



Trinity

BSW Program Student Handbook

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School of Nursing and Health Professions

Dear BSW Social Work Student:

It is a pleasure to welcome you on behalf of the BSW Program faculty. We look forward to working with you while you are a student at Trinity Washington University.

Our social work curriculum is designed to enable you to acquire knowledge, skills and values essential for professional generalist and advanced generalist practice. It facilitates the integration of theory and practice in community settings, while sustained, critical self-reflection helps you to develop multicultural competency skills. This BSW program is currently in the process of becoming accredited by the Council on Social Work Education (CSWE).

Social work is a very demanding, challenging and rewarding profession, and we know that you will commit yourself to your studies as you prepare to enter the field.

Welcome, as you prepare to be a professional social worker and colleague.

Best regards,

Portia L. Cole, Ph.D., MSW

Program Director
colepo@trinitydc.edu

MISSION AND COMPETENCIES

It is the mission of the BSW to prepare trauma-informed generalist practice social workers committed to intellectual excellence, research, and civic engagement; and committed to the amelioration of social injustice and discrimination through anti-racist social work practice. The program seeks to provide students with a rigorous, nationally recognized, and accredited curriculum that promotes professional excellence, success, advancement, life-long learning and a commitment to the values of the social work profession. In particular, the Trinity Washington University BSW Program will advance the development of social workers who recognize trauma as a social determinant of health and prepare generalist social workers to support marginalized communities in establishing a pathway towards healing, thereby strengthening a range of ongoing initiatives aimed at health equity and social justice for all.

Our program aims to produce generalist practitioners who are committed to the amelioration of social injustice and discrimination and who are competent in work with at-risk populations. The program builds upon and validates students' lived experiences and helps students to use themselves and their unique backgrounds to question and articulate environmental issues. Students are also required to demonstrate social responsibility and a broad range of competencies required to render quality services at the beginning professional level.

The programmatic goals for the Trinity Washington University BSW will be drawn directly from the program's mission statement. BSW Program Goals may include preparing students to:

- recognize and value their responsibility to be accountable in social work practice in advocacy for clients and for social justice.
- conduct ethical research, apply critical thinking skills, and disseminate findings through effective written and oral communication.
- understand professional specialized trauma-informed social work practice with marginalized individuals, families, groups, organizations, and communities.
- apply social work practice skills, effective written and oral communication, and client advocacy through a trauma-informed lens.
- define trauma by drawing upon key assumptions outlined in Substance Abuse and Mental Health Services Administration (SAMHSA's) Concept of Trauma.
- compare and contrast the prevention and treatment of trauma at the primary, secondary, and tertiary public health prevention levels.

Program competencies specified by the Council on Social Work Education (2022) promote the ability of an BSW graduate to:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, and Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-Informed Practice
5. Engage in Policy Practice

6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student Information						
Student Name	Click here to enter text.					
PCID Number	Click here to enter text.					
Matriculation Sem. & Year	Click here to enter text.					
Advisor	Click here to enter text.					
Minor	YES <input type="checkbox"/> NO <input type="checkbox"/>					
Pre-Acceptance into BSW Program: Pre-BSW Prerequisite Requirements						
<ul style="list-style-type: none"> Pre-Social Work students enter through the College of Arts and Sciences where they complete their general education and social work prerequisite courses. Early in the final semester of general education and social work prerequisite courses, students submit a formal application to the Social Work Program. 						
Recommended course sequence for social work prerequisite courses and general education requirements						
Course Number	Course Name	Cr .	Pre/Co Requisite	Sem. & Year	Grade Earned	Min. Grade Required
Freshman Year, First Semester: ALL courses are required (16 credits)						
CRS	101	Critical Reading Seminar I	4			
PSYC	101	Introductory Psychology	3			C
HPNU	120	Medical Terminology	1			C
MATH	108	Finite Mathematics	4			C
BIOL	100	Introduction to Biology	4			C
Freshman Year, Second Semester: ALL courses are required (16 credits)						
CRS	102	Critical Reading Seminar II	3	This course is usually taken simultaneously with English 107.		
ENGL	107	College Composition	3	Pre: Passing CRS 101 with a grade of "C" or better.		
ENVS	100	Discovering Planet Earth	4			C
SOCY	100	Introduction to Sociology	3			C
		HIS/FNAR	3			
Sophomore Year, First Semester: ALL courses are required (16 credits)						
CHEM	113	Chemistry for the Health Sciences or CHEM 111 or any other lab science	4	Pre: MATH 108 for CHEM; check pre-reqs for other lab sciences (e.g., BIOL 121 or BIOL 130)		C
MATH	110	Introduction to Statistics	3	Pre: MATH 102, MATH 108, MATH 109 or higher-level mathematics course.		C
COM	150	Critical Reasoning and Oral Argumentation (or PHIL 150)	3			
		Choose a Foreign Language I	3			
		HIS/FNAR/LIT	3			
Sophomore Year, Second Semester: ALL courses are required (12 credits)						
PHIL	251	Bioethics	3			C

