

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 his or her rights have been disallowed or violated, he or she 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.

ACCESSIBILITY ACCOMMODATIONS

It is the practice of the Social Work Department to accommodate students with disabilities pursuant to federal and state law. Any student with a disability who desires accommodation should contact the Office of Accessibility to initiate the necessary protocol. The Professor Notification Form, obtained through the Office of Accessibility, is required to initiate accommodations in courses. The office may be reached by phone at 803323-3290 or via e-mail at acesibility@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 she or he has been subject to harassment by an employee should immediately contact either the Dean of Students in 212 Dinkins (ext. 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. 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.

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.

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.

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.

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. Phi Alpha has released updated Eligibility Criteria. Beginning in Fall 2019, 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.

3. Phi Alpha is no longer using a pre-determined GPA for membership qualification. Phi Alpha now 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>Competency 1: Demonstrate Ethical and Professional Behavior</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"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior
<p>Competency 2: Engage Diversity and Difference in Practice</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"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</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"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</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"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.
<p>Competency 5: Engage in Policy Practice</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"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</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 relationshipbuilding and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</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"> • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</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"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</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"> • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 am 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.

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 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.)