

UNIVERSITY OF THE DISTRICT OF COLUMBIA

SOCIAL WORK PROGRAM Student Handbook



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Welcome to the Social Work Program!

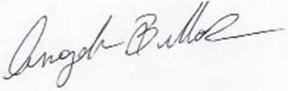
Welcome to the University of the District of Columbia Social Work Program. We are glad that you have chosen our Program to pursue your bachelor's degree in social work. You have chosen well. The UDC Social Work Program, an accredited program for forty -plus years, has produced generalist social work practitioners equipped to lead and serve upon graduation and/or pursue graduate studies in the DMV and beyond.

Social work is a dynamic field and the needs of individuals, families and communities have magnified over the years. Inequities in economics, education and health, racial and gender injustice, and environmental justice are a few of the major issues social workers are on the forefront of addressing. As you matriculate through the program, you will gain knowledge and skills that will equip you to work with complex issues impacting diverse populations across all levels of practice. You will also have opportunities to learn not only in the classroom, but also in real-world settings through interactive research projects, service activities and social justice initiatives.

The Social Work faculty are committed to your success as you pursue your goal of obtaining a BSW. We have high expectations for you and encourage you to bring your best. We promise to do the same.

We are excited that you are a part of our program and we look forward to working with you as you grow and develop into generalist social workers. Welcome to the Social Work program!

**Dr. Bullock
Program Director**

A handwritten signature in black ink, appearing to read "Angela Bullock", is written over a light gray rectangular background.



Special Acknowledgement: The Program wishes to acknowledge the retirement of Dr. Janet Burton. Dr. Burton dedicated 40+ years of continuous service to the University of the District of Columbia Social Work Program. Under her leadership and guidance, the social work program was created and developed into one of the leading producers of social work generalists in the District. Dr. Burton's love of social work permeates throughout the Social Work Program and we are committed to continuing her legacy.

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OVERVIEW OF THE SOCIAL WORK PROGRAM

History of the Social Work Program

The Social Work Program at the University of the District of Columbia grew out of an urban focused Program whose faculty held at least two strong and different views for the direction of that academic unit at the former Federal City College. A Human Services Department was established in 1968-69 as part of Federal City College. A year later that Department was renamed Urban Studies. To address the need to clarify the focus of the academic curriculum in two areas of demand, a Committee on Collegiate Accreditation recommended formation of two separate academic units in 1970-71. This recommendation was followed by establishment of the Social Welfare-Rehabilitation Department in 1971-72 with the primary mission of educating students for entry-level professional positions in social work and social welfare.

The two Departments were able to achieve their distinctly different academic foci with the support of the faculty members assigned to and representing the two different academic disciplines. The new department maintained its urban focus as students were prepared for employment in social welfare and social work service settings. The Program strengthened its social work focus with the articulation of a mission of preparation of the social work generalist and achieving initial undergraduate level accreditation by the Council of Social Work Education effective 1976. The Program has maintained professional social work accreditation status at the undergraduate level with the Council on Social Work through the most recent review in 2013.

Subsequent Program actions reflecting the emphasis on the social work generalist include a name change to Social Work and Social Welfare Department and finally to the Social Work Program. The Program originally offered a B.A. degree and currently awards the B.S.W. degree. The Program has continued to evolve thru challenge and change including strengthening of the curriculum and supportive administrative and extra curricula structures that address the current competency-based requirements of the Council on Social Work Education.

Mission Statement

The mission of the University of the District of Columbia baccalaureate social work program is to prepare professionally competent, and ethically principled social work generalists with skills to effectively collaborate with diverse client systems to address problems and issues in contemporary urban living. The social work program aims to empower its graduates to be self-reflective, critical thinkers who demonstrate professional integrity and possess the leadership skills to foster effective positive transformative change in professional and civic engagement in their communities. The Program aims to foster an environment that promotes the worth and dignity of persons and client systems, client self-determination, respect for diversity, and responsibility for one's own professional development as critical values.

Program Goals

The social work program' goals derived from its mission are, the program will:

2. 1. Provide a sound educational experience with knowledge, skills and values requisite for preparing competent, ethical social work generalists; Design and implement a strengths-based educational experience aimed at understanding and resolution of issues and problems in contemporary urban living with a focus on empowerment of diverse client(s) and client systems;
3. Utilize evidence-informed approaches and teaching methodologies to enhance student learning, encourage development of competencies, and foster appreciation of the need for continuing professional growth;
4. Provide a variety of experiences that support appreciation of diversity in humans and institutions; and diversity of choice in selection of career path options and/or graduate study;
5. Develop linkages with public and private agencies, groups, and organizations to assure ongoing exchange of information and ideas as feedback to the program;
6. Model professional function, foster development of social work research, and provide social work consultation, training and other services to professional and community groups or organizations.

Social Work Generalist Defined

Our definition of social work is informed by the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). The Social Work Program defines generalist social work practice as an integrated approach to the application of a wide range of knowledge, values and skills to engage and work with a variety of client systems at the micro, mezzo and macro levels using a variety of social work roles to address problems and issues facing people and their important systems (Kirst-Ashman et al, 2009). The aim is to prepare students to become culturally competent, ethically principled generalist social work practitioners equipped to critically analyze and creatively problem solve the complexity of issues/problems that impact micro, mezzo and macro client systems. The Program prepares competent social work generalists through a strong liberal arts foundation. The pre-professional content provides underpinnings for the social work major to effectively engage the professional curriculum. The professional foundation curriculum is implemented in the context of the Program's definition for generalist social work practice.

Program Competencies

Development and implementation of professional foundation content is guided by the core competencies for undergraduate social work education established by CSWE as the threshold for excellence in undergraduate education. The Program competencies and their associate practice behaviors represent the expected educational outcomes for students in achievement of Program mission and goals. The following table lists the Program competencies and associated practice behaviors.

COMPETENCY PRACTICE BEHAVIORS	PRACTICE BEHAVIORS
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage in Practice -informed Research and Research-informed Practice	<ul style="list-style-type: none"> • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery. <p>Competency</p>
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

	<ul style="list-style-type: none"> • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

Commitment to Diversity

The Program is committed to diversity, inclusion, and social justice. The Program seeks diversity in its faculty, field instructors, students, and community partners.