		Choose a Foreign Language II	3				
		HIS/FNAR/LIT	3				
		RST or POLS 244	3				

Bachelor of Social Work Courses

Post Acceptance into the BSW Program: Pre-BSW Requirements							
Formal acceptance into the BSW program requires the following at minimum:							
<ul style="list-style-type: none"> • Successful completion of ALL required prerequisite social work courses with a grade of "B-" or higher. • Overall GPA of at least 3.0 • A science GPA of at least 2.75 • No more than one failure in a science course • Pre-Social Work students should direct any questions about the process for formal acceptance into the Social Work program to their undergraduate advisor in the College of Arts and Sciences. 							
BSW students must earn a minimum of "C+" as a final course grade in all social work courses. A final grade below a C+ will require the student to repeat the course to successfully complete all requirements of the social work curriculum plan. A final grade below a "C+" may impact a student's academic progression in the social work program. Any grade involving a numerical fraction is NOT rounded up at the end of the semester in the final course grade.							
Recommended course sequence for social work prerequisite courses and general education requirements							
Course Number		Course Name	Cr .	Pre/Co Requisite	Sem. & Year	Grade Earned	Min. Grade Required
Junior Year, First Semester: ALL courses are required (15 credits)							
SOWK	211	Introduction to Social Work	3	Pre: Admission to the Social Work Program			C+
SOWK	210	Social Work Ethics	3	Pre: None			C+
SOWK	200	Social Work Policy	3	Pre: None			C+
SOWK	215	Human Behavior and the Social Environment I	3	Pre: None			C+
		Elective/Minor course	3				C+
Junior Year, Second Semester: ALL courses are required (15 credits)							
SOWK	315	Human Behavior and the Social Environment II	3	Pre: Human Behavior and the Social Environment I			C+
SOWK	301	Social Work Research Methods I	3	Pre: Introduction to Social Work			C+
SOWK	320	Social Work Practices with Organizations I	3	Pre: Introduction to Social Work			C+
		Elective/Minor course	3				C+
		Elective/Minor course	3				C+
Senior Year, First Semester: ALL courses are required (15 credits)							
SOWK	302	Social Work Research Methods II	3	Pre: Social Work Research Methods I			C+
SOWK	420	Social Work Practices with Organizations II	3	Pre: Social Work Practices with Organizations I			C+
SOWK	425	Social Work Generalist Practice with Individuals and Families	3	All social work courses up to and including courses in the 1 st semester senior year			C+
SOWK	490	Field Practicum I	3	All social work courses up to and including courses in the 1 st semester senior year			C+

SOWK	498	Senior Integrative Seminar I	3	All social work courses up to and including courses in the 1 st semester senior year			C+
Senior Year, Second Semester: ALL courses are required (15 credits)							
SOWK	430	Social Work with Groups	3	All social work courses up to and including courses in the 1 st semester senior year			C+
SOWK	491	Field Practicum II	3	All social work courses up to and including courses in the 1 st semester senior year			C+
SOWK	499	Senior Integrative Seminar II	3	All social work courses up to and including courses in the 1 st semester senior year			C+
		Elective/Minor course	3				C+
		Elective/Minor course	3				C+

FIELD EDUCATION OVERVIEW

The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Throughout the four years of the undergraduate social work program, students are learning in the classroom and applying their skills in volunteer experiences in the community, culminating in the two formal field practicum semesters during their senior year. Courses require the student to apply their volunteer/ practice experiences in specific assignments. For example, the ethics course will draw on student experiences in case studies, the research course will use student experiences to talk about the types of research projects that can be done in agencies, and the policy course will look at specific policy issues that arise in the various sites where students are working. By embedding practice experience within the courses, students will be able to see the ways that social workers apply each of the curriculum areas in their settings, and students will be able to examine their practice experiences from the lens of the social work courses. With the assistance of the professor and the supervisor, the student will be able to see how practice informs policy and research and how these in turn inform practice and contribute to best practices based on the evidence of research implemented in practice.

