



## **SOCIAL WORK PROGRAM**

College of Arts and Sciences

Department of Anthropology, Sociology, and Social Work  
Social Work Program Office - Keith Building, Room 224

# **STUDENT HANDBOOK**



The Social Work Program at Eastern Kentucky University is committed to creating an environment of understanding and respect for cultural, social, and human diversity. This commitment is borne out in curriculum content, admission criteria, program sponsored activities, hiring practices, field placement and community social action. **Therefore, the Program will not discriminate based on age, color, diversity, ethnicity, gender, national origin, race, religion, or sexual orientation.**

*The Social Work Baccalaureate Program is accredited by the Council on Social Work Education*

## **Welcome to the Eastern Kentucky University Social Work Program**

Your choice of a major is one of life's critical decisions, as it begins to define the path you will follow through your adult work life. Your decision to pursue a career in social work suggests that you have an interest in helping people resolve problems that interfere with achieving life goals and in improving communities. As a professional activity, social work is a life career that requires the mastery of an essential body of knowledge, the ability to apply a wide range of skills to helping people, and a commitment to directing one's activity in accord with the values of the profession as reflected in the Code of Ethics of the National Association of Social Workers:

"The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience (National Association of Social Workers, NASW, 2008)"

As a program of study leading to a professional degree, the social work major is shaped by national standards of professional accreditation that are designed to assure that the graduate of an accredited program is a fully qualified and competent practitioner (these standards and associated student competencies are included in this handbook).

This Student Handbook to the Social Work Program has been prepared to help you become familiar with the special features of the major and career path you have chosen. Familiarizing yourself with its contents is one of the first steps you'll make in achieving the goal of becoming an effective professional in the vocation we jointly share.

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## INTRODUCTION

One of the qualities of the ECU Social Work program that distinguishes it from many other majors is the fact that the curriculum, and consequently every class, is shaped by national standards of accreditation for social work education programs. The organization that is sanctioned to accredit social work programs is the Council on Social Work Education (CSWE). CSWE has established standards of accreditation for both baccalaureate degrees in social work (BSW as awarded upon successful completion of the ECU program) and the graduate degree in social work (MSW).

The baccalaureate degree in social work as earned from a CSWE accredited program is the nationally recognized first level of full social work professional education by the National Association of Social Work and in the social work licensing processes established by individual states. The social work program at Eastern has maintained full and continuous accreditation of its BSW program since 1977.

The model of social work education is designed to provide a broad *generalist* \* base at the baccalaureate level, allowing specialized focus at the master's level of education. A fuller statement on the characteristics of the generalist model of social work follows as a separate document for your information. The generalist perspective is a basic influence on each of the courses that compose the social work degree requirements at ECU.

A second fundamental influence on each of the courses, as well as the courses collectively, is the Educational Policy and Accreditation Standards (EPAS) issued by CSWE (2009). Every course you will take in the ECU program is designed to reflect the goals and requirements specified by the standards established in the EPAS. The broad intent of the EPAS is to insure that graduates of CSWE accredited programs are fully qualified to enter the profession as fully competent practitioners.

Since the Educational Policy and Accreditation Standards (EPAS) is the basic CSWE document that has guided the faculty in designing and revising the social work program it is included in the appendix. It is fair to say that there is no program requirement, rule, or policy; no course or course assignment; and no expectation of student performance that has not been connected to the EPAS of CSWE. It is truly a powerful influence on you and our expectations of you as a developing person seeking the goal of becoming a qualified and effective member of the social work profession.

\*See page 33 for Generalist Practice Definition.

\*See pages 36-38 for Educational Policy and Accreditation Standards (EPAS)

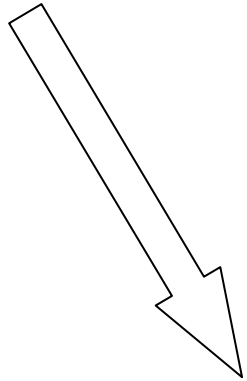
## CURRICULUM DESIGN AND ORGANIZATION

As a CSWE accredited program, E.K.U.'s social work program curriculum is based on the CSWE Curriculum Policy Statement, the mission of the University, and the particular social service needs of the East Central region of Kentucky.