Diversity Statement

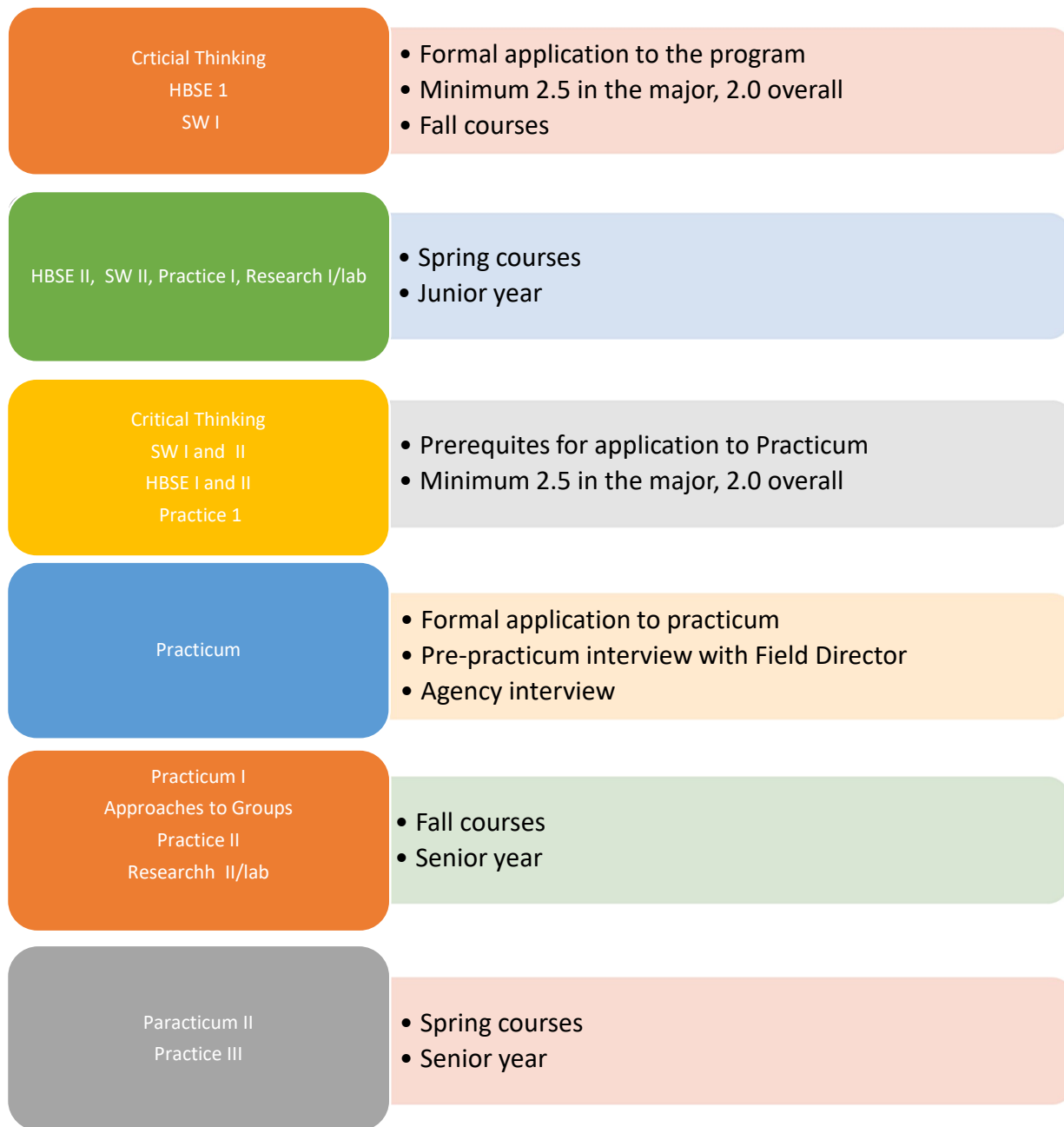
The UDC Social Work Program is committed to working across all sectors of its constituency to assure input into our understanding of the socio-cultural-economic-environmental and racial/ethnic dynamics of living in Washington, D.C. The Program respects the full breadth of diversity, difference, inclusion, and equity and draws on the richness of the surrounding region in its recruitment of students, curriculum development, and community partnerships. Global impacts on the community and its residents are also areas of focus. Issues of culture, power, privilege, discrimination, and marginalization are examined throughout the curriculum, with the region as the external classroom. The mission of the Program is accomplished thru several strategies, including collaborations with Social Work organizations, public and private human service organizations, deliberations with the Social Work Advisory Council, and thru workshops and trainings offered to the professional community. Faculty, diverse in experience, expertise, perspective, and research interests are engaged with our diverse student body, communities, and professional organizations.

CURRICULUM OVERVIEW

The Program is committed to promoting social justice, with a focus on issues impacting contemporary urban living. A central aim of the Program is to equip students to become generalist social work practitioners with the knowledge, skills, and experiences to identify, evaluate and address complex human and social conditions. Ethics and issues of oppression, power, privilege, and marginalization are embedded throughout the curriculum. Issues/problems faced by individuals, families, groups, organizations, and communities are viewed through a cultural, ecological, strengths-based and risk/resilience lens. Critical thinking and creative problem-solving skills are developed through innovative teaching strategies and interactive learning activities. The DC region is considered part of the external classroom.

Sequence of Core Courses

Courses are offered in a sequential manner and should be taken in order.



Professional Foundation Course Descriptions

SOWK 292 Introduction to Critical Thinking and Intensive Writing in Social Work Practice

This course is designed to provide a practical framework for the development of critical thinking and professional writing in social work education and practice. Students will be introduced to critical theory as it pertains to the development of critical thinking skills and its relationship to social work practice. Concepts and skills requisite to becoming an effective critical thinker are examined through critical analysis of various social issues, conditions, problems, and situations. Social issues are examined with a focus on contemporary urban living and social justice. A local and global context of social injustices and social problems are examined. The course takes the student on the journey of critically appraising what they think, how they know what they know, and strategies for increasing critical thinking skills. Effective oral and written communications are key components of critical thinking expressions in social work practice therefore considerable attention will be given to the integration of critical thinking and writing skills. This course meets the intensive writing requirements of the University.

SOWK 310 Social Welfare as a Social Institution I

This course provides an overview of the history, philosophy and development of the social work profession and social welfare as an American institution. Students are led to reflect on the social and political influences brought to bear on institutional development. The role and function of public and private human service agencies and the service delivery systems are also examined. The impact of ideology, attitudes and values including those related to social and economic justice are examined in the context of these evolving institutions along with the concepts of power, privilege, marginalization, and oppression.

SOWK 311 Social Welfare as a Social Institution II

This course prepares students to examine social welfare policy issues (such as poverty, homelessness, and mental illness) and to analyze and critique social welfare policy. The significance of social, economic and political factors that influence policy making and implementation are explored, and the content and process of social policy development is considered. Several theoretically based approaches to policy analysis are presented and strategies for achieving policy outcomes that reflect social and economic justice are explored. Attention is given to combating the causes and effects of institutionalized forms of oppression from a global perspective. Student projects are related to issue analysis, policy critique and advocacy in affecting social policy change in agencies, and local communities.

SOWK 320 Human Behavior and the Social Environment I

Human Behavior and Social Environment (HBSE) is a two- semester course that presents a multidimensional, ecological and systems perspective for understanding growth and development across the life span. Psychosocial theory, strengths, resilience, and empowerment perspectives are areas of concentration within the bio- psychosocial-spiritual context of each developmental stage. Theory, knowledge, and research to describe or explain development provides context for application to real life situations in contemporary urban living. Issues of diversity, discrimination, oppression, and social, economic, and environmental justice are explored at each stage of development. This first course, HBSE I, focuses on development from conception thru adolescence. Students systematically apply course content in assessment of the dynamics of their own personal developmental experiences to evaluate the impact of personal values and ethical considerations.

SOWK 321 Human Behavior and the Social Environment II

This two-semester course-sequence HBSE I and HBSE II examine the major social science theories that inform the social work profession understands of human behavior in social systems. This course focuses on the development of the individual from conception through middle childhood and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on human development. Within the bio-psychosocial-spiritual context of the person, each stage of development is examined from the psychosocial theory and other selected theoretical perspectives, including but not limited to cognitive behavioral, empowerment and strengths-based perspectives. The course, in addition, examines various environmental factors at the micro, mezzo, and macro levels that influence and shape the physiological, psychological, and social aspects of human development and behavior, and how the individual affects these systems. Social systems are examined across the course-sequence looking at individuals within both traditional and alternative perspectives, urban organizations, neighborhoods, families, groups, and communities. Specific emphasis is given to the importance of recognizing and understanding how discrimination and oppression impact human development and behavior among contemporary urban living. This course continues content from SOWK 320 Human Behavior and the Social Environment I, focusing on studying the development of the individual from early adolescence through late adulthood and the impact of various aspects of the social environment on human development.

SOWK 332 Social Work Practice I

This course is the first of four foundation practice courses. It provides an overview of generalist social work values, philosophy, practice, methods, and roles. It focuses on empowering client systems using a strengths-based perspective by providing the foundation for generalist practice with individuals, families, and small groups with emphasis on those in contemporary urban living. Emphasis is placed upon a problem-solving model that stresses an empowering process and includes problem identification and assessment, goal setting and planning, implementation, evaluation, and termination. Theoretical frameworks are introduced and examined within the context of critical thinking and applicability to diverse populations. The ecological systems perspective is also presented as the overarching approach and is integrated with systems theory, human development, and human diversity perspectives. It incorporates a value-centered approach with emphasis on respect for the individual, client self-determination and promotion of social justice in addition to ethical considerations in practice

SOWK 332 Social Work Practice II

Practice II builds on the generalist frameworks and theoretical perspectives explored in Practice I with a focus on the interactional process and core skills utilized in the course of the helping relationship. Strengths and empowerment approaches are applied to the engagement, assessment, and intervention processes with individuals and families in contemporary urban environments. Attention is given to practice issues and situations with diverse populations and the use of values and ethics as a guide to professional social work practice.

SOWK 333 Social Work Practice III

Practice III focuses upon macro practice and builds upon the social work values, knowledge, and skills learned in Practice I and II and Approaches to Group Work. Major attention is focused on frameworks and skills useful in decision-making and action related to the macro change process with communities and organizations specifically within diverse urban communities.