BSW field education provides a broad exposure to practice with an emphasis on developing those skills which are generalist and advanced generalist in nature. These include general interview and intervention skills grounded in social work ethics that can be utilized at almost every social work agency. Generalist practice skills are initially taught and rehearsed in the classroom setting, but are brought to a level of competence only when practiced in the field with supervisors, colleagues and clients. Trinity Washington University undergraduate social work students have the opportunity to observe and practice generalist skills in a variety of settings over their undergraduate years in their volunteer settings. These skills are tested for competency in the formal field practicum through the evaluation tool of the learning contract at both the midterm and semester final evaluation with the Director of Field Instruction (DFI) and field supervisor.

It is unusual for a paid work experience to be counted toward field experience; the decision to allow paid work experience to be used for field experience will be made by the DFI in consultation with the Department Chair.

Field experience should include experience in the area that the student thinks that he/ she is interested in for a professional career, for example, choosing to work with children, with the elderly, in a community organization. Field experience should be treated as professional job experience and students must dress and behave professionally. Field supervisors are people who

will be able to write job and graduate school references and will be part of a student's professional network.

Field Experience

Please consult the Field Manual.

PROGRAM POLICIES

Criteria for Admission into the BSW Program

- Admission to Trinity Washington University
- Formal declaration of an interest in social work and completion of an Undergraduate Social Work application in the spring semester of the sophomore year. Transfer students from a community college who have an associate degree in Pre-Social Work or Human Services may formally declare before their first semester at Trinity.
- Grade Point Average (GPA) 2.7 or better
- Completion of undergraduate social work course – Introduction to Social Work
- Completion of social science prerequisite course – Introduction to Sociology with a “C” or better.
- Completion of two English prerequisite courses: College Composition and College Composition with a “C” or better.
- Submission of applicant's personal statement responding to questions regarding motivation for becoming a social worker, strengths that applicant brings to professional social work practice, career goals, commitment to abide by values and ethics of the social work profession.

Life Experience Policy

Academic credit for life experience and previous work experience must not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas specific in the Curriculum Policy Statement. (See EPAS 3.2.5).

Advising

First year social work students are required to receive academic advising from the Trinity Center for Student Success. Each first-year student is assigned an academic advisor. Academic advisor is responsible for general management of academic requirements such as computing and tracking the student's core/basic hours, electives, and ensures any transfer credit is properly credited. Upon completion of the courses in the first year, students may be referred to the BSW Program Director who will assign students to social work faculty advisors for professional advisement. The BSW program provides professional advising to students in their sophomore year.

Professional advisement is an essential ingredient of personal, educational, and professional development. These services are provided to all students. Students are provided several formal and informal opportunities for assistance with assessing their aptitude and motivation for the profession of Social Work. These opportunities include:

- a. BSW Social Work application procedures
- b. Required junior and senior level courses in Social Work
- c. Evaluation and assessments from campus and agency instructors
- d. Regularly scheduled individual and group advisement conferences
- e. Meetings with faculty and guest lecturers from agencies and graduate programs
- f. Other career activities such as career fairs, career assessment, Handshake Employment Database.

The BSW Program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance that are consistent with university policies and procedures. BSW students may be terminated for academic difficulties or non-academic reasons such as professional value conflicts or personal and/or emotional issues.

University Student Code of Conduct Including Termination Policy

Trinity reserves the right to remove immediately from the campus any student who engages in any threatening conduct toward any person, who carries a weapon or who otherwise exhibits conduct that poses a danger to other persons. Trinity will call the police if necessary. Students who are expelled for violations of this policy will incur grades of "F" in their current courses and will not receive any refunds for tuition and fees paid.

1. Academic Dishonesty

The Policy Statement on Dishonesty is posted on the website and is incorporated by reference into this Code of Conduct. Students must know that any instances of cheating, plagiarism or other forms of academic dishonesty will incur specific penalties up to and including expulsion.

