention in the program once admitted. The admission procedures and policies include:

1. Students interested in social work as a major may enroll in the following courses without official admittance to the program: Introduction to Social Work (SWK 2240), American Social Welfare Policy (SWK 3360), Human Behavior in the Social Environment (SWK 3362), Social Work Research and Evaluation (SWK 3385), Healthcare and Social Work (SWK 3390), Child Welfare (SWK 3380) or other designated social work topics courses.
2. Enrollment in social work practice courses beyond the pre-practice or introductory level is restricted to social work majors who have been officially admitted into the program.

3. Students submit an application for “Social Work Major Intended” with the CSS Registrar’s Office as early as their freshman year.

4. The Social Work Department does not grant social work course credit for life experience or previous work experience.

5. Generally, students submit an application for the Social Work Program to the Program Director/Chair during the spring semester of their sophomore year.

6. Freshman students are strongly encouraged to complete SWK 2240 (Introduction to Social Work) if they are planning to apply early to the Program.

7. Incoming Junior transfer students should submit an application to the major by April 15 for priority consideration for the following fall semester enrollment.

8. Application to the major includes:
   a. Written application from the student regarding readiness for entrance to the major, including a written self-evaluation and NASW Code of Ethics essay.
   b. One recommendation from a faculty member not teaching in the Social Work Program.
   c. One recommendation from an agency supervisor who has observed the student in relationship to a client population. (internship, volunteer, or employment)
   d. One recommendation from another person who has observed your interpersonal skills.
   e. Personal interview with the Program Director/Chair and members of the social work faculty may be an option at the discretion of the Social Work Program Director/Chair, or at the student’s request.

9. For fall semester admission, the Program Director/Chair informs students in writing of action taken. Possible actions include:
   a. Acceptance of application.
   b. Provisional acceptance of application with specified conditions and timelines.
   c. Denial of application.
Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work. Graduation from the Program requires your successful demonstration of all ten competencies and through meeting all guidelines established in the Essential Student Behavior section of this Handbook.

The Academic Performance Standards for The College of St. Scholastica’s Social Work Program fall into seven categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

The Social Work Program’s academic performance standards and examples of essential behavior for each standard were developed to ensure clarity on expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities of professional social workers.

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will be notified by faculty, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

| Scholastic Standard: | Includes overall GPA, GPA in required social work courses, and course grades. |

**Essential Student Behavior:**

- Earn a grade of ‘C’ or better in each social work course. Courses with grades of ‘C-’ or lower must be repeated.
- May repeat required SOWK courses with a C- or below one time only. May repeat no more than two required SOWK courses.
- Must earn a C or higher in English Composition.
- Must successfully complete SWK 3555 and SWK 4555 Field Practicum courses, the first time they are taken.
- Maintain a cumulative GPA of 2.5.
- 100% attendance is expected. Makeup of in-class assignments and skill activities missed due to absences must be negotiated with individual instructors and are at the instructor’s discretion.

In our faculty feedback form for this section we have:

- Earn a grade of ‘C’ or better in each social work course.
- Successfully complete SWK 3555 and SWK 4555 Field Practicum courses, the first time they are taken.
Maintain a cumulative GPA of 2.5.
Regular class attendance is expected. Makeup of in-class assignments and skill activities missed due to absences must be negotiated with individual instructors and are at the instructor's discretion.

**Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations.

**Essential Student Behavior:**

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the CSS Student Handbook.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

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- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the CSS Student Handbook.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.
- Ability to qualify for state licensure in the State of Minnesota (or within another state of residence) upon completion of the academic program (i.e., no disqualifying factors) under the Minnesota Board of Social Work.

**Self-Awareness Standard:** Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

**Essential Student Behavior:**

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW Code of Ethics.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with
Students who are having difficulty with personal issues or issues unrelated to the Social Work Program are encouraged to seek help outside the social work faculty. The Student Center for Health and Well-being provides free and confidential assistance to students. The Center’s staff are trained to evaluate student needs and, when necessary, to make appropriate referrals off-campus. (phone: 723-6085; Tower Hall 2150). Student attending programming through one of the distance-sites should consult with the Social Work Program Coordinator for that site for assistance.

**Interpersonal Relationship Skills Standard:** Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries.

**Essential Student Behavior:**

- Relates interpersonally in a manner that is respectful, non-manipulative, non-disruptive, nondiscriminatory, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in the professional role.

**Responsibility and Professional Readiness Standard:** Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study.

**Essential Student Behavior:**

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
CSS Social Work Program Student Handbook

- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with the CSS Student Handbook.
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving conviction of a violent crime or other felony.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from CSS staff, faculty, field instruction personnel, and clients.

| Critical Thinking and Problem-Solving Abilities Standard: | Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence. |

**Essential Student Behavior:**

- Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family, or groups of various sizes.
- Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

| Communication Skills Standard: | All verbal, nonverbal, and written communication exchanges are in accordance with professional standards. |

**Essential Student Behavior:**

- Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engaging clients, applying principles of sound communication.
- Demonstrates good empathic and attending skills in client interactions.
- Demonstrates mastery of the English language in oral and written form.
- Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
Follows agency guidelines for recordkeeping.

Adapted with permission from: East Tennessee State University, Department of Social Work, BSW Program:
ACADEMIC PERFORMANCE STANDARDS FOR ADMISSION, RETENTION, AND GRADUATION

IMPAIRED PERSONAL PERFORMANCE

The Code of Ethics of the National Association of Social Workers, approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly, addresses professional expectations regarding impairment of a social worker’s judgment or knowledge. Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with professional judgment and performance are recognized as a violation of the NASW Code of Ethics.