SOWK 334 Approaches to Group Work

This practice course focuses on the use of groups in generalist social work practice. Areas such as mutual aid, empowerment, social and economic justice, and group work practice with diverse and at risk populations are examined. Through experiential learning, critical thinking skills are emphasized throughout the course via decisions surrounding the appropriate use of groups as a method of intervention, the assessment of membership and the evaluation and research of group work practices. The roles of social workers within groups, the functions of the group, issues around ethical group work practice are also addressed.

SOWK 340 Research in Social Welfare I

This is the first of two sequential courses which acquaint students with the scientific method in research with emphasis on its utility for the roles of the generalist social work practitioner. The course emphasizes the way in which knowledge is developed for the profession, how research is designed and implemented and the use of research to inform an evidence-based approach to practice. Students are introduced to problem formulation including generating research questions, hypotheses, research design, qualitative and quantitative measurement, and measurement instruments. Students are introduced to the use of SPSS for analysis of basic descriptive statistics and steps in developing a research proposal.

Research in Social Welfare II

Research in Social Welfare II prepares student to write a research proposal related to a problem of practice or service delivery relevant to generalist social work practice. The course elaborates content on qualitative and quantitative measurement, measurement instruments, sampling, and designs for program evaluation and practice. The course includes development of skills for data analysis using SPSS as an integral component of quantifying data for a research proposal or report. The importance of the practitioner's responsibility to consume research for practice is emphasized.

Research in Social Welfare – Statistics Lab I

This one-unit lab course provides an introduction to data analysis and interpretation. It includes an orientation to value issues that relate to the use of statistical procedures and data presentation in practice settings, including understanding decisions in data selection, analysis, and presentation. It focuses on building knowledge base of data handling, elementary descriptive and inferential statistics, computer use in analysis, and interpretation. It provides an opportunity for students to develop skills in data analysis, computer use, and data interpretation using the Statistical Software for the Social Sciences (SPSS). Statistics Lab I is taken simultaneously with Research in Social Welfare I.

SOWK 343 Research in Social Welfare – Statistics Lab II

This is the second research statistics lab course in the sequence. This one-unit lab course reviews and builds upon the research statistics I course by focusing on the use of statistical procedures, including the understanding of data selection, analysis, and presentation. The course provides a hands-on experience in data management and descriptive and bivariate statistics, and interpretation and writing of statistical findings. The statistics lab II course is taken simultaneously with Research in Social Welfare II. Lab time is utilized to enter student's data and conduct appropriate analysis using the Statistical Software for the Social Sciences (SPSS).

SOWK 490 Practicum I

Social Work Practicum I is the first-half of a two-part course designed to provide students the opportunity to integrate and apply knowledge, skills, values and ethics learned in pre-foundation and social work foundation courses to experiential agency-based learning. The combination of seminar and field instruction enables students to demonstrate social work practice skills, knowledge, and values, and engage in social work practice roles that are aimed at delivering critically reasoned, strengths-based and empowering services to diverse individuals, groups, families, organizations, and communities in urban environments. Students are placed in various agencies and organizations to learn through on-site social work supervised instruction and participation. Students complete a minimum of 200 hours in an agency/organization and remain in the placement throughout the semester.

SOWK 491 Practicum II

Social Work Practicum II is the second half of a two-part course designed to provide students the opportunity to integrate and apply knowledge, skills, values and ethics learned in pre-foundation and social work foundation courses, to experiential agency-based learning. The combination of seminar and field instruction enables students to demonstrate social work practice skills, knowledge, and values, and engage in social work practice roles that are aimed at delivering critically reasoned, strengths-based and empowering services to diverse individuals, groups, families, organizations, and communities in urban environments. Students are placed in various agencies and organizations to learn through on-site social work supervised instruction and participation. Students complete a minimum of 200 hours in an agency/organization and remain in the placement throughout the semester.

Required Practice Electives (Select two courses)

SOWK 265 Introduction to Substance Use Disorders and the Role of the Professional Practitioner (3)

This course introduces students to substance use disorders (SUD) and the role of the professional practitioner in prevention and treatment. Substance use is viewed through a bio-socio-cultural-political context. Attention is given to the opioid crisis and local impact. Students will be exposed to a variety of learning modalities (e.g., project-based learning, case studies and group activities).

SOWK 274 Introduction to Aging

This course is designed to introduce students to the field of aging and to the issues of aging and older adults. Basic terminology, theories, definitions used in gerontology and different perspectives on scientific and social issues in aging are examined. Students will gain an understanding of the physical, psychological, social, and environmental forces that may influence older individuals. Students will examine how the United States and other countries will be challenged by “aging societies” and the effects of this change—positive and negative—for individuals, families, employers, community service providers, and public policy.

SOWK 275 Ecology of Health, Illness and Aging

Considers the physical and psychosocial aspects impacting on the health of the aged individual. Epidemiology of disease patterns, norms of mental and physical health, morbidity, mortality and chronic illness rates, and common pathologies and impairment associated with aging will be presented. Social and economic implications in future health care for the elderly will be explored.

SOWK 292 Working with Black Families in Urban Communities

This course explores the challenges faced by black families from an historical and developmental perspective, and the strategies, strengths and capacities used to address those challenges. Students are prepared with the knowledge values and skills required for effective culturally competent practice with black families in contemporary urban communities. Emphasis is on use of appropriate theoretical models and perspectives including use of evidence-based approaches and sensitivity to each family's needs and interests. Consideration is given to the utility of key national and local public policy perspectives in addressing the needs and interests of black families.

SOWK 292 Contemporary Youth: Risk and Resiliency

This is one of four practice courses that students may choose to meet a three-credit social work practice elective requirement for the major. The course utilizes a risk and resiliency approach within a contemporary urban context to examine how youth interpret various events and relationships that they experience within their socio-ecological environments. The course focuses in three primary areas; 1) biopsychosocial-spiritual development of adolescents and emerging adults in urban communities, 2) protective and risk factors associated with urban adolescents and emerging adults and 3) prevention and intervention models utilized to address positive adolescent development. In addition, various environmental factors at the micro, mezzo, and macro levels that influence and shape the physiological, psychological, and social aspects of human development and behavior are examined along with how the individual affects these systems. Social systems of development are examined looking at individuals within both traditional and alternative perspectives, urban organizations, neighborhoods, families, groups, and communities. Specific emphasis is given to the importance of recognizing and understanding how discrimination and oppression impact human development and behavior among youth in contemporary urban communities.

SOWK 292 Mental Health Issues in Social Work practice

This course presents an understanding of the historical and contextual factors that influence the prevalence and treatment of mental health problems in the African American community. The social, economic, and cultural factors that contribute to mental health challenges in the African American community are explored. Students examine the intersection between the intrapersonal (cognitive, individual factors), interpersonal (relationships), and environment and develop an understanding of practice skills that support a generalist framework of social work for working with individuals with mental health challenges.

Course content areas include person-in-environment perspective; effects of oppression; mental health issues that affect different sub-populations of the African American community; utilization of kinship care and importance of family in the African American community; disparities in care among African American women and the elderly; and an Afrocentric Perspective.

SOWK 292 Trauma and Its Impact

This social work elective course will introduce students to the psychology of trauma, its history, and current theories of trauma. The nature of trauma and its impact on individuals, families, groups, and communities will be examined through cognitive, neurobiological, and socio-cultural theoretical frameworks. Special emphasis will be placed on interpersonal trauma, child abuse, criminal victimization, witness violence, military/war

combat, community violence, natural disasters, and the range of posttraumatic reactions. Evidence-based interventions will also be reviewed.

SOWK 364 Concepts of Family and Child Welfare

Focuses on the knowledge and value base required for beginning social work practice in major family and child welfare settings. The historical and philosophical contexts of family and child welfare are explored. Major emphasis placed on knowledge about service delivery systems and upon the tasks and requisite skills of the social worker in the performance of the social worker's role. Analysis of the policy and practices of service systems in terms of effectiveness, particularly for Black families and children. Prereq.: 1173 321

SOWK 492 Dissecting the Social Work Licensure Exam

This course is designed to prepare students to take the ASWB bachelors level licensure exam. A thorough overview of the test content will be provided as well as an analysis of test taking strategies and tips useful for success on the exam. This class will also include a review of sample questions and small group exercises designed to help students apply theories and concepts they've learned over the course of the BSW program to exam vignettes that are based on realistic practice dilemmas.

