



*Department  
of Social Work*

**BSW Student Handbook**

**2023 - 2024**

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## **PURPOSE OF THE BSW STUDENT HANDBOOK**

Welcome to the Department of Social Work at Winthrop University. This handbook provides information about the Bachelor of Social Work (BSW) Program. It should be used as a supplement to the current Winthrop University Catalog, which may be accessed through the Winthrop website. You are encouraged to use the BSW Student Handbook as a reference and guide throughout your time as a social work major at Winthrop University.

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## HISTORY OF WINTHROP UNIVERSITY

The history of Winthrop University dates back to 1886 when 21 students gathered in a borrowed one-room building in Columbia, South Carolina. David Bancroft Johnson, a dedicated and gifted superintendent of schools, headed up the fledgling institution whose mission was the education of teachers. Winthrop has changed dramatically since moving to its permanent Rock Hill home in 1895, growing from a single classroom to a comprehensive university of distinction. Winthrop's historic campus is a setting of exceptional beauty, as is its recreational area known as The Farm.

Winthrop is a comprehensive public university granting baccalaureate and master degrees with an enrollment of over 6,000 students. Nationally recognized for its quality and value, Winthrop is a learning community that embodies the characteristics essential to being one of the best universities of its kind: a carefully selected student body of high academic achievement and cultural diversity; a national caliber curriculum of the arts, sciences, and professions; an educational experience emphasizing personal identity and close relationships; and values that emphasize critical thinking, student learning, and public service. Winthrop students have the opportunity to develop their individual capacities to become leaders in their professions and communities through a variety of personalized, engaging, and progressively developmental academic and co-curricular programs predicated on national standards of excellence. The Winthrop Experience is one that prepares students to live, learn, and lead for a lifetime.

Winthrop is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters, and specialist degrees. Additionally, the university is one of the few in the region that has achieved 100 percent national, specialized accreditation in all eligible programs.

## DEPARTMENT OF SOCIAL WORK

The Department of Social Work at Winthrop University has existed since the 1970s. The BSW degree program was first approved by the Council on Social Work Education (CSWE) in 1970 when the Council began to approve undergraduate social work programs. The BSW Program was first accredited in 1974. The MSW Program was initiated in 2006 and accreditation by the Council on Social Work Education was granted effective for 2006. Both the BSW and MSW programs have remained continuously accredited by CSWE. Graduates of both programs are eligible to apply for state licensure at their respective educational degree levels – state licensure requirements vary.

## DEPARTMENT MISSION STATEMENT

**The mission of the Winthrop University Department of Social Work is to educate students to become competent generalist practice (BSW level) and advanced practice (MSW level) social workers.** This mission is grounded in the purpose of the social work profession, which is to promote human and community wellbeing, and guided by an empowerment perspective that affirms the strengths and capabilities of people, values human diversity, and promotes social and economic justice.

As a student-centered learning community, the Department follows the established core social work values of service, social justice, the dignity and worth of the person, the importance of human relationships,

integrity, and competence. The mission is carried forth in an integrated learning context that values knowledge based on scientific inquiry, emerging information technology, and a commitment to evidence-based practice. Members of the Department apply their scholarship and professional expertise through leadership, collaboration, and service at local, state, national, and international levels.

The mission of the Department of Social Work is integrated with the larger Winthrop University mission. Winthrop University is South Carolina's distinctive public comprehensive university. The University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber and is committed to being among the very best institutions of its kind in the nation. In keeping with the University mission, social work graduates are prepared to professionally serve the broadly diverse geographic regions and the richly unique citizens within those regions of the Carolinas and beyond.

## **BSW PROGRAM**

The mission of the Winthrop University Bachelor of Social Work (BSW) Program is to provide high caliber education to students to become generalist social workers. The mission is fulfilled through the program's focus on a generalist practice curriculum. Generalist practice is structured in the liberal arts and the person-in-environment construct. At the generalist level, social workers are equipped to use a range of prevention and intervention methods with individuals, families, groups, organizations, and communities.