2. Harassment and Intimidation

Trinity's Harassment Policy and is posted on the website and is incorporated by reference into this Code of Conduct. Trinity will not tolerate abusive or harassing behavior, verbal or physical, which demeans, intimidates, threatens, coerces, or injures another person or persons. Actions, which are intended to interfere with a person in the conduct of his or her customary or usual affairs, are prohibited. Such actions include but are not limited to the sending of threatening letters or email, posting threatening letters explicitly or by inference directed to the person, use of threatening language directed at another, vandalism or misappropriation of a person's property, or vandalism of a person's residential room. **Hazing is a form of harassment specifically prohibited in any form for any reason.**

Offenses under this section may result in immediate suspension or expulsion.

3. Fighting

Fighting in any form is strictly prohibited. Students who engage in fighting on or off campus will incur serious penalties up to and including expulsion. This prohibition on fighting includes verbal as well as physical assault. Students are warned that all parties involved in any fights will

be disciplined regardless of who started the fight. Discipline may include dismissal from residence, suspension from school, and dismissal from Trinity.

4. Weapons, Explosives and Dangerous Materials

No person may bring weapons of any kind onto Trinity's campus, except in the routine discharge of law enforcement duties. No person may possess explosives or other dangerous materials except in supervised circumstances for legitimate professional purposes, e.g., for chemistry labs or for construction needs. Any student who necessarily comes into contact with chemicals or similar dangerous materials has a serious obligation to treat those materials with care and to refrain from taking any of the materials out of the supervised lab area. Removing chemicals from a laboratory or other designated area will result in serious penalties up to and including expulsion.

Violations of this section may result in immediate disciplinary action up to and including immediate removal from campus and dismissal from Trinity, and Trinity will call the police in any case in which a student is in possession of a weapon of any kind.

5. Endangering Personal Safety

Actions that threaten or endanger in any way the personal safety of others are subject to disciplinary action as well as possible arrest. Such actions include interfering with Public Safety Officers while they are acting in the performance of their duties on the University premises, intentionally ignoring citations issued by Public Safety, failure to comply with evacuation procedures, tampering with fire protection equipment, the inappropriate use of open flame devices or combustible materials. Discipline may include suspension and dismissal from Trinity.

6. Damage to Property

Willful or grossly negligent damage or destruction of the property of others, or of the university, including but not limited to the deliberate defacement of library materials, buildings, sidewalks, walls, trees, or landscaping is prohibited. Leaving the scene of an accident on Trinity's campus is part of this section. Any acts of theft and/or the unauthorized sale of property belonging to the University, a member of the University community or guest of the University are prohibited. Disciplinary actions may include suspension or expulsion, and Trinity may also call the police.

7. Fraud, Theft and Financial Responsibility

Theft, forgery, and the alteration, or use of university documents or instruments of identification with the intent to defraud, are grounds for disciplinary action.

Writing bad checks, stealing items from the bookstore, taking food from the cafeteria without paying for it, taking books from the library without checking them out properly, and similar acts intended to defraud Trinity, its vendors or other students will result in immediate and severe penalties.

Trinity students are also responsible to abide by the Policy on Student Financial Responsibilities, which is on the website, and incorporated by reference into this section. Any fraudulent behavior that attempts to circumvent this policy — for example, lying on financial aid forms, failing to

honor checks written to cover Trinity bills, failing to respond to directions to make payment arrangements — will result in disciplinary action up to and including dismissal, and possible prosecution if fraud is involved.

Similarly, as further defined in Trinity's Technology and Telecommunications Policy, any improper use of Trinity's telephones or technological systems for fraudulent or harassment purposes, or for commercial gain, may be grounds for serious disciplinary action.

In addition to taking disciplinary action up to and including dismissal, Trinity may refer cases of fraud and theft to law enforcement authorities for investigation and prosecution.

8. Alcohol and Drug Policy

Trinity complies with the federal Drug-Free Schools and Communities Act. Students should click on that link, read and understand the policy.

Alcohol is not permitted in any residence hall or student room. Students may not drink in lounges, their cars or in the parking lots or anywhere else on campus. Trinity does not serve alcohol at student functions, and no student organization may serve alcohol at any party or meeting on campus. Guests may not bring alcohol onto Trinity's campus and students are responsible to make sure that their guests abide by Trinity's policies.