REQUIREMENTS FOR A BACHELOR OF SOCIAL WORK DEGREE EFFECTIVE 2010-2011

The social work accrediting body requires that baccalaureate social work programs establish a formal policy and procedure for admission of students. Applicants to the University of the District of Columbia who declare an intent to become a social work major must first complete college-level general education courses, pre-professional liberal arts requirements and nine (9) semester hours of professional foundation coursework prior to applying for admission to the Social Work Program. The aim is for students to develop competency with regard to knowledge, skills and values content in the liberal arts as pre-condition and necessary preparation for successfully pursuing a professional course of study. General education content is completed in the freshman and sophomore years are listed below. It prepares students for professional social work courses in the junior and senior years.

General Education and Liberal Arts Foundation	Credit hours
IGED 110 Foundations of Writing in Arts & Humanities	3
IGED 111 Foundations of Writing in the Social and Natl. Sciences	3
IGED 210 Discovery of Exploratory Writing in the Arts and Sciences	3
IGED 120 Foundations in Quantitative Reasoning I	3
IGED 220 Foundations in Quantitative Reasoning II	3
IGED 330 Foundations in Oral Communications	3
IGED 250 Discovery of Effective Use of Technology	3
IGED 280 Service/Civics and Teamwork	3
IGED 391 Frontier Exploration Capstone	1.5
IGED 392 Frontier Exploration Capstone	1.5
Foreign Language (two sequential courses)	6
Total IGED Hours	33

Pre-Professional Foundation	Credit hours
PHIL 105 Introduction to Logic	3
URST 105 Introduction to Social Science	3
ANTH113 Introduction to Anthropology Substitute IGED 270 Discovery Diversity	3
POLI 205 Introduction to Political Science	3
Or	
POLI 206 Introduction to American Government	
BIOL 102 and 102 Biological Science I and II with the lab (4 credit hours with lab)	4 with lab
Or	
BIOL 111 and 112 Anatomy and Physiology I and II with the	
HIST 279 History of the District of Columbia	3
Or	
GEOG 105 World Cultural Geography (3)	
Total Pre-Professional Hours	23

Social Work Professional Foundation and Social Work Practice Electives	Credit Hours
SOWK 292 Intro. to Critical Thinking and Intensive Writing in Social Work Practice	3
SOWK 310, 311 Social Welfare as a Social Institution I & II	6
SOWK 320, 321 Human Behavior & Social Environment I & II	6
SOWK 332 Social Work Practice I	3
SOWK 333 Social Work Practice II	3
SOWK 334 Approaches to Group Work	3
SOWK 340, 341 Research in Social Welfare I & II	6
SOWK 342, 343 Research in Social Welfare: Statistical Lab I & II	2
SOWK 433 Social Work Practice III	3
SOWK 490, 491 Practicum I & II	10
Required Social Work Electives: choose from	6
SOWK 292 Working with Black families in Urban Communities	3
SOWK 265 Introduction to Substance Use Disorders and the Role of the Professional Practitioner	3
SOWK 274 Introduction to Aging	3
SOWK 275 Ecology of Health, Illness and Aging	3
SOWK 292 Mental Health Issues in Social Work Practice	3
SOWK 292 Contemporary Youth: Risk and Resiliency	3
SOWK 292 Trauma and Its Impact	3
SOWK 364 Concepts of Family and Child Welfare	3
SOWK 492 Dissecting the Social Work Licensure Exam	2
Total Social Work Hours	51

Students seeking the Baccalaureate degree in Social Work-must earn a minimum of 120 semester hours distributed in the following areas:

General Education Requirements	33
Pre -Professional foundation	23
Social Work Professional Foundation	51
TOTAL HOURS	120

Students need to carefully plan their academic study to schedule courses in the required sequence and to avoid duplication. Students are to meet with their assigned advisor at least once per academic semester for assistance

with educational planning. An individualized education plan will be developed upon initial meeting with faculty advisor and reviewed each advisory period.

The Senior Field Experience

During the senior year of study, students who fulfill Program requirements are placed in human service agencies where they have an opportunity to test out ability to apply and integrate classroom learning with the demands and assignments of the agency setting. Students are supervised by licensed social workers and are expected to demonstrate ability to successfully implement the Program's practice behaviors. Students attend an on campus integrating seminar twice weekly and commit to a minimum of 400 hours of internship experiences over two sequential semesters. Students remain in placement in the same agency during the entire academic year.

General Electives

To complete the minimum 120 credit hour requirement for graduation with the BSW, students must earn thirteen (13) credit hours of general electives from any non-required offerings in the University for which the student qualifies. In choosing electives, majors are encouraged to pursue courses that are relevant to their professional practice interest. Content in these courses afford an opportunity to examine ways in which beginning level practice knowledge and skills are utilized in particular fields of service such as family and child service systems, behavioral health, gerontology, and education.

Licensure Statement

The District of Columbia requires individuals working in social services with a BSW or MSW to be licensed. The Program offers a licensure prep course spring of senior year. This two-credit course is considered a social work practice elective. Students should consult with their faculty advisor prior to registering for the course to ensure they meet the university requirement of 120 hours for degree completion.

SOCIALWORK PROGRAM
CURRICULUM FOR THE BACHELOR OF SOCIAL WORK DEGREE BY SEMESTER
Effective Fall 2010-2011

<u>First Year</u>			<u>First Year</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
IGED-110	Foundation in Writing in the Arts and Humanities	3	IGED-111	Foundations in Writing in the Social and Natural Sciences	3
IGED-130	Foundation in Communication	3	IGED-220	Foundation in Quantitative Reasoning II	3
IGED-120	Foundation in Quantitative Reasoning I	3	POLI-205 - or - POLI-206	Introduction to Political Science - or - American Government	3
URST-105	Introduction to Social Science	3	GEOG-105 or	Cultural Geography	3
	General Elective	3	HIST-279	The History of D.C.	
			ANTH-113	Introduction to Anthropology Substitute IGED 270 Discovery Diversity	3
	TOTAL CREDITS	15		TOTAL CREDITS	15

<u>Second Year</u>			<u>Second Year</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
IGED-250	Discovery of Effective Technology	3	IGED-280	Service/Civics/Teamwork	3
IGED-210	Discovery of Expository Writing in the Arts and Science	3	PHIL-105	Introduction to Logic	3
	Foreign Language Part I	3		Foreign Language Part II	3
BIOL 101/103	Biological Science I Lecture and Lab or	4	BIOL 102/104	Biological Science II Lecture and Lab or	4
BIOL 111/113	Anatomy and Physics Lecture and Lab		BIOL 112/114	Anatomy and Physics Lecture and Lab	
	General Elective	3		General Elective	3
	TOTAL CREDITS	16		TOTAL CREDITS	16

<u>Third Year</u>			<u>Third Year</u>		
<u>Fall Semester</u>			<u>Spring Semester</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
IGED-391	Frontier Exploration & Capstone I	1.5	IGED-392	Frontier Exploration & Capstone II	1.5
SOWK-310	Social Welfare as a Social Institution I	3	SOWK-311	Social Welfare as a Social Institution II	3
SOWK-320	Human Behavior as a Social Environment I	3	SOWK-321	Human Behavior as a Social Environment II	3
SOWK-292	Introduction to Critical Thinking in Social Work	3	SOWK-332	Social Work Practice I	3
	Required Social Work Elective	3	SOWK-340	Research in Social Welfare I Lecture	3
	General Elective	3	SOWK-342	Research in Social Welfare II Lab	1
	TOTAL CREDITS	16.5		TOTAL CREDITS	14.5
<u>Fourth Year</u>			<u>Fourth Year</u>		
<u>Fall Semester</u>			<u>Spring Semester</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
SOWK-333	Social Work Practice II	3	SOWK-433	Social Work Practice III	3
SOWK-341	Research in Social Welfare II Lecture	3	SOWK-491	Practicum II	5
SOWK-343	Research in Social Welfare II Lab	1		Required Social Work Practice Elective	3
SOWK-490	Practicum I	5		General Elective	1
SOWK-334	Approaches to Group Work	3			
	TOTAL CREDITS	15		TOTAL CREDITS	12

POLICIES AND PROCEDURES

ADMISSION TO THE PROGRAM

Declaration of Intent to Major

Students formally indicate intent to major in social work by declaring the major with the Office of the Admissions or Registrar as soon as possible after making the career choice. Students must also contact the Social Work Program Director to receive an orientation and be assigned to an advisor who will guide him/her with respect to educational planning for social work. During the freshman and sophomore years, an advisor from the UDC Division of Student Development and Success works closely with students and collaborates with the social work faculty advisor to guide students thru successful completion of general education requirements.

