



*Department
of Social Work*

BSW Student Handbook
2025 – 2026

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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 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 justice.

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 recognize 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. 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 / practicum education.

The application procedure for SCWK 443 and SCWK 463 takes place early in the ***semester prior to the anticipated practicum 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 practicum 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 practicum placement

in the following semester. The student then meets individually with the Director or Assistant Director of Practicum to discuss the student's strengths and weaknesses, anticipated learning experiences in field / practicum placement, and appropriate potential field placements. The student is required to interview and be interviewed by a

representative of the agency, usually the practicum 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 practicum placement before the end of the semester that precedes the practicum experience. More information on the practicum/field component of the program can be found in the *BSW Practicum 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
Shared Skills and Proficiencies	
Writing and Critical Thinking	
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
Oral Communication (met in major by required course SCWK 431)	0
Technology (may be met by another General Education requirement)	0–3
Intensive Writing (met in major by required course SCWK 330)	0
Constitution Requirement (may be met by another General Education requirement)	0–3
Physical Activity (choose from approved list)	1
<u>TOTAL</u>	11–17
Thinking Critically Across Disciplines	Semester Hours
Global Perspectives (choose from approved list)	3
Historical Perspectives (choose from approved list)	3
Social Science (partially met in major by required course SCWK 200) (2 designators) *	3
Humanities and Arts (choose from approved list) (2 designators)	6
Quantitative Skills and Natural Sciences	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>	
<u>TOTAL</u>	24–27
Requirements in the Major	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
<u>TOTAL</u>	45
World Language Requirement	3–8
General Electives	20–34
TOTAL	(120)
*Course could fulfill Social Sciences requirement **Course meets writing intensive requirements ***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 PRACTICUM EDUCATION

All students are required to complete practicum / field instruction courses. Practicum 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 / practicum 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. Practicum education is the signature pedagogy for social work. The intent of practicum 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 practicum—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the social work competencies.

Practicum 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. Practicum 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 practicum. The student is generally expected to be in his/her practicum placement Monday through Friday (agency operating hours), approximately 30-35 hours per week; supervised by an approved BSW/MSW Practicum Instructor at a University affiliated (contracted) field agency. **Students must complete a practicum education application before beginning their practicum placement. The application can be accessed at the [following link](#). [Social Work Practicum Application](#).** They must also sign the [following practicum disclosure form](#) [Social Work Practicum 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 practicum 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 OR	(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)
6 COURSES ABOVE 299*	(from the approved list)	(6)
1 ELECTIVE*	(from the approved list)	(3)

Total – 18 credit hours

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

ANTH 101 Into to Human Diversity	PLSC 321 Public Policy & Policy Analysis
ANTH 201 Intro to Cultural Anthropology	PLSC/WMST 555 Queer Theory
EDCO 210 Psychology of the Learner I	PSYC101 General Psychology
HLTH 434 Strategies for Teaching Health	PSYC 206 Developmental Psychology
HLTH 300 Personal & Community Health	PSYC 408 Cognitive Psychology
HLTH 501 Substance Abuse	PSYC 409 Principles of Learning
HLTH/WMST 507 Women's Health Issues	PSYC 411 Advanced Child Development
HLTH/WMST/HDFS 506 Human Sexuality Across the Lifespan	PSYC 510 Behavior Analysis & Behavior Change
HDFS 101 Into to Human Development & Family Studies	PSYC 512 The Exceptional Child
HDFS 350 Parenting Throughout the Lifespan	SPED 281 Intro to Special & Gifted Education
HDFS 500 Family Life Education	SOCL/WMST 305 Marriage & the Family
NUTR 221 Human Nutrition	SOCL 311 Class, Status, and Power
NUTR 421 Nutrition through the Life Span	SOCL 312 Sociology of Gender & Sexuality
NUTR 535 Intro to Medical Lactation	SOCL 340A CCE Internship Program
NUTR 536 Medical Lactation Therapy	SOCL 340C CCE Internship Program
PESH 203 Developmental Movement for Young Children	SOCL 350 Special Topics in Sociology
PLSC 512 Education Politics & Policy	WMST 300 Intro to Women's Studies
PLSC/WMST 316 LGBTQ Politics & Policy	

GERONTOLOGY MINOR

The Gerontology minor is open to all undergraduate students, including Social Work majors. It focuses on aging and life-span development and provides students with opportunities to gain knowledge and skills needed to address the needs of older adults and our world. There are two tracks of study – The Direct Service Level tract, which focuses on responding to the direct needs of older persons and The Administrative / Organization Level tract, which focuses on administration and policy.