Trinity abides by all laws concerning alcohol and drugs, and any violation of the law will also be construed as a violation of Trinity policy, and penalties will ensue at Trinity *in addition to* any penalties the person may incur through the legal system. Trinity reserves the right to call the police and refer any case regarding violations of alcohol or drug laws to law enforcement authorities, and students should know that Trinity *will* call the police immediately in any case involving the illegal use, sale or possession of drugs or alcohol, or related materials.

This policy also applies to student guests, and the student may be held liable for the actions of her guests while on Trinity's campus. Hence, a student guest who brings drugs or alcohol into a Trinity residence hall, party or other place on campus will also endanger the student's standing at Trinity.

The Drug Free Schools and Communities Act, along with the Drug Free Workplace Act, require that agencies receiving any form of financial assistance under any federal program after October 1, 1990 certify that they have adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Trinity has established the following policy.

The use, transfer, possession and/or sale of illegal drugs are against federal law and the laws of the District of Columbia. It is the administrative policy of Trinity that any student found to be in possession of illegal drugs, whether for personal use or for resale, will be subject to immediate dismissal and possible arrest. The possession for use, sale, distribution, or barter of any controlled substance, other than for whom the controlled substance was intended is prohibited. Similarly, any student's guest or other campus visitor guilty of acts involving illegal or illicit drugs will be subject to arrest and prosecution under District of Columbia laws.

Please also note that the use of illegal drugs may jeopardize a student's eligibility for certain types of financial aid.

Smoking

Smoking is BANNED from all locations, inside and outside, on Trinity's campus. For the sole purpose of ensuring student safety after hours, Trinity makes an exception for resident students who may smoke on the parking lots adjacent to Cuvilly and Kerby Halls. Violations of this policy will incur serious disciplinary penalties.

9. Excessive Noise, Disruption or Obstruction of University Activities

Excessive noise is not allowed. Study areas and those areas designated as quiet study areas (including the residence halls and Library) must maintain quiet. Any behavior that disrupts or obstructs teaching, research, administration, learning, disciplinary or other official proceedings, and/or any other normal university activity is prohibited.

10. Classroom Conduct

Trinity expects all students to arrive at class on time, to remain in the classroom for the entire period of the class, and to follow the legitimate instructions of the teacher. Faculty members may establish additional ground rules for the behavior of students during class, including limitations on eating during class, and penalties for missing class sessions.

Faculty establish the grading rules and work product expectations for courses in their syllabi. Students are responsible for fulfilling the expectations stated in course syllabi in a timely manner.

Cell phones may not be used in class. Other electronic devices (e.g., laptops, PDAs) may only be used with the permission of the instructor.

Students who speak to faculty members or other students during class periods in ways that are disrespectful and disruptive will be dismissed from the course without reimbursement, and in such cases the students may incur an "F" grade as well as additional penalties.

Students participating in online courses must also exhibit appropriate conduct in all aspects of the course, including respectful communications, academic honesty, and timeliness of participation and fulfillment of assignments.

Students may not bring children to class. See the Policy on Children on Campus.

11. Residence Life Policies

Resident students are expected to follow all rules and regulations governing Residence life listed in this Handbook and in the Housing Agreement.

12. Compliance with Other Policies

This code of conduct also incorporates by reference all other policies of the University that govern student conduct and responsibilities, including the Financial Responsibility Policy,

the Harassment Policy, the Technology and Telecommunications Policy, and similar statements. Students who violate Trinity's policies may incur penalties up to and including dismissal.

Our BSW program has established mechanisms to request a student performance review. A faculty member, advisor, field director, field instructor, the student him/herself, or the Director of the BSW Program can initiate request for a performance review. The performance review is conceptualized as a mechanism to address as early as possible any developing problems with a student's academic performance. If a student is placed on academic probation, BSW Program Director reviews progress of all probationary students with their advisors to decide if conditions are met. Student Affairs office informs students in writing of release from probation or dismissal. Students may file a grievance. Students have the right to due process appeal to the university. The Academic Standards Committee reviews grievances. The problems of students, which lead to a meeting with the Committee, include academic performance, field performance, or a combination of academic and field performance.

Grievance and Appeal Procedures

A student may appeal social work program decision for termination in accordance with the grievance procedures outlined in the University Student Handbook.