Formal Program Application and Admission Process

Students must formally apply for admission to the Social Work Program as required by the standards of our accrediting body, the Council on Social Work Education (CSWE). The application is submitted during the first half of the junior year upon completion of required general education, pre-professional social work requirements, and SOWK-292 Introduction to Critical Thinking in Social Work, SOWK-310 Social Welfare as an Institution I and SOWK-320 Human Behavior and Social Environment I. In addition, the candidate must have earned 2.0 overall GPA and must obtain a 2.5 GPA in social work professional foundation courses.

Applications are reviewed by faculty in a two-tiered process. No one faculty member renders a decision. Decision letters are sent out the first week of the spring semester. Students may receive a decision of:

Accepted	Full acceptance into the Program.
Provisional	Conditional acceptance. Certain criteria must be met prior to full acceptance into the program. Examples include submission of a missing document, resubmission of the narrative or borderline GPA. Once the criteria have been met, students will receive an updated decision letter.
Denied	Student does not meet the criteria. A meeting with the student, admissions coordinator and/or faculty advisor will be scheduled to discuss next steps.
Postponed	Student has not met the criteria for applying to the program.

A commitment letter accompanies the approval letter and must be signed and returned upon receipt.

Application to Practicum

Students apply for practicum during the spring semester of their junior year. The Program admits only those students who have met the program's specified criteria for field education. The criteria for admittance to field education include:

- Satisfactory completion of specified general education, pre-professional foundation requirements, and Critical Thinking in Social Work, Social Welfare I and II, Human Behavior I and II, and Practice 1

- Officially declared Social Work as their major
- Officially admitted to the Social Work Program
- Minimum of 2.5 GPA in the major, overall GPA of 2.0

Note: A copy of the complete Application and Admissions requirements and forms are in the Appendix of this Manual.

Transfer Students

Students transferring from other educational institutions are required to have an official transcript of their course work at the former institution sent to the Admissions Office at the University of the District of Columbia. Upon acceptance of transfer credit by the Admission's Office, the student should request a review of those courses to determine if any of the credits count toward a selected major. The transferring student must schedule an appointment with a social work faculty advisor and provide adequate documentation (course syllabus, etc.) in order to have transferred courses assessed for their equivalency to UDC social work requirements. A minimum requirement for assessing equivalency is that the content for the professional foundation area must have been earned in a program accredited by the Council on Social Work Education.

Returning Students

A Social Work major who drops out of the University for two (2) continuous semesters, excluding summer, is required to fulfill the Program requirements which are in force during the semester he/she returns.

Advisement and Counseling

Program faculty work closely with Social Work majors toward the achievement of their educational goals. All students are assigned a faculty advisor upon indicating intent to major in social work. The advisor assists students with academic planning, broadening of awareness of social work as a professional career choice, and the standards and behaviors required for successful completion of the Program. Students should immediately seek social work faculty advisement in order to plan their total educational experience. Although each student is assigned a specific advisor, the resources of the entire Program are at the disposal of every major. Students are encouraged to take advantage of each faculty member's area of expertise and professional involvement.

In accordance with University policies, students must meet with advisors minimally one time per semester.

Grading

The Social Work Program requires students to maintain a minimum 2.5 grade point average (GPA) in professional foundation course work and a minimum overall grade point average of 2.0 for the BSW degree. Failure to maintain the 2.5 GPA will prevent students from moving forward in the program and require courses be repeated to improve their GPA. This "step back" will delay anticipated graduation dates and may impact financial assistance. In accordance with University policy, a course may be repeated once. In consultation with the advisor and/or program director, a plan will be developed to assist students in improving academic

performance, including an additional review of course mapping. A “C” or better must be earned in the Practicum courses. A “D” or below will require the student to repeat the course.

Letter Grades

The following letter grades are used in the Program. Instructors will provide grading procedures for each course. Quality points are associated with each grade.

Letter grade	Quality points
A	4
B	3
C	2
D	1
F	0

Grades of Incomplete

Grades of “I” are granted in accordance with University policy. See UDC student handbook <https://www.udc.edu/student-life/student-handbook/>. Criteria for granting an I.

An instructor, in consultation with the student, may record a grade of "I" (Incomplete) in rare instances when the student 1) has satisfactorily completed at least 60% of the required coursework; 2) has experienced verifiable unforeseen circumstances which preclude the student's completion of remaining class assignments prior to the end of the semester; and 3) is passing the course at the time the "I" grade is assigned. The instructor is required to submit a default letter grade along with the "I" grade.

A contract must be signed by the student and instructor at the time of agreement and submitted with a change of grade form. Grades of “I” must be removed by the next regular semester after the “I” was submitted (excluding summer). If the student fails to complete the required work, the default grade will be entered on the student’s record.

Academic Credit for Life Experience

The Social Work Program does not give academic credit for life experience and previous work experience in whole or in part, in lieu of the field practicum or of courses in the professional foundation. This requirement is mandated by the accrediting body for social work education, the Commission on Accreditation of the Council on Social Work Education.

Standards for Professional and Ethical Behavior

The Social Work Program prepares students to become ethical and professional social workers. Students are expected to bring their best selves to the learning environment. The learning environment is broader than the classroom, and includes field placement, community activities and other University events. Your interactions with peers, instructors, administrators, and others are microcosms of your interactions outside of the learning

environment. Learning and demonstrating ethical and professional behaviors now, prepares you to become successful professional social workers in practice.

Students accepted into the Social Work Program are expected to demonstrate ethical and professional behaviors throughout the tenure of their academic journey. While academic performance is critical to student success, so is attitude, communication skills, emotional stability, self-awareness, and the ability to self-correct.

Students should be willing and able to demonstrate the following requirements.

Ethics

The NASW Code of Ethics outlines responsibilities and behaviors expected of all social work practitioners. In preparation for professional practice, students are expected to adhere to the NASW Code of Ethics while earning their Social Work degree. Students are expected to become familiar with the NASW Code of Ethics. A copy of the Code can be found on the NASW website <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

- ✚ Demonstrate conduct that aligns with ethics of the profession as outlined in NASW Code of Ethics, as well as policies and professional standards

Integrity

- ✚ Practice honesty with self, peers, instructors, and supervisors
- ✚ Practice academic integrity (i.e., proper citation)
- ✚ Provide and accept constructive feedback from peers, instructors and supervisors
- ✚ Practice accountability for behaviors

Communication

- ✚ Demonstrate effective communication orally and in writing
- ✚ Listen attentively
- ✚ Challenge the argument and not attack the person (i.e., ad hominin attacks)
- ✚ Able to articulate thoughts clearly, concisely and respectfully
- ✚ Be aware of non-verbal communication and judgement in oral and written expression
- ✚ Adhere to college writing standards

Accountability

- ✚ Arrive on time for class and other events
- ✚ Complete assignments within designated timeframes
- ✚ Keep appointments and communicate appropriately if change occurs
- ✚ Seek assistance as needed

Cognitive Ability

- ✚ Demonstrate ability to integrate new knowledge and apply to practice
- ✚ Reflect on experiences to inform practice
- ✚ Demonstrate critical thinking, sound judgement and problem-solving abilities
- ✚ Distinguish and appraise multiple perspectives and sources of knowledge
- ✚ Use the technology required to engage in scholarship and effective practice

Electronic Communication and Social Media

- ✚ Demonstrate professionalism in electronic and web-based communications
- ✚ Use technology appropriately, ethically and responsibly; follow NASW guidelines on technology
- ✚ Adhere to the University social media policies
- ✚ Avoid disclosing personal information without consent, making derogatory or defamatory comments, cyberbullying and harassment

Emotional Regulation and Self Awareness

Effective social work practitioners must be able to demonstrate emotional and mental wellness requisite for the complex interactional process between practitioner/client systems and developing sound judgment and decision making in practice. Students in social work must be able to regulate emotions and maintain self-control. Self-awareness and reflective thinking are important to emotional and mental wellness. The inability to manage emotions and self-reflect may interfere with the student's ability to work effectively with client systems.