The program's mission guides the development of program goals and objectives. Courses and course objectives are designed to meet the program objectives. Each course develops assignments and experiences that to some degree measure the achievement of course objectives.

Thus the design might look like this:

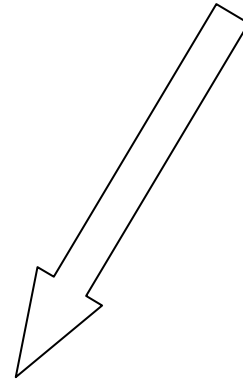
### CSWE Educational Policy and Accreditation Standards



### Eastern Kentucky University's Mission



### Regional Needs



## **MISSION STATEMENT**

The mission of the Social Work Program is to provide a student-centered collaborative and dynamic environment that prepares students for competent and ethical generalist bachelor level practice.

## **PROGRAM GOALS**

1. To provide a fluid curriculum grounded in a liberal arts perspective that appreciates the history of the profession and the needs of the region with different size systems in a variety of settings.
2. To integrate into the program the values of the social work profession and socialization into those values through self assessment and self awareness.
3. To integrate social work ethical principles throughout the program and curriculum.
4. To provide an environment that promotes critical understanding of oppression, populations-at-risk, economic and social justice.

## **PROGRAM OBJECTIVES**

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. To understand and analyze the impact of current social issues specific to the region and the larger society.

## YOUR SOCIAL WORK ADVISOR

Your social work advisor is knowledgeable about University programs, options, policies, and procedures, as well as the policies, rules and regulations particular to the social work major. In addition to working with students on course selection each semester, your social work advisor can assist you with a variety of related academic matters, including exploration of career and job opportunities in the profession; opportunities for off-campus learning through workshops and seminars; and graduate education.

Building a good working relationship with your advisor is an important step in your development of skills in working with people. Usually the advisor is the first person a student can turn to when there are academic or personal problems that interfere with the student's ability to benefit from their educational experiences. Your advisor may also serve as an advocate or mediator in situations where you feel blocked from making academic progress by the operation of the bureaucracy.

Your advisor will help you plan your program of study for each semester. The University establishes, each Fall and Spring semester, a four week advising period for the terms (semesters) that will follow in the academic year. Advisors in the program post at their office a schedule of available advising hours and students should see their advisors as early as possible during the advising period.

You must see your advisor every semester. This is to make sure you are on course with classes and up-to-date on program / policy changes. You will receive your RAC# at your advising session.

**Please do not wait until the last day to seek advising.** Normally once the University advising period has ended, advisors' availability for advising is more limited and difficult to schedule. Additionally, the number of course offerings often depend on student registration numbers. The dates of the advising period and registration information are posted on the EKU online "schedule of classes" ([www.eku.edu](http://www.eku.edu)).

## STUDENT RESPONSIBILITIES AND ADVISING

The advising process is a two way street. The student's advisor is a knowledgeable resource for the student's academic questions and career exploration options. It is the student's responsibility to be prepared for the advising sessions that are held each semester. Students are expected to become familiar with all regulations and procedures required in the program and by the University. Students should become familiar with the general academic section of the Undergraduate Catalogue, as well as the specific college/departmental program requirements.

Students in the Social Work program are encouraged to maintain a folder containing a record of their academic materials and progress. The student's personal folder might contain such items as the Undergraduate Catalogue under which they were admitted, the University Handbook for Students, this handbook, advising/curriculum plans- which is an outline of courses to be taken each semester, *Degree Works* Reports, transcripts of work taken at other institutions as appropriate, their letter of acceptance to the program, and other like materials.



## Student Milestones in the Progress to a Social Work Degree

- **Declaration of a Social Work Major:** A student may declare social work as their major upon acceptance to the University and at any point in their association with the University. The student is required to follow the requirements of the major specified in the University Undergraduate Catalogue in effect at the time they declare social work their major.
- **Application for Admission to the Social Work Program:** A student who enters the University as a freshman with a declared social work major normally has to complete the requirements established for application for admission to the social work program by the beginning of their second sophomore semester or first junior semester. The specific requirements for applying for admission to the social work program are contained in the appendix of this handbook. Students not admitted to the program are ineligible to enroll in SWK 350, SWK 390, and other advanced courses in the curriculum.