Grievance and appeal procedures are stated in the University Student Handbook. The University's "Rights of Redress" are stated therein, in addition, students are given the Social Work Program's Student Handbook after declaring social major. Students and/or field instructor may submit a written termination request from field placement. The Director of Field Education and Program Director will meet with all parties to discuss the request for termination. If request for termination is the result of an "F" grade for field placement, it is likely that the student will have to withdraw from other courses that are co-requisites with field and seminar course as the content, assignments and experiences are connected to the student's field experience. The student will not be allowed to enroll in social work courses for a minimum of one academic semester. If terminated from the program, readmission consideration will not commence if has been three years from the date of termination. If it is decided that students should withdraw, an application for readmission must be obtained from the Office of Admissions. If readmission application is approved, Admissions and BSW Program Director will determine which courses the student will be granted credit for and determine the courses that must be taken in light of the School's current curriculum.

Re-application and Re-admission to the Program

A student who has been terminated due to academic performance may re-apply after one semester away from the University. The Program Director will meet with the student and assess any new circumstances that need consideration. If the Program Director determines that new circumstances will create conditions for a successful outcome, the Dean, School of Nursing and Health Professions will also meet with the student to weigh in on the re-admission decision-making process. The student will receive notification of re-admission decision no more than 14 days after the initial request to re-apply to the BSW program.

ACADEMIC AND CLASSROOM POLICIES

The Social Work program seeks to instill academic, professional and personal integrity in all of their students. It is the expectation of the Social Work program that all students will conform to the guidelines, policies, requirements, and regulations set forth in the Trinity Washington University Student Handbook, University Catalog, website, and other official published guidelines and regulations as well as to all departmental policies. These policies are described below.

GPA: 2.7 or higher must be maintained after admission into social work program.

TEXTBOOKS - Students are required to have access to textbooks and must bring them to class.

CLASS ATTENDANCE POLICY – Students are permitted to have one (1) unexcused absence and two (2) excused absences with medical or other official documentation.

WRITING IN THE SOCIAL WORK PROGRAM

Written communication is an essential part of the social work profession, so there is a great deal of emphasis on writing skills throughout the social work program. Students who need to improve their writing skills are strongly encouraged to get personalized assistance from the Writing Center in Ellison.

These hints are intended to promote better writing.

1. Before you start to write your paper, carefully read the assignment or question so that what you write matches the assignment or question.
2. Know when your paper is due, and then set aside time to do the research and think about the topic before you have to start writing it. Plan to finish writing it at least a day before its due so that you can take the time to carefully edit and proofread it.
3. Be clear on the type of format that your professors want you to use. For example, what size margins, what font, what size type, what spacing (double or single). Do you need a cover page? Do you need to include a reference/ bibliography page and if so, what format are you expected to use? Do you need to use footnotes or cite your references in the text? How many pages are required? Do the page numbers need to be at the bottom or top of the page? Social work uses APA format and sites are available online to give information on how to use this format. There are also books written that give detailed information on the APA style.
4. Know what kind of research materials you are allowed to use in your paper. Most social work classes require that you use **peer reviewed journal articles**. Recent copies of journals are kept in the periodical room of the library; older copies are in the stacks. Many journal articles can be

found online. The library also has a collection of books, videos and DVDs that provide social work information.

5. Make an outline before you start to write so that you know the overall flow of the paper. If you get stuck writing one part of the paper, you can go on to another part and come back to it later.

6. There will be one librarian designated for social work. You may talk to him/her to get help locating relevant material for your assignments.

7. Always back up your work: you may back up your work on your school network account, on a CD or a thumb drive. DO NOT assume that nothing can happen to your work. Save it often as you work on it and then back it up.

8. Always print out the articles that you used online and keep them, so that when you write your reference page you have the full information for each entry. You will also have them available if your professor asks to see one or more of the articles.

9. If your professor allows it, bring a draft of the paper to his or her office and ask them to review it with you A FEW DAYS before it is due; asking for help the day before it is due is NOT the best timing. You are also encouraged to take your paper to the writing center to have the staff their review it for spelling, grammar, punctuation and structural problems.

10. After you write your paper, READ IT CAREFULLY and look for and then fix any spelling, grammar and punctuation errors.

11. Read your paper out loud, so that you can find incomplete sentences or sentences that are not clear, and then fix them. Ask someone else to read your paper and look for errors and for sentences that are awkward or not clear, and then fix them.

12. Plan time to print your paper so that you aren't stuck trying to print it when you should be in class turning it in. Have a back- up plan in case your printer or the library printer isn't working.