Students accepted into the Social Work Program at The College of St. Scholastica are expected to comply with all requirements of the NASW Code of Ethics while students at The College. Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties assessed by the faculty and/or student as interfering with the student’s academic and/or skill performance will be brought to the attention of the student.

The following actions are promptly expected of any student experiencing personal difficulties: (1) to take responsibility for learning about the issues concerning the impairment; (2) to become aware of the implication of The College of St. Scholastica policies concerning legal problems, substance abuse, or mental health difficulties; (3) to become familiar with the legal and ethical implications of personal impairment in social work practice; and (4) to take steps to identify impediments to their learning and subsequent professional practice.

The Social Work Program will:
1. educate students about the serious implications of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and the attendant impairment among helping professionals;
2. assist students who identify themselves as having impairment problems by referral for evaluation, treatment, and on-going support as a contingency for remaining in the Social Work Program;
3. provide support to students in treatment and while in the Social Work Program through a contract agreement;
4. reserve the right to consult with students who demonstrate signs and symptoms of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties; and
5. identify students that are resistant to obtaining help for personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and direct those students to other career goals.

COMPREHENSIVE ACADEMIC PERFORMANCE STANDARD FEEDBACK PROCEDURE

1. Faculty will complete a Faculty Feedback Form to address academic and/or behavioral concerns with a student. For academic concerns faculty will also complete a Mid-term Grade Report, if applicable. Copies of the Faculty Feedback Form and/or Mid-term Grade Report should be sent to the student and to the Program Chair and/or Program Coordinator.
2. Faculty will schedule a review meeting, in a timely manner, with the student to discuss their academic and/or behavioral performance as outlined in the Faculty Feedback Form. A plan of action will be developed between the student and faculty member to address presenting concerns. A completed copy of the Faculty Feedback Form (with the plan of action section completed) should be provided to the student, faculty and Program Chair and/or Program Coordinator.

3. If a student disagrees with the content in the Faculty Feedback Form, they have the right to file a grievance. The student will be required to follow the grievance policy as outlined in the Social Work Student Handbook.

4. If the student continues to demonstrate unsatisfactory academic/behavioral concerns, as outlined in the original Faculty Feedback Form and/or the action plan is not completed in a satisfactory manner, as determined by faculty, the Program Chair and/or Program Coordinator should be notified. The following may occur:
   1) Academic Probation
   2) Program Termination
   3) Temporary Suspension from the Social Work Program

**STUDENT REQUEST FOR TEMPORARY PROGRAM LEAVE, RE-ADMISSION, AND TERMINATION**

Social work education serves the function of assuring that competent persons enter the social work profession, and CSS’s Department of Social Work is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student’s motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the Social Work Program are handled when a concern is raised about a student’s performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program’s Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. At that time, they are provided with a copy of the Department of Social Work Student Handbook, as well as the Academic Performance Standards, that students sign.

**Temporary Program Leave Request**
Students who wish to voluntarily withdraw from the Social Work Program must submit their request in writing to the Social Work Department Chair prior to withdrawing from classes. That written notice of voluntary withdrawal should include a brief statement of the issue(s) that have led to the decision to withdraw and the anticipated time of reentry to the program. The student also must meet with their academic advisor to discuss stepping out of the program, necessary steps to withdraw from the Program and/or College, and to discuss the curriculum implications of the decision to withdraw.

**Re-Admission Request**
Students who have voluntarily withdrawn from the Social Work Program for more than 12 months must apply for readmission. Students wishing to be re-admitted should contact the Social Work Program Administrative Assistant to request a Social Work Program Re-Admission Application.
application must be submitted to the Social Work Department Chair no later than 30 days prior to the start of the semester in which the student wishes to re-enter the program. This re-admission application will include a personal statement that (1) identifies issues that led to the decision to leave the Social Work Program, (2) how these issues have been addressed, and (3) what future actions or supports the student believes may be needed for a successful learning experience. Depending on the student’s status at time of program withdrawal, additional reference and/or other documentation may be required.

Being readmitted to The College of St. Scholastica does not constitute readmission to the Social Work Program. The Social Work Program reserves the right of accepting and retaining only those students who, in the judgment of the social work faculty, Admissions Committee, and the Grievance Committee, satisfy the requirements of scholarship and the integrity of the social work profession as set forth in the NASW Code of Ethics. Social work is a program of professional study at The College of St. Scholastica. It is recommended that any student experiencing academic difficulties review those difficulties with their academic advisor and/or the Chair/Director as soon as the problems are identified.

Post Termination Re-Admission Request
Students who have been terminated from the Social Work Program for academic reasons may reapply one time for readmission to the program in a semester following the correction of the academic deficiency. Students who have been terminated from the Social Work Program for non-academic reasons are ineligible to reapply to the program.

SOCIAL WORK PROGRAM STUDENT GRIEVANCE PROCEDURE

The Social Work Program encourages students to develop effective conflict resolution skills. It is considered an essential professional skill. Students experiencing a conflict with faculty and other students are expected to make every effort to resolve the issue by first talking directly with the person involved. If this initial step does not result in satisfactory conflict resolution, students are encouraged to follow the program’s grievance policy and procedure. (See Grievance Policy.)

GRIEVANCE COMMITTEE

The Grievance Committee is a subcommittee of the Advisory Council. The function of this committee is to assist in resolving conflicts and disputes that may arise between students and faculty.