- ✚ Able to handle difficult and/or uncomfortable conversations and strong effect
- ✚ Maintain appropriate boundaries, including ethical self-disclosure
- ✚ Able to listen to the perspective of others without denigrating alternate perspectives/life experiences
- ✚ Demonstrates ability to interrogate own values, beliefs, attitudes and behaviors
- ✚ Practice non-judgmental stance
- ✚ Manage emotional responses without verbal or physical threats
- ✚ Demonstrate ability to work with others
- ✚ Manage stress through self-care and additional supports, as needed

Respect for Diversity

- ✚ Demonstrate a willingness to engage and work non-judgmentally across difference with others
- ✚ Demonstrate willingness to examine personal values, beliefs, and values regarding privilege, power, discrimination and oppression
- ✚ Demonstrate cultural humility when hearing varied life experiences

If you find you are having difficulties in any of the areas outlined below, please consult with your instructor or advisor.

Amended from UNC Chapel Hill School of Social Work Technical Standards Document

Academic and Professional Performance Review Process

The Social Work Program is committed to producing highly qualified social workers. As a part of this process, the Social Work faculty continuously assesses students' appropriateness to enter the profession as generalist practitioners. This assessment involves both academic and non-academic assessments of student progress.

Academic assessment is the evaluation of the degree to which a student is satisfactorily matriculating through the program as follows:

1. The student maintains a grade point average (GPA) of 2.5 or higher in the social work major
2. The student maintains a grade of 2.0 or higher in their field practicum
3. The student maintains an overall GPA of 2.0

Non- Academic assessment refers to the evaluation of student's professional performance and behavior in the classroom and or in field practicum/field placement. These behaviors include but are not limited to: class/field attendance and punctuality, demonstrated respect for classmates, field instructors, clients and faculty, appropriate use of conflict resolutions strategies, the ability to maintain professional boundaries, refraining from the involvement in illegal and or criminal activities to include substance use and abuse, compliance with the University policies and with the National Association of Social Workers (NASW) Code of Ethics.

The Program is committed to your success while also upholding the ethical and professional standards of the profession. A three- tier level process is used to assess academic and professional performance concerns. Challenges in or failure to meet the standards of professional conduct, ethics and personal integrity as outlined in the NASW Code of Ethics and University and Program standards may constitute a Level Two or Three Review, and could result in termination from the Program.

Review of students can include but are not limited to the following circumstances:

- ✚ The need to identify academic support
- ✚ If a student fails to meet or maintain academic requirements
- ✚ If a student exhibits behavior judged by faculty to be in violation of professional ethics and/or University and Program standards and policies
- ✚ If a student exhibits consistent pattern of unprofessional behavior in the classroom or in field placements
- ✚ To determine a plan for addressing academic or professional behavior concerns
- ✚ If a student has been terminated from field placement

The Three Levels of Review

There are three levels of review to address student academic performance and professional conduct issues. A student can be reviewed at any level, and consecutive level review is not required. Specifically, a student may have undergone a Level 1 review and then may be asked to engage in a Level 3 review without having engaged in Level 2 review.

Level 1

Student/Instructor Consultation

The purpose of the Level 1 review is to provide the student an opportunity to receive feedback from their instructor about areas of concern and suggestions for addressing the concerns. Examples of situations triggering a Level 1 review are attendance issues, a poor grade, missed assignments, inappropriate self-disclosures, lack of emotional control.

A Level 1 review involves a consultation between a faculty member and a student, typically at the request of the faculty member. When a faculty member has concerns about a student meeting any of the academic criteria, whether related to professional behavior or academic performance, that faculty member will:

- ✚ Discuss concerns directly with the student and seek to work with the student to resolve the difficulties
- ✚ Summarize plans and or recommendations in an email to the student

Level 2

Student/Advisor/Other faculty member as appropriate

A Level 2 review is comprised of the student, student's advisor and can also include an appropriate faculty member.

The purpose of a Level 2 review is to assist students in fully understanding and addressing the academic or professional conduct concerns that are negatively impacting their success in the program. Examples of issues that may lead to a Level 2 review are repeated attendance problems, poor grades, repeated interpersonal difficulties with peers/and or instructor, disregard for issues of diversity, and ethical violations.

A Level 2 meeting may be convened when concerns have not been resolved at Level 1 or when a pattern of not following academic or program standards, policies, or procedures is demonstrated by the student.

The student advisor or instructor will inform the student of the Level 2 review. The meeting will focus on raised concerns and development of an improvement plan to address or mitigate concerns. The improvement plan should include specific behaviors for modification and appropriate steps for addressing concerns. A written summary (if no further actions are necessary) or improvement plan will be forwarded to student and other relevant parties. The Program Director may be informed or consulted at any step of this process.

Level 3

A Level 3 is convened when problematic patterns persist or when complex issues have been identified. A Level 3 can also be requested when concerns at the Level 1 or 2 have not been resolved. A level 3 usually consists of the student, instructor/advisor and Program Director. The student, instructor or advisor may request a Level 3 in writing. The request should include a detailed description of presenting concerns, outcomes at Levels 1 or 2 and any current concerns. Supporting documentation should be included with request. Examples of issues that may lead to Level 3, include, ethical violations, threats to student peers/instructor, emotional distress exhibited in the classroom, community event or other University setting, or student disagreement with outcomes at Levels 1 or 2.

The Program Director will request a meeting with student and appropriate parties, as appropriate. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. If a student chooses not to attend, a finding can be made with the available information in the student's absence.

The Program Director will inform the student in writing of decisions or next steps, which can include:

- ✚ Continue in the Program with no conditions
- ✚ Provisional continuation in the Program
- ✚ Referral to appropriate assistance
- ✚ Counsel student to change majors
- ✚ Termination from the Program

Students will be notified of the decision within 15 business days of the review. If termination from the Program is determined, the Program Director will submit a formal letter of termination to the student and forward a copy to the Division Chair. If the student disagrees with the decision the student may follow the University's appeals procedures. (Please refer to the University handbook for a description of the appeals procedure).

Problems that Interfere with a Student's Ability to Perform Adequately

Students experiencing physical and mental health difficulties, psychosocial distress, legal problems, substance abuse, or other personal problems that interfere with their ability to perform in the classroom or in the field

should seek consultation with their faculty advisor. Students should take appropriate action to take care of themselves which may include, seeking professional help, adjustments in workload, or taking a temporary leave of absence from school. Students who do not take action to address issues or whose action does not result in improvement may result in a Level 3 review. A Level 3 would seek to compassionately assist the student in determining next steps.

Writing and Communication

Writing is critical to academic success and an essential part of social work practice. Students are expected to adhere to college-writing standards. If writing challenges present, students will be referred to the Academic Support Center. Students are encouraged to take advantage of the Center's resources. Building 38, A-level, 202-274-6899, <https://www.udc.edu/student-success-center>

The APA style is required for all social work courses. The student must use the style of the most current edition. The 7th is the most current edition.

Students are expected to demonstrate professionalism in written communication with faculty, field instructors, and other internal and external partners.

Email Etiquette

- Address by title unless instructed otherwise (i.e., Dr., Professor)
- Start with a salutation (i.e., Good morning, Hello, not Hey)
- Be clear, specific, and concise in your communication. Provide context and relevant information.
- Avoid over-sharing (i.e., "I had really bad diarrhea and that's why I couldn't come to class") "I'm under the weather" is sufficient.
- Avoid text speak, use of CAPS and overuse of emoticons
- Proofread before sending
- Closing is important too. (i.e., Best regards, Thank you, etc)
- If this is an initial communication, sign your full name.

Example of a poor email

Hey. I can't registr for my class. Get back 2 me at your earlier convenience.

Example of a good email

Good morning, Dr. Brilliant,

I am trying to register for XYZ course (CRN). I have made several attempts; however, I keep receiving an error message that says... To address the issue, I tried... but it didn't work. There are only two slots left and I need this course for graduation. Please advise.

Thank you,

Student Genius

N#

UDC Email

All students must use a UDC e-mail account. UDC email is the only e-mail for academic use and will be the address that instructors use to communicate with students from inside Blackboard.

Social Media

Students are expected to adhere to the University of District of Columbia (UDC) social media policy, located on the UDC website, [http://docs.udc.edu/misc/UDC Social Media Guidelines.pdf](http://docs.udc.edu/misc/UDC_Social_Media_Guidelines.pdf) and the National Association of Social Work (NASW) Code of Ethics.

As a reminder, content placed on the internet is public, permanent, and worldwide. What gets posted can last forever and be used against you. Use wisely.

Substance Use

The Program follows the University's policies on substance use, which can be found in the Student Handbook, [http://docs.udc.edu/student life/Student Handbook 2015 2017.pdf](http://docs.udc.edu/student_life/Student_Handbook_2015_2017.pdf), pgs. 64-67 and 95-102.