At the beginning of each Fall and Spring semesters an "Orientation to Admissions" meeting is announced. It is required for students who are eligible to apply for admission to the program to attend the orientation meeting and submit application materials in a timely fashion. Admission forms and materials will be available for handout to students at the meeting. The requirements and criteria for admission to the social work program are on page 17.

- **Degree Works Audit:** A student qualifies for a Degree Works Audit following the acquisition of seventy-five to ninety (75-90) credit hours with the University. The Audit reflects credits earned towards the BSW degree and those courses necessary for students to complete their degree requirements. It represents an important check on degree progress and is a tool for planning the student's graduation. The request for Degree Works audit is done with Kelli Fox in Roark 105.
- **Application for Admission to Field Practicum:** A student qualifies for application to the social work program's first field practicum (SWK 390) when they are enrolled in SWK 350 or the first or second semester of the junior year; and for the second practicum (SWK 490) at the beginning of the senior year. Since application processes for both SWK 390 and SWK 490 occur at the beginning of the semester prior to practicum enrollment, students need to be particularly aware of their responsibility to attend to the application process in a timely fashion. The process consists of: 1) mandatory attendance at the SWK 390 or 490 orientation meeting; 2) filling out and returning the appropriate forms to the Field Placement Coordinator by the specified deadlines; and 3) scheduling and attending the individual placement interview with the faculty. Missing the application for admission to a field practicum course may postpone application for a full semester and thereby delay anticipated graduation.

To enroll in SWK 390, "Field Experience in a Social Agency" (3 credit hours) a student must have a cumulative grade point average of 2.0 and have completed the following courses with a minimum grade of "C:" POL 101, SOC 131, SOC 232, SOC 400, PSY 200, SWK 210, SWK 225, SWK 310, SWK 350, and SWK 354. The student is in placement eight (8) hours a week, usually an eight-hour day, and is in a seminar for 1 1/2 hours per week on a separate day.

To enroll in SWK 490, "Social Work Practicum" (12 credit hours) a student must have a cumulative grade point average of 2.0 and have completed all other social work requirements with a minimum grade of "C." SWK 490 is a twelve-week block placement. For twelve weeks of the semester students will be in placements four days a week and on campus the fifth day for a two-hour seminar.

- **Application to Graduate:** Applications for graduation are requested and submitted at the College of Arts and Sciences office in Roark 105. As stated in the University Undergraduate Catalogue: *"Students completing requirements for graduation in December should apply before the end of the preceding April. May and August graduates should apply by the end of the preceding October."* In other words, apply the semester before you expect to graduate.

## SOCIAL WORK MAJOR REQUIREMENTS

SWK 210	Introduction to Social Work	3	
SWK 225	Human Behavior/Social Environment I	3	
SWK 310	Introduction to Social Welfare	3	
SWK 335	Human Behavior/Social Environment II	3	
SWK 350	Social Work Practice I	3	
SWK 354	Practice Skills Laboratory	3	
SWK 355	Social Work Practice II	3	
SWK 340	Research Methods	3	
SWK 360	Social Work Practice III	3	
SWK 390	Field Experience in a Social Agency	3	
SWK 410	Social Welfare Policy Practice	3	
SWK 490	Social Work Practicum	12	
SWK 440	Addictions or other SW Elective or	3	
SWK 455	Special Topics	3	
	<i>Total Major Requirements</i>	48	hours

## SUPPORTING COURSE REQUIREMENTS

POL 101	Introduction to American Government	3	
PSY 200	Introduction to Psychology	3	
SOC 131	Introductory Sociology	3	
SOC 232	Introductory Sociological Analysis	3	
SOC 400	Racial and Ethnic Relations	3	
	<i>Total Major Requirements</i>	15	hours

Please note: *If student is PCWCP accepted, SWK 358 and SWK 450 are also required.*

## GENERAL EDUCATION REQUIREMENTS

Refer to the EKU [Undergraduate Catalog](#) for details on all University requirements and for requirements for admission to upper division status (planned curriculum).