GRIEVANCE POLICY

1. The student needs to attempt to remedy their grievance by talking with the individual with whom they have a grievance. If the grievance is unresolved, the student needs to follow the following order to find resolution:
   a. Instructor/Faculty Member
   b. Distance-site Coordinator (if applicable)
   c. Social Work Department Chair
   d. Social Work Grievance Committee
   e. Dean of Health Sciences
   f. Dean of Faculty
   g. College Grievance Committee
2. The student will be informed of the grievance procedure and provided a form by the Department Chair/Program Director to file a grievance (see Attachment A).

3. The grievance will be sent to the chair of the Grievance Committee by the student.

4. Once a written grievance has been filed, the Committee Chair will notify the Department Chair/Program Director that a grievance is pending. They will also request a response from the faculty member being grieved.

5. The Committee Chair will call a meeting of the committee to consider the grievance within five days.

6. The Committee Chair will respond to the student within five working days of receiving the written grievance to begin developing a plan to resolve the grievance.

7. The Committee Chair in consultation with committee members will develop a plan of action that may include:
   - A meeting with the student(s).
   - A meeting with the faculty.
   - A joint meeting with the student(s) and faculty.

8. The plan of action will be developed with a six week time frame. Students have the right to bring a support person/advisor.

9. When the committee resolves the grievance, a final written report will be given to the student, the involved faculty, and Department Chair or Program Chair when appropriate.

10. When the committee is unable to resolve a grievance, a final written report will be given to the student, the involved faculty, the Department Chair/Program Coordinator when appropriate, and the Dean of Health Sciences.

In cases of an unresolved grievance, the Dean of Health Sciences may request a meeting with the Grievance Committee for further clarification of the issue.
If the grievance has not been resolved, a formal appeal procedure may be initiated. The student should complete an appeal form found in the office of the Vice President for Academic Affairs and return the form to that office. Refer to the CSS Student Handbook Academic Appeal Procedure.

**ACADEMIC HONESTY AND INTEGRITY**

Academic honesty is highly valued at The College of St. Scholastica. Academic dishonesty violates the integrity of the academic enterprise and the NASW Code of Ethics. Misrepresenting the written work of others as one’s own, dishonesty in testing, or dishonesty in other academic work may result in the failure of the specific course, dismissal from the Social Work Program, and/or expulsion from the College. It is the responsibility of each student to be aware of academic integrity guidelines. Academic integrity, as defined in the Student Handbook and in the NASW Code of Ethics, is expected from all Social Work Program students and faculty.

Please see Attachment E (Academic Honesty Policy and Academic Dishonesty Procedures).
STUDENTS WITH DISABILITIES

The Social Work Program is committed to providing students with a wide variety of classroom activities and opportunities which engage students of all learning styles and differing abilities. However, students may have specific disabilities or differing abilities, either permanent or temporary, which impact their ability to perform in class or field placement. We encourage students to inform their instructor at the start of the semester of any needed accommodation and to discuss ways in which classroom activities can be adapted. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

In addition to speaking with instructors, we encourage students to schedule an appointment with your academic advisor to discuss special needs. They may be able to assist students with adaptations and communicate with instructors. Students who require specific accommodation to achieve academic goals should meet with staff of the Students with Disabilities Services office for accommodation approval. Please check with the Department Chair if you need help accessing these services. All necessary adjustments will be made to provide equitable opportunity for student participation.

REQUIRED COURSES TO COMPLETE THE SOCIAL WORK MAJOR

The CSWE Curriculum Policy sets forth standards that all accredited programs must achieve. The CSS social work curriculum combines both professional social work courses and required liberal arts courses. The CSWE Curriculum Policy states, “Generalist practice is grounded in the liberal arts and the person and environment construct” (CSWE, EPAS, 2008.)

Many students enter CSS having first completed a portion of their education through a community college or other academic institution. In some cases, students complete Associate degrees in human service or through other degree programs. CSS recognizes previous academic work through recognition of the Minnesota Transfer Curriculum. Additionally, the Social Work Program maintains strong reciprocal relationships with a number of community colleges, using specific articulation agreements between the community college program and the CSS Social Work Department. These articulation agreements specify transfer course equivalencies and other conditions to help transfer students meet necessary prerequisites, program admission requirements, and enter CSS “seamlessly.” Fulfilling the terms of an articulation agreement is necessary in order for a student to receive full credit of transferred coursework to be applied for CSS graduation. Please feel free to contact one of the Social Work Program distance-site coordinators or the Department Chair if you have questions about an articulation agreement.

Please see addendums C and D for current Social Work Program course requirements.

SOCIAL WORK MAJOR ADVISEMENT POLICY

Students considering a social work major are encouraged to contact the Social Work Program Director/Chair of the Department for early advisement. Once the student is admitted to the major, an approved Social Work Program advisor is assigned to assist the student in selecting appropriate academic and field courses.
CSS Social Work Program Student Handbook

All declared and interested social work majors will have either Dr. Lee Gustafson, Dr. Dorothy Graff, Michelle Robertson, or Bob Aebli as an academic advisor on the Duluth or FDLTCC campuses. Marcia Runnberg and Jennifer Gervais will advise social work majors on the St. Paul campus; Tracy Jeremiason will advise students in Brainerd. Students, who have been social work majors the previous year, may have a different advisor this year based on the students’ academic standing. All students will be notified of their assigned academic advisor in writing within the first two weeks of the program.

**COURSE WAIVER**

Social work students may have the option to waive certain required classes if they are able to demonstrate successful mastery of content and document evaluation of foundation competencies. However, students may not receive social work course credit for life experience. Courses that may be waived include any General Education requirement and SWK 2240- Introduction to Social Work. These courses may be waived for transfer students who have taken equivalent coursework at another approved institution and verify completion of that coursework through transcripts and any other required documentation.