13. Keep a copy of the final paper on your computer, or email it to yourself. Once in a while, a professor misplaces a paper, and you may need to supply another one.

14. Assume that your professor will read your work carefully. If sections of it appear to have been plagiarized, the professor will check to see if you have copied directly from another source without giving credit to that author. Plagiarism may result in a grade of F or in earning no points for the assignment. If it appears that two or more students have copied work from each other, then each of the students is subject to receiving an F or no points for the assignment. More penalties may be given.

The Social Work Club

The Social Work Club is an Academic Club open to social work majors and minors and to other students who have an interest in expanding their understanding and knowledge base of the social work profession. The objectives of the Club are:

1. To encourage the professional growth of students through the development of leadership skills and attendance at workshops and conferences related to social work and social welfare issues;
2. To serve as a vehicle for social work majors to interact with each other outside of the classroom;
3. To plan and implement campus-wide activities in recognition of National Social Work Month each March and other community service activities throughout the year;
4. To expose and encourage student participation in community volunteer activities;
5. To better acquaint the University family and the community with the Social Work profession and its students.

The Club advisor is a member of the social work faculty and serves as a supportive guide in meeting club objectives.

BSW students are invited to be a part of the Club. Each spring the Club elects a President, Vice President, Secretary and Treasurer, and each class elects a class coordinator; the freshman class elects a Coordinator in the fall. The Officers and Coordinators meet with the Club Advisor (a member of the social work faculty) each month to plan the monthly meetings and coordinate long term planning. The coordinators are responsible for disseminating information and recruiting participants from their classmates. The President also serves as a member of the Advisory Board for the program.

National Association of Black Social Workers (Trinity Washington University NABSW)

The Trinity Washington University Chapter of the National Association of Black Social Workers is “committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research” (NABSW). This student group works in collaboration with the District of Columbia Washington Chapter of the ABSW to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression.

Appendices

NASW Code of Ethics

NABSW Code of Ethics

Required Courses for Social Work Majors

**Council on Social Work Education
2022 Educational Policy and Accreditation Standards**

National Association of Social Workers Code of Ethics

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. These principles set forth ideals to which all social workers should aspire.

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 respectful 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 wellbeing 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.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

- 1.01 Commitment to Clients
- 1.02 Self Determination
- 1.03 Informed Consent
- 1.04 Competence
- 1.05 Cultural Competence and Social Diversity
- 1.06 Conflicts of Interest
- 1.07 Privacy and Confidentiality
- 1.08 Access to Records
- 1.09 Sexual Relationships
- 1.10 Physical Contact
- 1.11 Sexual Harassment
- 1.12 Derogatory Language
- 1.13 Payment for Services
- 1.14 Clients Who Lack Decision Making Capacity
- 1.15 Interruption of Services
- 1.16 Termination of Services

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

- 2.01 Respect
- 2.02 Confidentiality
- 2.03 Interdisciplinary Collaboration
- 2.04 Disputes Involving Colleagues
- 2.05 Consultation
- 2.06 Referral for Services
- 2.07 Sexual Relationships
- 2.08 Sexual Harassment
- 2.09 Impairment of Colleagues
- 2.10 Incompetence of Colleagues
- 2.11 Unethical Conduct of Colleagues

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

- 3.01 Supervision and Consultation
- 3.02 Education and Training
- 3.03 Performance Evaluation
- 3.04 Client Records
- 3.05 Billing
- 3.06 Client Transfer
- 3.07 Administration
- 3.08 Continuing Education and Staff Development
- 3.09 Commitments to Employers
- 3.10 Labor Management Disputes

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

- 4.01 Competence
- 4.02 Discrimination
- 4.03 Private Conduct
- 4.04 Dishonesty, Fraud, and Deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging Credit

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

- 5.01 Integrity of the Profession
- 5.02 Evaluation and Research

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

- 6.01 Social Welfare

- 6.02 Public Participation
- 6.03 Public Emergencies
- 6.04 Social and Political Action

As revised by NASW in 1999

National Association of Black Social Workers Code of Ethics

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interest.

I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.

I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

Council on Social Work Education 2022 Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards (Council on Social Work Education, *Educational Policy and Accreditation Standards*, 2022)

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level.

Attached to this document is a full copy of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). **NOTE: The full copy will be embedded once this document is finalized.**