The unlawful possession use or distribution of illicit drugs and alcohol by students and employees on University Property or as part of any University Activity or University Event is strictly prohibited. (UDC Student Handbook, 2017, pg. 64)

Failure to comply may result in termination from placement, University disciplinary action and criminal prosecution. Please note that although Marijuana has been legalized in the District of Columbia, it is still a federal crime and subject to federal prosecution.

ACADEMIC INTEGRITY

Cheating/Plagiarism Statement

Students enrolling at the University of the District of Columbia assume the obligation to maintain standards of academic integrity. Violations of academic obligations include: unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts.

Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of source.

Students are subject to dismissal from a degree program for unethical practices and acts of academic dishonesty. It should also be stated that a plea of ignorance of the policy will not be accepted. The following actions are prescribed whenever a violation of academic integrity is noted:

- The Instructor will provide to the chairperson a written report with documentation of the academic offense.
- The chairperson will present the facts to the departmental Academic Affairs Committee.
- The departmental Academic Affairs Committee will review the report, meet with all parties concerned, and make a formal recommendation to the department chair for transmittal to the academic dean.

If it is determined that a student has violated the Academic Integrity Policy, the academic dean may suspend the student from the University.

UNIVERSITY NON-DISCRIMINATION STATEMENTS

Americans with Disabilities Act

The University is committed to providing equitable and integrated access to students with disabilities. If you are a student with a disability as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Accessibility Resource Center, building 39, room 102, 202-274-6417. Statements from the Office must be submitted to the faculty member when they enroll in the course.

Statement on Equality Opportunity

The University of the District of Columbia is an Equal Opportunity Affirmative Action institution. The University prohibits discrimination or harassment against any person on the basis of the actual or perceived actual race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity or expression, family responsibilities, matriculation, political affiliation, marital status, personal appearance, genetic information, familial status, source of income, status as a victim of an intra-family offense, place of residence or business, or status as a covered veteran, as provided for and to the extent required by District and Federal statutes and regulations. This policy covers all programs, services policies, and procedures of the University, including admission to educational programs and employment. The University emphasizes the recruitment of minorities, women, disabled individuals, disabled veterans, Vietnam era veterans, and other eligible veterans. For further information regarding this policy statement or to file a complaint of discrimination or harassment please contact:

Evola C. Bates, Acting EEO/Title IX Coordinator
Bldg. 39; Suite 301202.274.6320
evola.bates@udc.edu

Sexual Harassment and Racial Discrimination Policy Statement

It is the policy of the University of the District of Columbia that sexual harassment and Racial harassment in anyway of its students, staff and applicants for admission to the University are prohibited.

STUDENT DEVELOPMENT

Clubs and Organizations

Participation in organizational life and activities is an integral part of the student role in preparation for similar activities in professional life. Toward this end, the Social Work Program sponsors two student organizations. The Social Work Majors Association is a means by which students may further educational and professional development and strengthen their relationship with other students and faculty. The Association sponsors community service projects and provides information and resources to members. Participation presents an

opportunity for students to gain leadership experience in social work organizational life. Students become members automatically upon admission to the program. Elections are held for leadership roles and occur annually in the spring of each year.

Social Work majors may also be eligible to apply for membership in the UDC Chapter, Nu Kappa, of Phi Alpha, the National Social Work Honor Society. The Society encourages members to meet standards of academic and professional excellence. An induction ceremony is scheduled annually during the spring semester. Applicants must meet the minimum requirements set by the national organization. These include:

- Declared social work as a major
- Achieved sophomore status
- Completed 9 semester hours of required social work courses
- Achieved an overall grade point average of 3.0 (on a 4.0 scale)
- Achieved a 3.25 grade point average in required social work courses.

Professional Organizations/Associations

Social work majors are also encouraged to join other professional organizations, e.g., The National Association of Social Workers, the National Association of Black Social Workers, the National Association of Puerto Rican Hispanic Social Workers and the National Association of Christians in Social Work. Opportunities are available for student participation in professional conferences and symposia. Faculty advisors provide detailed information about participation in these and other organizations/activities.

APPENDICES

UNIVERSITY OF THE DISTRICT OF COLUMBIA
College of Arts and Sciences
Division of Education, Health and Social Work
4250 Connecticut Avenue, NW – 4th floor
Washington, D.C. 20008
(202) 274-5711

**APPLICATION FOR ADMISSION
TO THE
SOCIAL WORK PROGRAM
2020- 2022**

THE BACCALAUREATE SOCIAL WORK PROGRAM IS
ACCREDITED BY THE COUNCIL ON SOCIAL WORK EDUCATION

The University of the District of Columbia's programs, employment and educational opportunities are available to all people regardless of race, color, religion, sex, age, national origin, handicap, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, and source of income.

University of the District of Columbia
College of Arts and Sciences
Division of Education, Health and Social Work
SOCIAL WORK PROGRAM
4250 Connecticut Avenue, N.W.
Washington, D.C. 20008
Tel.# (202) 274-5711

Dear Applicant:

Attached is the information and forms you need to apply for admission to the Social Work Program at the University of the District of Columbia. We are pleased that you have selected social work as your career interest and know that you have chosen wisely. The US Department of Labor predicts a good employment outlook for social work careers in many professional practice areas. Moreover, our academic curriculum provides the full educational experience necessary to prepare you to become an ethically-based , competent social work professional who has the skill to work with individuals, families, groups, communities and organizations in contemporary urban environments.

You are now at a critical juncture in your undergraduate education. We hope that you have taken full advantage of the resources available at the University. As you prepare this application, social work faculty members are available to respond to any questions you may have. Please read the materials carefully making sure that you pay attention to the list of requirements and deadline for submission of the application. The application due date is **November 15th**.

Sincerely,

Angela Bullock, PhD
Director, Social Work Program
Enclosures:
Admission Policies and Procedures
Application for Admission
Guidelines for the Required Statement of Interest
Form for Review of Program of Study
Appeals Procedure

UNIVERSITY OF THE DISTRICT OF COLUMBIA
College of Arts and Sciences
Division of Education, Health and Social Work
SOCIAL WORK PROGRAM
Admissions Policies and Procedures

The undergraduate Social Work Program at the University of the District of Columbia is accredited by the Council on Social Work Education. Accreditation standards require that Social Work Programs have formal policies for the selection and admission of students to a program. The applications for admission are reviewed by social work faculty to assure that they meet the Programs standards requisite to becoming a competent and effective professional social work generalist.

At the time of application to the Program, each candidate is expected to demonstrate successful completion of specified general education requirements, pre-professional social work requirements in the liberal arts and selected professional foundation content. The first semester of professional foundation provides an opportunity for students to test out their interest and readiness to pursue an intensive social work curriculum. Admission requirements include an overall university-wide GPA of 2.0 and professional foundation GPA of 2.5.

REQUIREMENTS FOR ADMISSION TO THE SOCIAL WORK PROGRAM

Effective 2010-2011

Applicants must complete a minimum of forty-five (45) college-level semester hours of general education courses, and pre-professional liberal arts requirements and nine (9) semester hours of professional foundation coursework as described below:

General Education and Liberal Arts Foundation

Foundations of Writing in Arts & Humanities
Foundations of Writing in the Social and Natl.
Sciences
Discovery of Exploratory Writing in the Arts and Sciences
Foundations in Quantitative Reasoning I
Foundations in Quantitative Reasoning II
Foundations in Oral Communications
Discovery of Effective Use of Technology
Service/Civics and Teamwork
Frontier Exploration Capstone I
Frontier Exploration Capstone II

Pre-Foundation Courses

Introduction to Logic
Introduction to Social Science
Introduction to Anthropology
Introduction to Political Science
Or
Introduction to American Government
And
Biological Science I and II or
Anatomy and Physiology I and II

And ONE course from the list below:

GEOG 105 World Cultural Geography (3)
HIST 279 History of the District of Columbia (3)

Professional Social Work Courses

Prior to applying for formal admission to the Program the applicant must successfully complete professional foundation courses listed below:

SOWK 292 Critical Thinking and Intensive Writing in Social Work
SOWK 310 Social Welfare as a Social Institution I, and
SOWK 320 Human Behavior and Social Environment I

Potential candidates must submit the application in the fall semester following completion of specified requirements and must achieve and maintain an overall G.P.A of 2.5 in social work professional foundation courses.