Required documentation for consideration of a waiver for SWK 2240 may include evidence of supervision and evaluation of competency by a social worker. You also will be required to provide a syllabus or printed course description as part of the documentation. Students requesting a waiver for SWK 2240, when that waiver is not offered through an existing articulation agreement with another academic institution, must request this waiver at the time of application and then successfully complete a Waiver Portfolio. New junior-level transfer students requesting this waiver who will be entering in the fall must set up a meeting with Dorothy Graff, Ph.D., (Duluth & FDLTCC) Marcia Runnberg, (St. Paul campus), or Tracy Jeremiason (Brainerd) in order to complete the waiver portfolio according to an agreed schedule. Failure to complete the portfolio in a satisfactory and timely manner will result in the student being required to enroll in SWK 2240 - Introduction to Social Work.

Advisors and course instructors will review student documentation submitted to determine if a waiver is warranted. The discretion to grant the waiver is left to the coordinator, advisor, course instructor, and other social work faculty.

Transfer students have the option to create a portfolio documenting their life experiences that may satisfy some general education requirements but not any social work courses. No academic credit is awarded for life or previous work experiences in the Social Work Department. Prior to beginning a Portfolio, transfer students must complete an Assessment of Prior Learning and consult with appropriate instructor(s) and advisor(s).

**EVALUATION AND GRADING**

The social work curriculum is designed to use a variety of student evaluation tools to measure educational learning outcomes, critical thinking and direct practice skills. These tools include: written examinations; research projects; client case analyses; in-class and videotaped demonstration of practice skills; individual and group presentations; team focused problem solving exercises; research papers; and, peer and self-evaluation. The following range is used for determining course grades:
**CSS Social Work Program Student Handbook**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>100-75%</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 75%</td>
</tr>
<tr>
<td>A to A-</td>
<td>100 to 90%</td>
</tr>
<tr>
<td>B+ to B-</td>
<td>89-80%</td>
</tr>
<tr>
<td>C+ to C-</td>
<td>79-70%</td>
</tr>
<tr>
<td>D+ to D-</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
</tr>
</tbody>
</table>

**STUDENT INVOLVEMENT IN THE SOCIAL WORK PROGRAM**

Students are encouraged to be involved with the ongoing development of the Social Work Program. Student feedback on curriculum design, faculty performance, and completion of stated course goals is formally collected using standardized college semester course evaluations. The Department Chair/Director carefully reviews the feedback. The social work faculty support ongoing informal student feedback. Students are encouraged to make their opinions and needs known.

**SOCIAL WORK PROGRAM COMMUNICATION**

The Social Work Program uses email alerts as the primary method for communication with students. It is the students responsibility to stay informed! Please check your campus email account regularly for any such announcements, messages, or alerts. These email communications include email alerts of job openings, program updates, advising and classroom announcements, and other time-sensitive communications between the program and students.

Additionally, the Social Work Program has bulletin boards on each campus. Students can find current postings for workshops, jobs, internships, and training programs. Social Work Program announcements will also be posted on these bulletin boards. Students are asked periodically to review the board to stay informed. Distance-site and Main campus students should regularly check their student email for important announcements.

**FIELD EDUCATION AND FIELD MANUAL**

CSWE’s Educational Policy and Accreditation Standards specify that the Social Work Field education experience is the profession’s Signature Pedagogy. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. The CSS Social Work Program requires all students to complete both SWK 3555 – Field I Practicum and SWK 4555 – Field II Practicum.

A Social Work Program Field Manual for Students and Field Instructors can be found at http://www.css.edu/Academics/School-of-Health-Sciences/Social-Work/Field-Program/Agency-Field-Instructors.html The manual contains all policies and procedures related to Field I and II
placements. Students are expected to thoroughly review all information provided. Copies are available in the CSS Library and the Social Work Resource Room (T 3605), and on the St. Paul and Brainerd campuses.

**SOCIAL WORK STUDENT RESOURCE ROOMS**

The Social Work Program on the Duluth campus utilizes student lounges, conference rooms, and other facilities within the Science Building on the Main campus. Reservations for student use of these or other campus facilities may be arranged by contacting Judith Anderson with the CSS Scheduling Office ([http://www2.css.edu/app/depts/reg/event_request.cfm](http://www2.css.edu/app/depts/reg/event_request.cfm)). Additionally, there are numerous social work and sociology texts and journals available for student use, graduate school information, volunteer and paid placement information, and a campus-networked computer and printer available in the departmental offices in Science, Room 1129.

A student lounge on the Fond du Lac Tribal and Community College campus is on 2<sup>nd</sup> floor of the building. Social Work resource materials are kept in a designated place in the FDLTCC Library. The Brainerd campus has a casual spot called the "Fireside Lounge" in which students can relax before class or while on breaks. This lounge is close to classrooms.

**SOCIAL WORK CLUB**

The Social Work Club is a Duluth campus organization dedicated to providing students numerous opportunities to experience the mission and purpose of the social work profession.

Dorothy Graff, MSW PhD. LICSW, is the club faculty advisor. Dorothy is committed to assisting students in developing and executing community focused projects.

Each year Social Work Club members determine a year-long agenda/plan. Social Work Club activities in the past included: Take Back the Night, KIVA micro loans, raising funds for low-income families at the holidays, volunteering at the Domiano Soup Kitchen and assisting youth in the East Hillside Community.

Social Work Club participation is strongly encouraged.

Nominations are sought and officers are elected at the end of the Spring semester to promote a smooth transition to the next year/fall semester.

**EMPLOYMENT OPPORTUNITIES FOR GRADUATES**

The Office of Career Services helps students develop resumes and references as well as assist with job searches. The Center also organizes an annual Helping Profession Job Fair. Students also can check the NASW job information web site ([http://www.socialworkers.org/](http://www.socialworkers.org/)).