Through the program's commitment to providing quality education, it produces generalist social workers who can identify with the **social work profession** and remain committed to its **purpose of promoting human and community well-being**. The Winthrop BSW program does so by preparing generalist social workers to support and build on the strengths and resiliency of all people, engage in research-informed intervention and advocacy practice. They are also proactive in responding to the influence of various aspects of the environment on well-being and on professional practice.

Winthrop's mission-driven program also prepares generalist practitioners to apply a global perspective to understand, analyze, and address social issues across diverse populations in the U.S. and across the world. This is consistent with the program's strong commitment to educate students to recognize, honor, and respect diversity as well as embrace the differences between people as assets. The program also prepares students to address the deep-rooted oppressive structures in society that disadvantage diverse groups. These generalist practitioners are also prepared to advocate for human rights and social, economic, and environmental justice. The program recognizes that the elimination of poverty is an important pursuit in the promotion of these forms of justices.

Through its mission to provide high caliber generalist education, Winthrop's BSW program also produces generalist social workers who can apply ethical principles, based on the social work core values, while applying critical thinking. As generalist practitioners they recognize that providing service to all people regardless of their differences is central to their work. They are driven by the value of social justice and human rights for all and recognizes that everyone in society has worth and dignity. Winthrop University's generalist practitioners embrace the importance of human relationships as a vehicle for creating change with individuals, families, organizations, and communities. These generalist practitioners are also able to engage in evidence-based practice with integrity and with competence, reflecting the appropriate skills and knowledge for effective practice.



## BSW PROGRAM GOALS

Graduates of the BSW Program are prepared to:

1. Engage in entry-level generalist practice using a range of prevention and intervention methods that are empirically-based, multi-systemic, and shaped from the profession's history, purposes, and values.
2. Apply global perspective when engaging in generalist practice at various levels.
3. Demonstrate cultural competence in working affirmatively with diverse populations and across the life course.

## BSW PROGRAM ACCREDITATION

The Winthrop University BSW Program is fully accredited by the Council on Social Work Education (CSWE). For review of the CSWE Educational Policy and Accreditation Standards, please visit the CSWE website at [www.cswe.org](http://www.cswe.org). The Winthrop University Department of Social Work Core Competencies and associated Practice Behaviors are included in Appendix A of this Handbook.

## ADMISSION REQUIREMENTS

The *Winthrop University Undergraduate Catalog* states that undergraduate admission to Winthrop University is competitive. The University admits all qualified applicants and offers equal educational opportunities regardless of race, color, sex, age, national origin, religion or disability.

Any student may choose to begin the major in Social Work. After a student declares a major in Social Work through the Office of Student Services for the College of Arts and Sciences, the student will be assigned a social work faculty advisor. The student will also receive and sign the Social Work Student Ethical Behavior Code (See Appendix B). Prior to starting the social work intervention sequence - SCWK 430, 431, 432, and 433 - the student must formally apply for admission to these major-only courses (See Appendix C). Admittance to SCWK 430 includes documentation and evidence that they have a 2.2 overall GPA and 2.4 GPA in social work courses, and a reaffirmation that the student will abide by the NASW *Code of Ethics* (See Appendix B).

After completing **ALL** general education requirements and social work major course requirements, including passing courses SCWK 200 through SCWK 433 with a "C-" or better in each course, earning a 2.2 or better overall GPA, and a 2.4 GPA in ALL social work courses, students are eligible to enroll in SCWK 443 and SCWK 463, the two courses which make up the final semester of field education.