Admissions Process

The applicant must submit a formal application including:

- The Social Work Program Application for Admission form,
- A Program Review Form that documents completion of general education and pre-professional requirements,
- A Statement of interest; and
- Two Letters of reference (educational, employment, church leaders, or other professional references only) on letterhead stationery that includes address and phone numbers.

Each applicant will be notified in writing regarding the decision of the admissions committee. If the applicant does not meet the requirements, a letter will be sent describing deficiencies and scheduling an interview. The applicant may be given an opportunity to remove deficiencies. Specific requirements for removing deficiencies will be specified and the student is responsible for providing documentation in a specified timeline. Appeals of admission decisions are to be initiated through the Departments Grievance and Appeals Process.

SOCIAL WORK PROGRAM APPLICATION FOR ADMISSION

DATE _____ ID No.: _____

NAME _____
Last First Middle

LOCAL ADDRESS: _____
_____ Zip Code _____

TELEPHONE: Home _____ Work _____ Cell _____

EMAIL ADDRESS: _____

PERMANENT ADDRESS: _____
_____ Zip Code _____

PERSONAL INFO: Gender _____ Age _____ Ethnic/racial group _____

Marital status _____

DATE OF ENTRY TO U.D.C: _____ Total Credits Earned to Date _____

STUDENT

STATUS: (circle one) Full time _____ Part time _____

Student classification Fr. _____ Soph. _____ Jr. _____ Sr. _____

LAST HIGH SCHOOL ATTENDED: _____
(name of institution)

Diploma _____ or GED _____ Date received _____

PREVIOUS COLLEGES/UNIVERSITIES ATTENDED:

Name of Institution _____

Dates Attended: _____ No. of Transfer Credits _____

Name of Institution _____

Dates Attended: _____ No. of Transfer Credits _____

UNIVERSITY OF THE DISTRICT OF COLUMBIA
College of Arts and Sciences
Division of Education, Health, and Social Work
SOCIAL WORK PROGRAM

STATEMENT OF INTEREST

Applications for admission must be accompanied by a Statement of Interest.

The interest statement should be a minimum of four type-written double-spaced pages with 12-inch font. The statement should give the admissions committee a comprehensive picture of you as an applicant for a professional program. Your responses should be well thought out and reflect college writing ability. Be specific in your responses and give examples to support your statements. Please place your name and address in the upper right-hand corner of each page. You are to **fully discuss** each of the items listed below:

1. Discuss the reasons which led to your choice of social work as a career.
2. Describe and explain how past experiences have encouraged or developed your interest in a social work career.
3. Describe the contribution you believe you can make to the social work profession.
4. Discuss one social problem or issue that is important to you and fully demonstrate how you would like to contribute to addressing the issue or problem.

Name _____ N # _____ Email _____

University of the District of Columbia
Social Work Program Requirements Effective 2010-2011
Faculty Review of Student Program of Study

<u>Course & Name</u>	<u>Cr.</u> <u>Hrs.</u>	<u>Grade</u>	<u>Sem./Yr.</u> <u>Taken</u>	<u>Course & Name</u>	<u>Cr.</u> <u>Hrs.</u>	<u>Grade</u>	<u>Sem./Yr.</u> <u>Taken</u>
IGED GENERAL EDUCATION REQUIREMENTS				PRE-REQUISITES TO PROFESSIONAL FOUNDATION			
Foud. Wrtg, Arts/Hum 110	<u>3</u>	_____	_____	URST 105 Intro to Soc Sci	<u>3</u>	_____	_____
Found. Wrtg, Soc/Ntr Science 111	<u>3</u>	_____	_____	PHIL 105 Intro to Logic	<u>3</u>	_____	_____
Disc. Expos.Wrtg. Arts/Scie. 210	<u>3</u>	_____	_____	ANTH II3 Intro to Anthropology	<u>3</u>	_____	_____
				Sub. IGED 270 Disc Diversity			
Found. Quan Reasoning I 120	<u>3</u>	_____	_____	POLI 205 Intro Poli Sci or	<u>3</u>	_____	_____
Found. Quan Reasoning II 220	<u>3</u>	_____	_____	POLI 206 American Government	<u>3</u>	_____	_____
Service/Civics/Teamwork 280	<u>3</u>	_____	_____	AND ONE FROM THE FOLLOWING			
Frontier Explor. & Cap I 391	<u>1.5</u>	_____	_____	HIST 279 or	<u>3</u>	_____	_____
Frontier Explor. & Cap II 392	<u>1.5</u>	_____	_____	GEO 105	<u>3</u>	_____	_____
Fd. Oral Communications 130	<u>3</u>	_____	_____	SOCIAL WORK PROFESSIONAL FOUNDATION			
Disc. Effective use of Tech. 250	<u>3</u>	_____	_____	SOWK 292 Crit Thinking & Wrtg	<u>3</u>	_____	_____
				SOWK 310 Soc Welf Inst I	<u>3</u>	_____	_____
PRE-REQUISITES TO PROFESSIONAL FOUNDATION				SOWK 311 Soc Welf Inst II	<u>3</u>	_____	_____
BOI or ANAT I (with Lab)	<u>4</u>	_____	_____	SOWK 320 Hum Behav I	<u>3</u>	_____	_____
101/103 or 111/113							
BOI or ANAT II(with Lab)	<u>4</u>	_____	_____	SOWK 32I Hum Behav II	<u>3</u>	_____	_____
102/104 or 112/114							
Foreign Language I	<u>3</u>	_____	_____	SOWK 332 Social Work Practice I	<u>3</u>	_____	_____
Foreign Language II	<u>3</u>	_____	_____	SOWK 333 Social Work Practice II	<u>3</u>	_____	_____
GENERAL ELECTIVES (13) CREDIT HOURS				SOWK 433 Social Work Practice III	<u>3</u>	_____	_____
_____	_____	_____	_____	SOWK 334 Appr Group Work	<u>3</u>	_____	_____
_____	_____	_____	_____	SOWK 340 Res Soc Wel I Lec	<u>3</u>	_____	_____
_____	_____	_____	_____	SOWK 341 Res Soc Wel II Lec	<u>3</u>	_____	_____
_____	_____	_____	_____	SOWK 342 Res Stat Lab I	<u>1</u>	_____	_____
_____	_____	_____	_____	SOWK 343 Res Stat Lab II	<u>1</u>	_____	_____
_____	_____	_____	_____	SOWK 490 Practicum I	<u>5</u>	_____	_____
_____	_____	_____	_____	SOWK 491 Practicum II	<u>5</u>	_____	_____
_____	_____	_____	_____	Social Work Prac. Elective	<u>3</u>	_____	_____
_____	_____	_____	_____	Social Work Prac. Elective	<u>3</u>	_____	_____

University of the District of Columbia

College of Arts and Science

Social Work Program Student Commitment Statement

I, _____, understand that Social Work is a professional program that prepares students for generalist social work practice. General education and pre-foundation courses provide knowledge and skills which contribute to the social work professional courses. Students are expected to have knowledge of and adhere to the National Association of Social Workers (NASW) Code of Ethics which outlines the behavior and responsibilities expected of professional social workers. Under the NASW Code of Ethics, students studying for their BSW degree are considered to be social work professionals and are subject to the NASW Code of Ethics. Social Work students are also expected to adhere to the Standards for Academic and Professional Conduct outlined in the Program and University's Student Handbooks.

The Social Work faculty and staff are here to support your success; however, students are expected to have a commitment to learning, academic integrity, and academic and professional development. It is expected that students will do their best and strive for excellence.

Every Social Work student is obligated to be familiar with and abide by these internal and external standards which govern our program, University, and profession.

By signing this agreement, I acknowledge I have read and agree to the above.

_____(Student Signature)

_____(Print Name)

_____(Date)

University of the District of Columbia
SOCIAL WORK PROGRAM

Improvement Plan

The Improvement Plan is intended to assist students in improving academic and/or behavioral performance. This form is used to document the agreement made in a Level 2 or 3 Review between the student, faculty advisor and/or program director when issues in academic and professional behaviors arise. A date for goal achievement should be identified.

Issues in Academic Performance	Goal	Plan	Date

Additional Comments:

Issues in Professional Behavior	Goal	Plan	Date

Attach relevant documentation, if available and appropriate.

Additional Comments:

Date of Agreement _____ Date of Next Review _____

Failure to follow through with the agreed upon Improvement Plan could result in a failing grade, referral for appropriate assistance, a change in majors and/or termination from the program.

Student

Date

Instructor/Advisor

Date

Program Director (if applicable)

Date