<u>Curriculum and Major Requirements</u>			
Major Requirements	.....	48	
Support Requirements	.....	15	
General Education	.....	42	
University Requirements	.....	1	
Free Electives	.....	<u>14</u>	
	<i>Total</i>	120	hours

## SOCIAL WORK COURSE DESCRIPTIONS

**SWK 210 Introduction to Social Work. (3) I, II.** Prerequisites or corequisites: SOC 131 and PSY 200. Introduces philosophy, values, ethics, and processes of the social work profession; emphasizes the bases of Generalist practice theory; areas of practice; social justice and the role of violence in society.

**SWK 225 Human Behavior/Social Environment I. (3) I, II.** Prerequisites or corequisites: SOC 131, PSY 200, SWK 210. Bio-psycho-social perspective of human behavior and social interactions based on systems theory. Explores traditional and alternative paradigms of developmental life cycle and family interactions. Emphasis on developmental diversity in a multicultural society.

**SWK 310 Introduction to Social Welfare. (3) I, II.** Prerequisites: POL 101, and SWK 210. History of social welfare, its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources, and its contribution to a violent environment.

**SWK 335 Human Behavior/ Social Environment II. (3) I, II.** Prerequisite: SWK 225. Application of systems theory to the functioning of various size collectives and their impact on behavior. The impact of social oppression and discrimination. Social structural interaction with individuals and collectives in cultural context, dual perspective.

**SWK 340 Social Work Research Methods (3) I, II.** The course teaches application of both qualitative and quantitative research methods within the context of social work practice.

**SWK 350 Social Work Practice I. (3) I, II.** Prerequisite: SWK 335; Corequisite: SWK 354. Prerequisite or Corequisite: SOC 232. Theoretical base for ethical social work practice from a Generalist Perspective. Focuses on the social work process: problem identification; data collection and synthesis; assessment; planning and intervention; termination; and evaluation; emphasis on individuals and small systems.

**SWK 354 Practice Skills Laboratory. (3) I, II.** Corequisite: SWK 350. Weekly two-hour skills laboratory. focuses on interactional activities and exercises that foster the development of interviewing, data collection, assessment, engagement, and contract negotiation competencies.

**SWK 355 Social Work Practice II. (3) I, II.** Prerequisites: SWK 350, SWK 354, and SOC 232. Theory and history of practice with families and groups; assessment; intervention; application of existing research; evaluative research. Emphasizes internal and external functioning of families and groups and potential ethical dilemmas in practice.

**SWK 358 Child Abuse and Neglect. (3) A.** Instructor approval. Knowledge base for identification, risk determination and psycho-social assessment of child abuse, neglect and dependency situations. Explores service delivery, role of the court, and the impact of cultural and institutional violence. Required course for PCWCP.

**SWK 360 Social Work Practice III. (3) I, II.** Prerequisite or co requisite: SWK 355. Application of social work process to assessment and intervention with networks, organizations, and communities. Emphasis on community based research; program development and evaluation; grantsmanship; strategies to advance social justice and address institutional and cultural violence.

**SWK 390 Field Experience in A Social Agency. (3) A.** Prerequisite: SWK 350. Eight hours per week in an agency, special community program, or project approved by Practicum Coordinator plus weekly 1 1/2 hour seminar. Applications of practice theory and process. Student must apply the previous semester. Social Work majors only.

**SWK 410 Social Welfare Policy Practice. (3) I, II.** Prerequisites: SWK 310. Dynamics of policy formulation at administrative, judicial, and legislative levels: policy analysis, formulation, modification, and evaluation; focus on policies that contribute to social injustices and policies that foster the creation, enhancement, or promotion of violence.

**SWK 440 Addictions. (3) I, II.** Prerequisites: Junior or Senior standing. Open to non-majors. This course will examine how to assess, intervene, and treat individuals, families, and groups with substance abuse and other addictions. The course will examine addictions from a strengths perspective.

**SWK 450 Child Abuse Interventions. (3) A.** Prerequisites: SWK 358 and SWK 350. Development of assessment, intervention, and prevention skills in child abuse and neglect. Focus is on public agency involvement.