The application procedure for SCWK 443 and SCWK 463 takes place early in the ***semester prior to the anticipated field placement***. For example, applications for fall semester placements take place early in the previous spring semester. As part of this process, the student will describe types of experiences desired in his/her field placement and particular populations of interest. The respective deadlines for the field applications are included in the application and must be abided by in order to secure a field placement in the following semester. The student then meets individually with the Director or Assistant Director of field to discuss the student's strengths and weaknesses, anticipated learning experiences in field placement, and appropriate potential field placements. The student is required to interview and be interviewed by a

representative of the agency, usually the field instructor. Both the student and agency have the opportunity to accept or reject the placement. The student is informed in writing when a placement is confirmed. The student should then contact the agency to inquire about any special requirements that need to be met before the placement begins (ex: background checks, immunizations). Except in rare occasions, the student knows of his/her field placement before the end of the semester that precedes the field experience. More information on the field component of the program can be found in the *BSW Field Manual* located on the Department website.

## **LIFE AND WORK EXPERIENCES**

In compliance with CSWE standards, the BSW Program does not accept life or work experience as academic credit toward the BSW degree.

## **TRANSFER CREDIT**

Winthrop University Undergraduate Catalog outlines the policy for accepting transfer credits toward an undergraduate degree. Transfer credit for Social Work courses will be considered only for work obtained from another CSWE accredited institution and upon recommendation of the Department's Undergraduate Program Director or Chair. Transfer of credit must be approved in writing, as signified on the student's official record. Students requesting consideration of transfer credit must supply the Office of Record and Registration with an official transcript that includes the course number, title, and earned grade for the courses to be considered for transfer credit. A copy of the original syllabus of the actual course taken (must match with transcript year and semester for the course) and/or copy of the course catalog course description for the course taken (must match with transcript year and semester for the course) may also be required if the course is fulfilling a specific degree requirement.

Only those courses with an earned grade of B (or S) or higher will be considered for transfer credit. Social Work courses approved for transfer credit must be substantially equivalent to Winthrop BSW courses. A student may not transfer credit taken at another institution while he or she is on academic probation at Winthrop or is ineligible to return to Winthrop.

## **LIBERAL ARTS PERSPECTIVE**

The Bachelor of Social Work (BSW) at Winthrop is a program that prepares students for entry level positions as generalist social workers. Social work students, like all other students at Winthrop, are required to complete a selection of general education courses. The Winthrop University Undergraduate Catalog suggests that these General Education Distribution Requirements are designed to develop in each student a set of university level competencies:

### **Competency 1**

#### **Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

## **Competency 2**

### **Winthrop graduates are personally and socially responsible.**

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

## **Competency 3**

### **Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

## **Competency 4**

### **Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

## BSW DEGREE REQUIREMENTS

General Education Courses	Semester Hours
ACAD 101 Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>	
<b>Writing and Critical Thinking</b>	
WRIT 101 Composition: Introduction to Academic Discourse	3
HMXP 102 The Human Experience: Who Am I?	3
CRTW 201 Critical Reading, Thinking and Writing	3
<b>Oral Communication</b> (met in major by required course SCWK 431)	0
<b>Technology</b> (may be met by another General Education requirement)	0–3
<b>Intensive Writing</b> (met in major by required course SCWK 330)	0
<b>Constitution Requirement</b> (may be met by another General Education requirement)	0-3
<b>Physical Activity</b> (choose from approved list)	1
<b><u>TOTAL</u></b>	<b>11–17</b>
<b>Thinking Critically Across Disciplines</b>	Semester Hours
<b>Global Perspectives</b> (choose from approved list)	3
<b>Historical Perspectives</b> (choose from approved list)	3
<b>Social Science</b> (partially met in major by required course SCWK 200)(2 designators)*	3
<b>Humanities and Arts</b> (choose from approved list) (2 designators)	6
<b>Quantitative Skills and Natural Sciences</b>	9–12
Quantitative Skills (3–8) (choose from approved list)	
Natural Science (3–8) (choose from approved list)	
<i>[Must include a lab. If 2 courses taken, must be in 2 different groups; Life, Physical, Earth]</i>	
<b><u>TOTAL</u></b>	<b>24-27</b>
<b>Requirements in the Major</b>	Semester Hours
SCWK 200 (Introduction to Social Work)*	3
SCWK 305 (Human Behavior in the Social Environment)	3
SCWK 306 (Working with Multicultural Populations)	3
SCWK 321 (Social Welfare as a Social Institution)	3
SCWK 330 (Research Methods for Social Work)**	3
SCWK 430 (Social Work Intervention I)	3
SCWK 431 (Interpersonal Helping Skills in Social Work Practice)***	3
SCWK 432 (Social Work Intervention II)	3
SCWK 433 (Social Work Intervention III)	3
SCWK 443 (Social Work Field Instruction)	12
SCWK 463 (Social Work Field Seminar)	3
SCWK Electives	3
<b><u>TOTAL</u></b>	<b>45</b>
<b>General Electives</b>	<b>31-40</b>
<b>TOTAL</b>	<b>(120)</b>
*Course could fulfill Social Sciences requirement	
**Course meets writing intensive requirement	
***Course meets oral communication requirement	
<i>Must complete a minimum of 12 semester hours in residence at Winthrop University. Although not specifically required, students are encouraged to take related courses in Psychology, Sociology, and Political Science.</i>	