Job postings can be found outside the Office of Career Services as well as on the Social Work Program Bulletin Boards and via email alerts. Follow-up studies are conducted with CSS Social Work Program graduates to determine employment patterns and to assess...
the program effectiveness in preparing students for their current positions. Feedback from program graduates and the program’s Community Advisory Council is used to develop current course curriculum.

COMMUNITY ADVISORY COUNCIL

The Social Work Advisory Council helps model the sense of community from our Benedictine values. Members of the Advisory Council are field supervisors, agency representatives, program graduates, and current and past student representatives. The Advisory Council provides feedback to the faculty regarding current practice issues. Faculty keeps the council informed of curriculum development needs, gate keeping concerns, faculty/staffing issues and program policy development. The Advisory Council provides input on relevant community practice activities, curriculum development, and assists with student’s grievance issues. Members of the advisory council also may serve on the Admissions Committee screening and interviewing new applicants to the major, also reaccreditations, and exit interviews. Please see Attachment B for current members of our Advisory Council.

COURSE AND CONTENT AREA BIBLIOGRAPHIES

A bibliography has been developed for each course or content area (practice, human behavior and the social environment, research, diversity, welfare policy and services, field, populations at risk and social justice, and values and ethics). These bibliographies are kept in the CSS Library and are available on our CSS Social Work Program website.

In addition, there is a wealth of information on most topics in the professional journals available at the CSS Library and through online resources and data bases. Examples of online resource include:

SocINDEX - This database includes full-text articles from a number of important journals in Social Work and the social sciences.

PsycINFO - This is an excellent resource for journal citations in Social Work.

ProQuest Nursing and Allied Health - This database provides indexing for more than 780 titles in nursing and allied health. Over 650 of these are full-text. The database is notable for its inclusion of several core journal titles in Social Work including Social Work Research.

Psychiatry Online - In addition to providing full-text to the DSM-IV-TR, this database also gives full access to a number of important journals in psychiatry including The American Journal of Psychiatry, Psychiatric Services, Journal of Neuropsychiatry and Clinical Neurosciences, Psychosomatics, and Academic Psychiatry.

Academic Search Premier

Expanded Academic ASAP

CINAHL

Health & Wellness Resource Center
Students are regularly provided training opportunities by Library Services to obtain evidence-based practice materials through these on-line services. The library maintains online access to the most current *Encyclopedia of Social Work*.

**SOCIAL WORK COURSE TEXTS**

Students are strongly encouraged to purchase their required course texts prior to the beginning of class. It is the Social Work Program’s commitment to find appropriate, course enhancing resources at reasonable costs to students. Texts are chosen that can be sometimes used in more than one course, with supplemental readings available on reserve in the campus libraries or online. Copies of required texts, as available, are also on library reserve.

It is recommended that students keep all of their required texts while they are enrolled in the Program. They will be useful study tools for the Social Work license exam.

Students may purchase texts through a number of avenues. Texts are available through the CSS Bookstore to both students on the main campus and for distance site students to order. Please see their website at [http://www.cssbkstore.com/](http://www.cssbkstore.com/) Textbooks can be mailed at a student’s request for an additional postage/delivery charge. Brainerd students can also find books at the CLC campus bookstore. All students have the opportunity to obtain texts through purchase venues via the web. “[www.amazon.com](http://www.amazon.com)” is one user-friendly source, among many that offer used texts as well at 50% or less the cost.

Students wishing to utilize financial aid money toward text purchase must contact the Business office at: 1-800-447-5444 or 723-6092 for setting up a “Bookstore Dollars” for on campus students or “Book Vouchers” for off-campus students.
APPENDICES
SOCIAL WORK PROGRAM STUDENT GRIEVANCE FORM

CONFIDENTIAL

Student Name: ____________________________________________

Address: ______________________________ Phone: ________________

1. Please describe the specific nature of your grievance.

2. What steps have you taken to resolve this grievance? Have you met with the instructor involved in the grievance and with the Social Work Department Chair?

3. Presently, what is your position on your grievance? What is your understanding of the Social Work Programs position?

4. Please feel free to share your opinions or ideas about possible solutions to resolve this grievance.

Release of Information

I give permission for the members of the Grievance Committee to consult with one another and the social Work Program Faculty to resolve this issue. Please send this form to the Grievance Committee Chair. I have read and understand the Grievance Procedure printed on the back of this form.

Signed ________________________________ Date ____________
Appendix B

SOCIAL WORK PROGRAM ADVISORY COUNCIL
2011-2012 Social Work Program
Advisory Council

Community Members

Brian Volkmann * (3/2)
St. Louis County
320 W. 2nd St.
Duluth, MN 55802
726-2061
Volkmannb@co.st-louis.mn.us

Don Jarvinen * (3/2)
Fond du Lac Tribal/Community College
2104 14th St.
Cloquet, MN 55720
879-0836
Jarvinen@fdltcc.edu

Laurie Berner * (3/2)
RSI
1309 Rice Lake Rd.
Duluth, MN 55811
727-2969 ext. 125
laurie.berner@residentialsservices.org

Annette Walsh (2/2)
Washburn Edison School
1750 Kenwood Ave.
Duluth, MN 55811
awash@duluth.edisonschools.com

Emily Larson
1331 E. 11th St.
Duluth, MN 55805
Larson_zuain@hotmail.com

Kevin LaJoie (1/1)
R.E.A.C.H.
708 Stanley Ave.
Cloquet, MN 55720
391-7018

Lisa Mehl (2/1)
Benedictine Health Center – Westwood
935 Kenwood Ave.
Duluth, MN 55811
723-6550
Lisa.Mehling@bhshealth.org