Gerontology minors are required 6 hours from the following courses:

GRNT/SCWK 300	Introduction to Gerontology	OR	(3)
GRNT/PSYC/SOCL 504	Social and Individual Aspects of Aging		(3)
PSYCH 355	OR		(3)
GRNT/SOCL 304	Death & Grief as Social Processes		(3)

Six of the nine final credit hours may be chosen from the following two tracks. The final three hours are electives, and students may choose a class from either category.

Direct Service Level Tract

EXCS 511	Physical Activity for Special & Aging Population
GRNT / SCIE 301	Biology of Aging
GRNT 340ABC	Gerontology Internship
GRNT 550	Special Topics in Gerontology
HLTH 507	Women's Health Issues
NUTR 221	Human Nutrition
PSYC 213	Abnormal Psychology
SCWK 306	Working w/Multi-Cultural Populations
SCWK 521	Older Adults: Policies & Services

Administrative / Organization Level Tract

GRNT 473	Undergraduate Research in Gerontology
GRNT 550	Special Topics in Gerontology
HCMT 200	Introduction to Health Care Management
HLTH 500	Contemporary Health Problems
PSYC 515	Health Psychology and Behavioral Medicine
SCWK 531	Older Adults: Practice & Trends
SOCL 339	Sociology of Health and Illness

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 states 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.

STANDARDS FOR PROFESSIONAL & ETHICAL BEHAVIOR

Introduction

Winthrop University's Department of Social Work is committed to supporting students as they prepare to become professional social workers, at either the bachelor's or master's level. This document describes the standards and expectations for professional and ethical behavior that each social work student must satisfy in order to enroll in, progress through, and graduate from one of the social work programs at Winthrop University.

Socialization into the Profession

Social Work is a profession which is reliant upon practitioners to apply knowledge and skills that are rooted in a professional Code of Ethics and standards put forth by the National Association of Social Work. The profession's core values of service, social justice, dignity and worth of the individual, importance and centrality of human relationships, integrity, and competence mean that social workers are often tasked with providing services and support to the most vulnerable

and oppressed members of society. In doing this work, social workers are often faced with difficult, challenging, and potentially traumatizing dilemmas that must be processed in order to address the needs of the individuals, families, groups, organizations, and communities we serve. As part of one's socialization into the profession students may encounter content that is troubling or unsavory as it may reflect the nature of social work practice, both in the classroom and the practicum / field experience(s). The Department of Social Work at Winthrop University acknowledges that there may be issues presented in the classroom or the field experience which may cause discomfort or distress to some students. However, it is the responsibility of the student to utilize resources (Office of Accessibility, Office of Victims Assistance, Counseling Center, etc.) to mitigate the effects of the discomfort or trauma. Although reasonable accommodations will be made as required by law, the core content of the program cannot be changed, as to do so, would change the socialization and preparation necessary to become a competent social worker. The Department will work diligently to support our students, but acknowledges our responsibility to protect the vulnerable, and uphold the educational and gatekeeping responsibilities for the profession.

Purpose

The Department of Social Work is preparing students for careers as professional social workers and given the nature of professional social work practice to protect the clients and communities we serve, the department has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. All standards are evaluated based on student behavior including, but not limited to, interactions with faculty, staff, other students, practicum instructors, agency staff, interdisciplinary teams, clients, and other individuals involved in an academic program such as classes, programmatic meetings, and field placements.

To be admitted to, matriculate through, and graduate from an academic program of social work at Winthrop University, students must demonstrate that they understand and can meet these standards without fail and perform the specified essential functions with or without reasonable accommodations. Students who seek classroom accommodation for disabilities should contact the University's Office of Accessibility (OA) at 803-323-3290, or accessibility@winthrop.edu, 2 as soon as possible. The Office of Accessibility will determine a student's eligibility for and recommend appropriate accommodation and services. Students who seek practicum accommodations for disabilities should contact the Department of Social Work Practicum Director (generic contact added) as soon as possible. The Practicum Director will assist you in seeking accommodations with your practicum placement site, partnering with the Office as Accessibility for support and guidance. However, accommodations cannot be guaranteed if they would jeopardize the academic standards or integrity of the course. It is the student's responsibility to communicate their approved accommodations with all faculty.

Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Student Conduct Code. Students must be willing and able to meet the following requirements:

- Follow the policies, procedures, and operating standards of Winthrop University, Department of Social Work, and agency practicum settings
- Exemplify honesty and integrity of academic conduct in the classroom and practicum
- Ensure appearance, dress, and general demeanor are appropriate to the context
- Demonstrate responsible and accountable behavior
- Demonstrate behavior and decisions that reflect the essential values of social work (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence)
- Refrain from substance misuse or abuse that impacts academic or professional performance
- Maintain appropriate professional boundaries with fellow students, faculty, field / practicum instructors/task supervisors, staff, clients, and other professionals
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work
- Disclose any criminal conviction, plea of guilty, plea of no contest, plea of nolo contendere, Alford plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises
- Disclose any discipline imposed by a state licensing board or the equivalent

Respect for Diversity and Commitment to Social Justice

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness and ability to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, relationships, and perpetuate or counter oppression
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system
- Demonstrate knowledge of, and sensitivity to, diversity, oppression, and privilege
- Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice

Self-Awareness and Interpersonal Skills

Students must be willing and able to meet the following requirements:

- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice
- Take responsibility for their own actions and consider the impact of these actions on others
- Apply emotional self-regulation to manage the influence of personal biases and values
- Seek supervision and accept constructive feedback in a positive manner
- Demonstrate the ability to engage and build rapport to work effectively with fellow students, faculty, field / practicum instructors/task supervisors, staff, other providers, and clients
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship
- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions

Management and Regulation of Emotional and Mental Stability

In accordance with the National Association of Social Workers' (NASW) Code of Ethics (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Manage stress, personal problems, and the response to situations or stimuli that may interfere with performance of social work functions effectively through the use of appropriate coping mechanisms and self-care
- Proactively seek assistance from appropriate professionals for medical, interpersonal, mental, emotional or behavioral problems and challenges that may interfere with academic and professional performance
- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments
- Maintain respectful relationships with fellow students, faculty, field / practicum instructors/task supervisors, staff, other providers, and clients
- The ability to integrate into practice constructive criticism received in both didactic and field / practicum settings

Communication

Students must be willing and able to meet the following requirements:

- Demonstrate effective communication skills in oral presentations, written assignments, small group settings, field / practicum settings, and through electronic means, including the willingness and ability to listen objectively while attending class/field, completing assignments, participating in required extra-curricular activities, and other activities deemed essential by faculty
- Understand and manage nonverbal communication (including behavioral, emotional, and affective communication)
- Communicate responsibly and respectfully in all interactions with fellow students, faculty, field instructors/task supervisors, staff, other providers, clients, and all others they might come into contact within their student role
- In accordance with university admission requirements, students must demonstrate proficient English written and oral language skills
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution

Intellectual and Physical Ability

Students must use their sensory, motor, and cognitive skills and abilities to sufficiently meet the following requirements:

- Attend and participate in classes and field / practicum placements per the expectations outlined in the syllabi and in accordance with the field / practicum setting and the Council on Social Work Education Core Competencies of Social Work Practice
- Obtain transportation to attend field / practicum and classroom requirements
- Use technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases
- Collect, organize, critically analyze and interpret objective and subjective data for effective problem solving
- Demonstrate an ability to assess verbal and nonverbal communication, including affect, by interpreting facial expression and body positioning
- Demonstrate skills, or utilizes a system, to recall information, conduct inferential reasoning, apply knowledge, and evaluate predicted outcomes at appropriate levels while in the program
- Demonstrate the ability to meet university and program requirements to remain in good academic standing (i.e. minimum GPA requirements) – please refer to your student handbook for your program of study for more information regarding academic requirements

Note: Winthrop University Department of Social Work Professional & Ethical Behavior standards were created using examples provided from our collegial partners at The University of North Carolina at Chapel Hill, Virginia Commonwealth University, and Western Carolina University. Excessive tardiness or absenteeism.

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 differences 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 contact 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.

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 Center for Student Wellness at Joynes Hall. 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

Center for Career Development and Internships are available at 312 Bancroft Hall 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. 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 non-traditional 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 Practicum Excellence Award

This award represents exemplary achievement by a graduating student in BSW practicum education including excellence in the performance of practicum 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. 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
Competency 1: Demonstrate Ethical and Professional Behavior	Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice with individuals, families, groups, organizations and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers: • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social worker's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers: • advocate for human rights at the individual, family, group, organizational, and community system levels; and • engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti- Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power result in systemic oppression. Social workers: • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
Competency 4: Engage In Practice-Informed Research and Research- Informed Practice	Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers: • apply research findings to inform and improve practice, policy, and programs; and • identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice	Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers: • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers: • apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and • demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers: • engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and - incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: • select and use culturally responsive methods for evaluation of outcomes; and • critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
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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.

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 that 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.)