## DESCRIPTION OF FIELD EDUCATION

All students are required to complete field instruction courses. Field instruction requires students to be placed in community agencies for an internship where they are afforded the opportunity to apply BSW knowledge, values, skills, and cognitive and affective processes. CSWE has designated field education as social work's signature pedagogy stating:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 social work competencies.

Field Instruction requires the student to complete a minimum of 480 field hours for the final semester of his/her senior year, commonly known as a “block” placement. Field Instruction (SCWK 443) is taken in conjunction with a Field Seminar class (SCWK 463) and is offered in Fall and Spring semesters. **ALL** other undergraduate coursework is expected to have been completed prior to entering field. The student is generally expected to be in his/her field placement Monday through Friday (agency operating hours), approximately 30-35 hours per week; supervised by an approved BSW/MSW Field Instructor at a University affiliated (contracted) field agency. **Students must complete a field education application before beginning their field placement. The application can be accessed at the following link. [Social Work Field Application](#).** They must also sign the following field disclosure form [Social Work Field Education General Disclosures](#)

Educational objectives of the field practicum are directly related to the students' activities and assignments. Students are provided learning experiences in the following categories to achieve the learning objectives: (a) activities that provide an opportunity for students to acquire knowledge of agency services, policies and procedures, and resources within the agency; (b) experiences working directly with various client systems which help students develop skills in making initial contact, obtaining accurate and appropriate information for understanding the client's problem(s), selecting and implementing an intervention plan, and evaluating the results of the intervention; (c) experiences which help students develop knowledge about resources within the community and making referrals to other agencies; and (d) practice activities that provide opportunities for students to develop skills in written and verbal communication. In addition to the required field hours, students are also expected to demonstrate competent, ethical, and professional social work behaviors as outlined by the course competencies and practice behaviors listed in Appendix A. Students who are not prepared to meet these expectations will be delayed entry into the field until they can meet the obligations

## SOCIAL WELFARE MINOR

The social welfare minor is designed for students interested in the general social welfare field who do not plan to enter into professional social work practice. It offers students an opportunity to learn about the historical development of social welfare institutions, social welfare policies, programs and services, and the various contexts in which the helping professions are practiced. It also addresses major social problems and issues that challenge the helping professions. Social welfare minors are required to take the following courses:

SCWK 200	Introduction to Social Work.....	(3)
SCWK 305	Human Behavior in the Social Environment .....	(3)
SCWK 306	Working with Multi-Cultural Populations .....	(3)
SCWK 321	Social Welfare as a Social Institution .....	(3)
SCWK Electives	.....	(3)

**Total – 15 credit hours**

## CHILD AND YOUTH WELL-BEING MINOR

The minor in Child & Youth Well-being (CYWB) is open to all undergraduate students, including social work majors. This minor is designed for students interested in exploring basic domains of child & youth well-being & will help to prepare students who plan to pursue a career working with children, youth, AND/or families. The Child & Youth Well-being Minor consists of at least 18 credit hours that must include:

SCWK 306	Working with Multi-Cultural Populations <b>OR</b> .....	(3)
PSYC/AAMS 320	Racial, Cultural and Ethnic Influences on Identity Development	
SCWK 523	Families and Children: Policies and Services .....	(3)
SCWK 533	Families and Children: Practice and Trends.....	(3)
2 COURSES ABOVE 299*	(from the approved list) .....	(6)
1 ELECTIVE*	(from the approve list).....	(3)

**Total – 18 credit hours**

*\*At least two designators beyond SCWK must be included in the following approved list of coursework electives:*

HDFS 101 Introduction to Human Development & Family Studies HDFS 350 Parenting Throughout the Lifespan	PSYC 101 General Psychology PSYC 206 Developmental Psychology PSYC 408 Cognitive Psychology
PLSC 321 Public Policy and Policy Analysis	PSYC 409 Principles of Learning
NUTR 221 Human Nutrition NUTR 421 Nutrition through the Life Span	PSYC 411 Advanced Child Development PSYC 510 Behavior Analysis and Behavior Change
SOCL/WMST 305 Marriage and the Family	PSYC 512 The Exceptional Child

## **STUDENT ADVISING**

Upon declaration of the Social Work major, students will be assigned a Social Work faculty advisor. The role of the faculty advisor is to assist students in progressing through their academic program of study. Students must have contact with their advisor prior to registration each semester in order to gain Wingspan approval for registration. Advisors are also available to meet with students for professional advising and to assist students in addressing academic issues that impact their progress in the Program. Students are responsible for contacting their advisor as needed during their course of study at Winthrop.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

In keeping with the philosophy and purpose of Winthrop University, each student in the BSW program has the right to a quality education that prepares him or her for the practice of the social work profession and has the right to be treated fairly and respectfully by members of the social work faculty and staff.

Social Work students have the right to consult with their faculty adviser or course instructor concerning their educational process. In keeping with the expectation of a quality education, students have a right to have classes start on time and to have appropriate notification of the absence of an instructor. Students have a right to course syllabi that clearly state learning outcomes upon which respective courses and grades are based. Each course syllabus is viewed as an individual course contract to be fulfilled by the instructor and the student, both having specific responsibilities and obligations. Also, students have a right to teaching competence and course quality for achieving the goal of the stated learning outcomes. Instructors have a co-equal right to have students complete all assignments both in quantity and quality. Students have a right to a fair grade based on evaluations relevant to the content and purpose of the course, and to be informed regarding the quality of their work. Students have the right and responsibility to evaluate both the course and instructor through end-of-semester course evaluations.

## **TERMINATION POLICY**

Admission to the BSW or MSW Program does not guarantee continuance as a Social Work student. A student's participation in the Social Work Program may be terminated when there is reason to believe the student's academic and professional performance represents non-compatibility with the social work profession. Some of the reasons for which termination may be considered include the following:

1. Failure to maintain the required grade point average for the Program.
2. Inadequate communication skills suitable to the practice of social work.
3. Inadequate writing skills suitable to the practice of social work.
4. Lying, cheating, or plagiarizing in course work or field work.
5. Persistent inadequate performance of assigned field activities.
6. Excessive tardiness or absenteeism.

7. Persistent inability to meet deadline dates on assignments, projects, and field reporting.

Evidence of poor 'professional fit' for social work involves lack of adherence to professional social work values and/or the NASW Code of Ethics. Examples include the following:

1. Personal values consistently interfere with upholding the values of the social work profession.
2. Disrespect toward faculty, field instructors, clients, and professional staff and colleagues.
3. Lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
4. Sexual/romantic involvement with persons served professionally.
5. Confidentiality violations.
6. Unresolved personal issues which impair performance or safety in the classroom or in the field.
7. Substance misuse or abuse.
8. Criminal conviction (students are expected to inform the Program Director of any criminal convictions).