Susan Muehlberger (1/2)
Edgewood Vista Senior Living
4195 Westberg Road
Hermantown, MN 55811
723-8905
susannm@edgewoodvista.com

Bobbi Scheunemann (3/1)
St. Luke’s Hospital
915 E. 1st St.
Duluth, MN 55802
rscheunemann@slhduluth.com

UMD Representative

Evie Campbell
Social Work Department
220 Bohannon Hall
UMD
1207 Ordean Ct.
Duluth, MN 55812
726-8705
ecampbel@d.umn.edu

Ex Officio Members

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Generations Health Care Initiatives
130 W. Superior St. Suite 700
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336-5703
jmpeterson@ghci.us

Matt Johnson
Government Services Center
320 W. 2nd St.
Duluth, MN 55802
725-5156
mjohnson@css.edu

Program Faculty

Lee Gustafson, Program Director/Chair
Tower 3608
723-7048
Lgustaf3@css.edu

Michelle Robertson, Field Coordinator
Tower 3602
723-7018
mroberts@css.edu

Dorothy Graff, Asst. Professor
Tower 3610
723-7036
dgraflf@css.edu

Bob Aebl, Asst. Professor
Tower 3612
723-6054
Raebli@css.edu
Appendix C

ADVISOR’S CHECKLIST FOR SOCIAL WORK MAJORS

Department of Social Work
Bachelor of Arts Checklist

<table>
<thead>
<tr>
<th>General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Experience (12 credits):</strong></td>
</tr>
<tr>
<td><em>Dignitas</em></td>
</tr>
<tr>
<td>☐ Dignitas 1101</td>
</tr>
<tr>
<td>First Year Composition</td>
</tr>
<tr>
<td>☐ ENG 1110</td>
</tr>
<tr>
<td><strong>Pathways (48 credits):</strong></td>
</tr>
<tr>
<td>I. Cultural Diversity</td>
</tr>
<tr>
<td>☐ INS 4410 or</td>
</tr>
<tr>
<td>☐ INS 4415 or</td>
</tr>
<tr>
<td>☐ INS 4420 or</td>
</tr>
<tr>
<td>☐ SOC 2265 or</td>
</tr>
<tr>
<td>II. Social Sciences</td>
</tr>
<tr>
<td>☐ PSY 1105 or</td>
</tr>
<tr>
<td>☐ PSY 2208</td>
</tr>
<tr>
<td>III. World Languages (0-8 credits)</td>
</tr>
<tr>
<td>☐ Language:</td>
</tr>
<tr>
<td>IV. Literature</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>V. Analytical Reasoning</td>
</tr>
<tr>
<td>☐ PSY 3331 recommended or</td>
</tr>
<tr>
<td>☐ SWK 3131 and SWK 3132 or</td>
</tr>
<tr>
<td>☐ Other:</td>
</tr>
<tr>
<td>VI. Natural Science</td>
</tr>
<tr>
<td>☐ BIO 1102 or</td>
</tr>
<tr>
<td>☐ BIO 2110 and 2120</td>
</tr>
<tr>
<td>VII. History</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>VIII. Fine Arts</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>IX. Philosophy</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>X. Religious Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>XI. Writing Intensive (Upper Division)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Social Work Courses (50 credits, minimum):</strong></td>
</tr>
<tr>
<td>1. Introduction to Professional Social Work (4)</td>
</tr>
<tr>
<td>2. Preparation for Field I (1)</td>
</tr>
<tr>
<td>3. American Social Welfare Policy (4)</td>
</tr>
<tr>
<td>4. Human Behavior in the Social Environment (4)</td>
</tr>
<tr>
<td>5. General Social Work Practice (4)</td>
</tr>
<tr>
<td>6. Social Work with Individuals and Families (4)</td>
</tr>
<tr>
<td>7. Social Work Research and Evaluation (4)</td>
</tr>
<tr>
<td>8. Topics Options (4)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>9. Field I Practicum (2 – 6 credits) <em>120 hour minimum</em></td>
</tr>
<tr>
<td>10. Social Work Intervention with Groups (4)</td>
</tr>
<tr>
<td>11. Social Work with Community Systems(4)</td>
</tr>
<tr>
<td>12. Preparation for Field II (1)</td>
</tr>
<tr>
<td>13. Field II Practicum (8 – 16) <em>450 hour minimum</em></td>
</tr>
<tr>
<td>14. Independent Professional Project (2 - 4)</td>
</tr>
<tr>
<td>☐ SWK 4470</td>
</tr>
<tr>
<td>Social Work in Healthcare Certificate (Optional)</td>
</tr>
<tr>
<td>Health Science Leadership (2)</td>
</tr>
</tbody>
</table>

☐ 128 Credits Total
☐ The last 32 credits before graduation must be earned at The College of St. Scholastica
### SOCIAL WORK DEPARTMENT CLASS SCHEMA
Duluth Campus Schema - 2011-2012