Conferences may be held with the student as needed to address and resolve academic and professional competence problems. Initial concerns are addressed whenever appropriate at the student-instructor level. Continuing concerns are then addressed at the Program Director level. If academic and professional competence problems remain unresolved, or are severe in nature, the student may, upon recommendation of the Program Director and approval by the Department Chair, be terminated from the program.

### **APPEAL AND GRIEVANCE PROCEDURES**

In cases in which a student believes that their rights have been disallowed or violated, they may pursue the following steps.

1. Request a meeting with the appropriate faculty member to discuss the issue and to seek resolution.
2. If the student believes that resolution at the first level was in error, or if the student believes addressing the issue individually with the faculty member would pose a risk, he or she may appeal the matter in writing to the Program Director for resolution. The Program Director may request a meeting with the persons involved. At the student's request, his or her academic adviser may also participate in the meeting. The Program Director will then formulate a written disposition to the student. Note: If the Program Director is the person against whom the grievance is being brought, the student may proceed directly to the next level.



3. If the student believes the resolution at the Program Director level was in error, he or she may appeal the matter in writing to the Department Chair who will then review the case and formulate a written disposition to the student. Note: If the Department Chair is the person against whom the grievance is being brought, the student may proceed directly to the next level.
4. If the student believes the resolution at the Department Chair level was in error, he or she may appeal the matter in writing to the Office of the Dean of the College of Arts and Sciences. Decisions at this level shall be considered final.

### **NONDISCRIMINATION POLICY**

The Department of Social Work shall be conducted with respect to the multiple dimensions of diversity as delineated in the 2015 CSWE Educational Policy and Accreditation Standards including age, class, color, culture, disability and ability, ethnicity, gender, gender identify and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. We seek to conduct all Department activities without discrimination. To the degree that the Department has decision making authority, this policy shall apply to all aspects of the program including making continuous efforts to ensure equity to faculty and staff in the recruitment, retention, promotion, tenure, assignment, and remuneration of program personnel, including class, field, research, and other faculty, administrative personnel and support staff; and to students through student recruitment, admission, retention, and financial aid policies and procedures. In addition, the Department will exercise influence in advocating for the application of the aforementioned policies in specific situations where another administrative unit of the University holds decision-making authority affecting social work students or personnel.

### **COMMITMENT TO ANTI-RACIST AND ANTI-OPPRESSIVE PRACTICES**

The Winthrop University Department of Social Work understands that social work has a long and complex history, parts of which have benefited from and upheld the ideals of racism, White supremacy, and oppression of marginalized groups. Regrettably, oppressive ideals remain pervasive in our society and continue to impact the lives of individuals from marginalized groups. The values of the social work profession as well as the values of Winthrop Department of Social Work require us to be committed to advancing social justice, personal growth, professionalism, and cultural competence. Therefore, students in this class are encouraged to share their unique perspectives and experiences and demonstrate respect and appreciation for the diversity and difference of people and ideas. Doing so will deepen the richness of the classroom environment and prepare students to develop the skills necessary to become genuine culturally sensitive and responsive practitioners. Students will not engage in behavior that is harassing, threatening, demeaning, abusive, hurtful, or otherwise marginalizing to any group or person. If you have further questions, please connect with a departmental faculty member.

### **ACCESSIBILITY ACCOMMODATIONS**

The Department of Social Work like Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request.

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with your professors as soon as possible to discuss your accommodations so that they may be implemented in a timely manner. The office may be reached by phone at 803-323-3290 or via email at [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu)

## **HEALTH AND COUNSELING SERVICES**

Health and counseling services are available to all currently enrolled students. Services are rendered in full compliance with privacy and confidentiality laws. Services are located at Crawford Health Services. Health services may be accessed by phone at 803-323-2206 and counseling services may be accessed by phone at 803-323-2233.

## **CAREER SERVICES**

Career services are available in 129 [Crawford Building](#) and may be accessed by phone at 803-323-2141. Services include career testing, assistance with resume development, interviewing skills, and job search support.

## **SEXUAL HARASSMENT**

It is the policy of Winthrop University that sexual harassment by its employees or students against other employees or students shall not be condoned. The University is committed to maintaining a workplace and a campus environment that are free of such harassment and will enforce federal guidelines as they relate to sexual harassment. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented “kidding” or “teasing,” “practical jokes,” jokes about gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material, and physical contact such as hugging, patting, pinching or brushing against another’s body.

With respect to employment, unwelcome sexual advances, requests for sexual favors and other offensive physical, verbal, or visual conduct based on sex constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with the individual’s work performance or creating an intimidating, hostile or offensive work environment.

A student who believes they have been subject to harassment by an employee should immediately contact either the Dean of Students in 246 DiGiorgio Center (803-323-4503)

or the Associate Vice President for Human Resources in 303 Tillman (ext. 2273). Every effort will be made to maintain confidentiality about complaints and terms of resolution, however, confidentiality cannot be guaranteed.

## **INCLEMENT WEATHER**

In the event of inclement weather, Department of Social Work faculty and staff will make every effort to hold classes in accordance with the official University posting which may be found on the University's Emergency Information web site at [www.winthrop.edu/emergency](http://www.winthrop.edu/emergency). Postings will also be sent to Winthrop e-mail accounts by University officials. Notices are also posted on the campus alert line at 803-323-2222 and through local media outlets. Students may also register for WU Alerts for critical emergency updates for voice or phone texts (information on how to register may be found on the University Emergency Information website).

## **STUDENT ORGANIZATIONS**

### **The Social Work Club**

The Social Work Club provides social work students opportunities to organize activities related to the profession. The Social Work Club provides a forum through which social work students can have a collective voice in their educational experience. The Social Work Club is also a vehicle for helping students connect with the professional practice community and with the National Association of Social Workers (NASW) at both the state and national levels.

Membership in the Association is open to all undergraduate students who are interested in the values and activities of social work. More information is available at their website [www.socialworkers.org](http://www.socialworkers.org).

### **Association of Black Social Workers (ABSW)**

Winthrop Association of Black Social Workers (ABSW) is a student affiliate of the National Association of Black Social Workers (NABSW). Their inclusive membership aims to foster understanding, awareness, and empowerment of the black community through advocacy, human services delivery, and research.

## AWARDS

The Department of Social Work recognizes student excellence through a variety of scholarships and awards, including the following:

### **Linda M. Ashley Scholarship**

The Linda M. Ashley Scholarship is a competitive award made to a nontraditional age student (age 30 or older) in social work. BSW and MSW students are eligible to apply. Applicants should submit a Department of Social Work Graduate Scholarship Application, a resume, and a personal statement. The one-to-two page statement should address their interest in social work as a career, their journey as a nontraditional age student, and their academic and professional achievements. Applications should be submitted in electronic format to the Scholarship Committee at [socialwork@winthrop.edu](mailto:socialwork@winthrop.edu).

### **BSW Field Excellence Award**

This award represents exemplary achievement by a graduating student in BSW field education including excellence in the performance of field internship duties and distinction in upholding the high standards of the social work profession. Nominations should be submitted in electronic format by March 10 to the Awards Committee at [socialwork@winthrop.edu](mailto:socialwork@winthrop.edu).

### **BSW Academic Excellence Award**

This award represents exemplary academic achievement by a graduating student in the BSW Program, including superiority in academic performance, excellence as an engaged participant within the social work learning community, and distinction in upholding the high standards of the social work profession. Nominations should be submitted in electronic format by March 10 to the Awards Committee at [socialwork@winthrop.edu](mailto:socialwork@winthrop.edu).