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>GENERAL ED REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN</td>
<td></td>
<td></td>
<td><strong>Freshman Requirement – Dignitas</strong></td>
</tr>
<tr>
<td></td>
<td>DGN 1101 The Responsible Self 2 cr</td>
<td>DGN 1102 And Dignity for All 2 cr</td>
<td>DGN 1101 (2 cr) and 1102 (2 cr) and ENG 1110 and CTA 1102</td>
</tr>
<tr>
<td></td>
<td>ENG 1110 First Year Composition 4 cr</td>
<td>CTA 1102 Human Communication 4 cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 1102 Human Biology and Heredity 4 cr</td>
<td>SOC 1125: Basic Concepts/Principles of Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Language OR General Education Course 4 cr</td>
<td>OR HIS 2231: Cultural Anthropology OR SOC 2433: The Family and Society 4 cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Course 4 cr</td>
<td>World Language OR Gen. Education Course 4 cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SWK 2240 Intro. To Social Work 4 cr.</td>
<td></td>
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<tr>
<td>SOPHOMORE</td>
<td></td>
<td></td>
<td><strong>General Education – Pathways</strong></td>
</tr>
<tr>
<td></td>
<td>SOC 2265 Diversity/Marginality in the U S OR SOC 4405 Stratification and Social Justice OR SWK 4420 Human Behavior of American Indians, OR SWK 4415 American Indian Families, OR SWK 4410 Counseling American Indians, OR WMS 1011 Introduction to Women's Studies (all 4cr classes)</td>
<td>General Education Course 4cr</td>
<td>(1) CULTURAL DIVERSITY (may meet a second general education requirement)</td>
</tr>
<tr>
<td></td>
<td>General Education Course 4 cr</td>
<td>General Education Course 4 cr</td>
<td>(2) SOCIAL SCIENCE (met by PSY 1105 or 2208)</td>
</tr>
<tr>
<td></td>
<td>General Education Course 4 cr</td>
<td>PSY 1105 General Psychology OR PSY 2208 Lifespan Developmental Psychology 4cr</td>
<td>(3) WORLD LANGUAGE (met by 3 years of high school language)</td>
</tr>
<tr>
<td></td>
<td>Elective 4 cr</td>
<td>SWK 3360 American Social Welfare Policy 4cr</td>
<td>(4) LITERATURE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 4cr</td>
<td>(5) ANALYTICAL REASONING (met by PSY 3331)</td>
</tr>
<tr>
<td></td>
<td>SWK 3362 Human Behavior In the Social Environment 4cr</td>
<td>Social Work majors apply for formal admission to the Social Work Program during the spring semester of the sophomore year. For fall Junior-status admission, students transferring from a community college with an A.A. degree or having met the Minnesota Transfer Curriculum should make application to both the College and the Social Work Department by April 15th</td>
<td>(6) NATURAL SCIENCES (met by BIO 1102 or BIO 2110 and 2120)</td>
</tr>
<tr>
<td></td>
<td>SWK 3370 General Social Work Practice 4cr</td>
<td></td>
<td>(7) HISTORY (Not HIS 2231)</td>
</tr>
<tr>
<td></td>
<td>SWK 3339: Preparation for Field I 1cr</td>
<td>SWK 3383 Social Work with Individuals &amp; Families 4cr</td>
<td>(8) FINE ARTS</td>
</tr>
<tr>
<td></td>
<td>PSY 3331 Statistics 4cr</td>
<td>SWK 3385 Research Methods in Social Work 4cr</td>
<td>(9) PHILOSOPHY (not PHL 1105)</td>
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<tr>
<td></td>
<td>Elective 4 cr</td>
<td>SWK 3555 Field I Practicum 2-6 cr</td>
<td>(10) RELIGIOUS STUDIES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SWK 3380: Child Welfare (4) or GER/PSY/SOC 3315: Psychosocial Aspects of Aging (4) or SWK 3395: Social Work in Healthcare (4) or SWK 3390: Immigration/Refugee (2/2) or approved Topics course(s) (4)</td>
<td>(11) GENERAL EDUCATION UPPER DIVISION ELECTIVE WRITING COURSE</td>
</tr>
<tr>
<td></td>
<td>SWK 4440 Social Work with Groups 4cr</td>
<td>SWK 4555 Field II Practicum 8-16cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWK 4449 Prep for Field II 1cr</td>
<td>SWK 4470 Independent Professional Project 2-4cr</td>
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<tr>
<td></td>
<td>SWK 4441 Social Work with Community Systems 4cr</td>
<td>Elective 4 cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Upper Division Writing Course 4cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective 4cr</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

College of St. Scholastica

ACADEMIC HONESTY POLICY AND ACADEMIC DISHONESTY PROCEDURES

Disability Policy: Students with disabilities are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact Melissa Watschke, Coordinator of the Disability Resource Center in Tower Hall 2139; by phone at (218) 723-6747 or via e-mail at mwatschk@css.edu.

Academic Honesty Policy: Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica. The full text of the CSS Academic Honesty Policy is found in the Student Handbook or online at http://www.css.edu/Academics/Office-of-Academic-Affairs/Academic-Honesty-Policy.html.

ACADEMIC HONESTY POLICY
These policies and procedures apply across the College, at the undergraduate and graduate levels and on all campuses.

Statement of Policy
Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica.

Definition
Academic dishonesty is defined as follows: Misrepresentation of the work of others as one's own; dishonesty in testing; violating authorized guidelines established by instructors for individual assignments; sabotaging or damaging the work of others; or engaging in dishonesty in other academic work.

Implementation
To minimize student misunderstanding, faculty shall state in writing what degree of cooperation or help is authorized and what behaviors constitute academic dishonesty on collaborative efforts by students (team projects, group work, etc.). Students shall be responsible for asking faculty for clarification in any unclear situation.

Enforcement
Since academic dishonesty is a transgression against the entire college community, the entire community should be involved in handling the problem. Students and faculty are encouraged to contact instructors with reports of, or concerns about, academic dishonesty. If a faculty member has determined that a student has been academically dishonest, the violation must be reported to the Vice President for Academic Affairs of the Vice President for Student Affairs. Duties of these offices include referral of students for counseling if needed, handling of repeat offenders, and administering of penalties.
Penalties
In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the Vice President for Academic Affairs or Vice President for Student Affairs may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty.