### **Phi Alpha**

The National Social Work Honor Society, Phi Alpha, is an honor society for social work students who have achieved academic excellence. Winthrop University is home to the Epsilon Alpha Chapter of Phi Alpha. Eligibility is determined during the Spring semester and qualified students will be notified via Winthrop email in March. Requirements for Phi Alpha eligibility include:

1. Students need to have completed 9 credit-hours in Social Work.
2. Students must have completed 37.5% of the required coursework toward the degree (overall). Therefore, BSW Students must have earned at least 45 credits. Phi Alpha invites into membership students whose overall GPA is in the top 35% of all Social Work majors in your program. This means the top 35% of all BSW and all MSW students will be invited to join Phi Alpha.

## APPENDIX A: CORE COMPETENCIES WITH GENERALIST PRACTICE

Core Competencies	Generalist Practice Behaviors
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p>	<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> <ul style="list-style-type: none"> <li>• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>• use supervision and consultation to guide professional judgment and behavior</li> </ul>
<p><b>Competency 2: Engage Diversity and Difference in Practice</b></p>	<p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <ul style="list-style-type: none"> <li>• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>

<p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b></p>	<p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>
<p><b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b></p>	<p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry and research;</li> <li>• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>
<p><b>Competency 5: Engage in Policy Practice</b></p>	<p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p> <ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>

<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>



<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:</p> <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>• facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <ul style="list-style-type: none"> <li>• select and use appropriate methods for evaluation of outcomes;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>



## APPENDIX B: STUDENT BEHAVIOR CODE

Pursuant to Winthrop University's Student Conduct Code (*Winthrop University Catalogue*) and with the NASW Code of Ethics regarding Dishonesty, Fraud, and Deception and Unethical Conduct of Colleagues, (refer to the below sections) students are asked to sign the conduct pledge at the bottom of this page.

- NASW Code 4.04 states that "Social workers should not engage in, condone, or be associated with dishonesty, fraud, or deception."
- NASW Code 2.11a states "Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues."
- NASW Code 2.11 d states "When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels."

### **Conduct Pledge:**

I agree to abide by the NASW Code of Ethics. I affirm that I have completed and will complete all requirements for this program and without the use of fraud, dishonesty or deception. I have completed and will complete the out of class assignments on my own without any help from any other person (including non- social work majors, family, friends, co-workers, internet chat rooms, etc.) unless otherwise instructed. I affirm that unless otherwise instructed I have completed and will complete the "in class" portion of exams with no help from other people, notes, phones, or any other means once the exam began. I have not and will not misrepresent my participation in any required activity.

I further affirm that I will share with the appropriate instructor or the Department Chair knowledge of any other student in the program who acts in a dishonest or deceptive way, who cheats, who receives help from any other person, who misrepresents their participation in required activity, or who conducts themselves in an inappropriate way related to the completion any of the requirements of the Social Work Program.

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Student's Name (print)

Student's Signature

Date

Consequences of breaching this pledge can range from academic sanctions, being expelled from the Social Work Program or being suspended from the University.

**APPENDIX C: APPLICATION FOR ADMITTANCE TO SCWK 430**

(Please print clearly)

Name:

Winthrop ID #:

WU Email Address:

Advisor:

Local Address:

Local Phone:

I currently have a GPA of:

Overall: \_\_\_\_\_

(2.20 overall GPA required)

In SCWK: \_\_\_\_\_

(2.40 in ALL social work courses required)

- I have read the Department's Professional Standard Document provided to me
- I have read the statement to anti-racist and anti-oppressive practice
- I attest to the truth of this declaration I have reviewed my rights and responsibilities as a social work major as outlined in the Social Work student Handbook and renew my agreement to abide by the NASW Code of Ethics.

**I attest to the truth of this declaration I have reviewed my rights and responsibilities as a social work major as outlined in the BSW Student Handbook and renew my agreement to abide by the [NASW Code of Ethics](#).**

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Advisor's Signature*

\_\_\_\_\_  
*Date*

## APPENDIX D: ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respected fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

(National Association of Social Workers (2017). *Code of ethics*, Washington, DC: Author.)