Appeals
An aggrieved student may appeal any adverse decision regarding academic dishonesty by following the procedure outlined in the academic appeal procedure. In an appeal concerning academic dishonesty, the decision of the appeal panel shall be final.

ACADEMIC DISHONESTY PROCEDURES
These procedures should be implemented when a faculty member suspects a violation of the College's Academic Honesty Policy
When a student is suspected or alleged to have committed an act of academic dishonesty, the instructor who teaches the course, or, when the academic dishonesty is unrelated to a particular course, the department chair or director of the student's program (collectively, the "College representative"), shall have authority to initiate academic dishonesty proceedings against the student.

A. The College representative who has information that a student committed an act of academic dishonesty shall hold a conference with the student to discuss the matter. The College representative shall advise the student of the alleged act of dishonesty and the information upon which the allegation is based. The student shall be given an opportunity to respond to the allegation of dishonesty.

B. If, following the conference, the College representative concludes that the student was academically dishonest, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the Vice President for Academic Affairs (VPAA) or Vice President of Student Affairs (VPSA) may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty.

C. After imposing an academic sanction, the College representative should report the decision promptly to the individuals indicated in Item 4, below. This report should be in writing with e-mail considered to be an appropriate written form. The report should include the following (a sample letter follows):

1. A statement concerning the nature of the offense;
2. The terms of the academic sanction being imposed;
3. A statement that the student may submit an appeal of the academic sanction by following the College's academic appeal process;
4. A statement that the report is being distributed to
5. A statement that the chair of the student's major/program and/or the VPAA has the authority to impose an additional academic sanction, within 15 working days of the date on the letter, if that person believes that such a sanction is warranted when the student's academic dishonesty is considered in the context of the student's prior academic record at the College;
6. A statement that the VPSA may commence disciplinary proceedings, within 15 working days of the date on the letter, if the VPSA believes that such a sanction is warranted based on the student's prior social behavior record at the College.
Appendix F

FACULTY FEEDBACK FORM

__________________________ has demonstrated behaviors that **are**/ **are not** consistent with appropriate professional behavior development in the following Essential Standards of Professional Behavior.

Essential Standards of Professional Behavior

I. **Scholastic:** Includes overall GPA, GPA in required social work courses, and course grades. (Competencies 1, 9)

*Essential Student Behavior:*
- Earn a grade of ‘C’ or better in each social work course.
- Successfully complete SWK 3555 and SWK 4555 Field Practicum courses, the first time they are taken.
- Maintain a cumulative GPA of 2.5.
- Regular class attendance is expected. Makeup of in-class assignments and skill activities missed due to absences must be negotiated with individual instructors and are at the instructor’s discretion.

II. **Professional Values and Ethics:** Students demonstrate adherence to ethical, legal, and professional directives and expectations. (Competencies 1, 2, 3, 4, 5, 9)

*Essential Student Behavior:*
- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the CSS Student Handbook.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

III. **Self-Awareness:** Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior. (Competencies 1, 2, 3, 4, 7, 9, 10)

*Essential Student Behavior:*
- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW Code of Ethics.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in an appropriate and responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.
- Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.
- Identifies appropriate professional learning goals and takes an active role in the learning process.
Preliminary Assessment

The College of St. Scholastica
Department of Social Work

☐ Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.
☐ Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

IV. Interpersonal Relationship Skills: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries. (Competencies 1, 2, 3, 4, 7, 9, 10)

Essential Student Behavior:
☐ Relates interpersonally in a manner that is respectful, nonmanipulative, nondisruptive, nondiscriminatory, and characterized by maturity.
☐ Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
☐ Uses proper channels for conflict resolution.
☐ Maintains appropriate boundaries in all relevant relationships and arenas.
☐ Demonstrates appropriate use of self in the professional role.

V. Responsibility and Professional Readiness: Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study. (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Essential Student Behavior:
☐ Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
☐ Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
☐ Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
☐ Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
☐ Refrains from illegal drug use and demonstrates behavior that is consistent with the CSS Student Handbook.
☐ Passes drug screens, as may be required by the program or field practicum.
☐ Absence of a history involving conviction of a violent crime or other felony.
☐ Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
☐ Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
☐ Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
☐ Responds in a timely and appropriate manner to communication from CSS staff, faculty, field instruction personnel, and clients.

VI. Critical Thinking and Problem-Solving Abilities: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence. (Competencies 1, 2, 3, 4, 6, 7, 9, 10)

Essential Student Behavior:
☐ Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family, or groups of various sizes.
The College of St. Scholastica  
Department of Social Work  

☐ Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences. 

☐ Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.

☐ Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

VII. Communication Skills: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards. (Competencies 1, 2, 3, 4, 7, 9, 10)

Essential Student Behavior:

☐ Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.

☐ Shows skill in building rapport and engaging clients, applying principles of sound communication.

☐ Demonstrates good empathic and attending skills in client interactions.

☐ Demonstrates mastery of the English language in oral and written form.

☐ Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.

☐ Follows agency guidelines for recordkeeping.

Adapted with permission from: East Tennessee State University, Department of Social Work, BSW Program: ACADEMIC PERFORMANCE STANDARDS FOR ADMISSION, RETENTION, AND GRADUATION

COMMENTS:

ACTION PLAN REQUIRED: ☐ yes ☐ no

DATE DUE: _________________________  SUBMITTED TO: _________________________

________________________________________  ____________________
Student Signature (indicates student has read form)  Date

________________________________________  ____________________
Faculty Signature  Date

cc: faculty advisor
SWK department chair