**SWK 455 Selected Topics in Social Work. (1-3) A.** Prerequisite: instructor approval. Course content will be determined by student interest, instructor specialty, and new developments in the profession. May be retaken to a maximum of six hours provided subject matter differs each time.

**SWK 456 Children's Services. (3) A.** Prerequisite: instructor approval. Critical appraisal of societal values of priorities underlying services to children. Examines range of services and skills used in social work practice with children; understanding psycho-social needs of children.

**SWK 457 Services for the Elderly. (3) A.** Prerequisite: instructor approval. Examines societal values relating to the elderly; psycho-social needs of the elderly; community-based and institutional services; and dynamics of working with the elderly and their families.

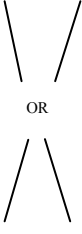
**SWK 458 AIDS and the Social Response. (2) A.** Cross listed as HEA 458. Prerequisites: SOC 131, PSY 200 and Junior standing; or instructor approval. Psycho-social aspects of HIV infection. Exploration of methods of responding to and serving people with HIV. Development of population specific prevention strategies. Credit will not be awarded to students who have credit for HEA 458.

**SWK 490 Social Work Practicum. (12) A.** Prerequisites: GPA of 2.0 and completion of all other major requirements with a minimum grade of "C." Supervised practice in a social agency approved by Practicum Coordinator. Four days a week for 12 weeks plus weekly on-campus seminar. Application must be made through Practicum Coordinator the semester preceding placement. Social work majors only.

**SWK 495 Directed Study. (1-3) A.** Prerequisite: student must have the independent study proposal form approved by faculty supervisor and departmental chair prior to enrollment. May be retaken to a maximum of six hours provided the subject matter differs each time.

## ADVISING AIDES

The following schedule is designed as an example of what is needed to get a Social Work degree in four years:

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>Semester 1</u></th> </tr> <tr> <th style="text-align: left;">CLASS</th> <th style="text-align: center;">HOURS</th> </tr> </thead> <tbody> <tr> <td>SWK 210</td> <td style="text-align: center;">3</td> </tr> <tr> <td>SOC 131</td> <td style="text-align: center;">3</td> </tr> <tr> <td>PSY 200</td> <td style="text-align: center;">3</td> </tr> <tr> <td>POL 101</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: right;"><b>Total Hours</b></td> <td></td> </tr> </tbody> </table>	<u>Semester 1</u>		CLASS	HOURS	SWK 210	3	SOC 131	3	PSY 200	3	POL 101	3	<b>Total Hours</b>			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>Semester 2</u></th> </tr> <tr> <th style="text-align: left;">CLASS</th> <th style="text-align: center;">HOURS</th> </tr> </thead> <tbody> <tr> <td>SWK 210</td> <td style="text-align: center;">3</td> </tr> <tr> <td>SOC 131</td> <td style="text-align: center;">3</td> </tr> <tr> <td>PSY 200</td> <td style="text-align: center;">3</td> </tr> <tr> <td>POL 101</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: right;"><b>Total Hours</b></td> <td></td> </tr> </tbody> </table>	<u>Semester 2</u>		CLASS	HOURS	SWK 210	3	SOC 131	3	PSY 200	3	POL 101	3	<b>Total Hours</b>	
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*Social Work classes are built on each other. Therefore, this is the order in which classes are generally taken.*

## **PROGRAM POLICIES RELATED TO TRANSFER OF CREDIT & PREREQUISITES**

The individual courses that compose the total social work program at ECU have been planned to progressively aid the student's development towards the goal of entering the social work profession as a fully qualified and competent practitioner of the profession. Since each course builds on preceding course content, prerequisites as established in the University Undergraduate Catalog are enforced. Occasional exceptions may be made to the prerequisites established, but will be granted only on an individual basis. The student who wishes to enroll in a course for which they have not met the prerequisite(s) should consult with their advisor and make application for exception on the appropriate form (see appendix for sample copy of Curriculum Exception Form).

With respect to social work courses transferred from other institutions, the social work program has established policies that are designed to assure that the ECU program graduate has fully met the standards of the faculty. The following policies have been adopted by the faculty in relationship to social work course transfer credit:

Social work courses that count toward degree requirements can only be accepted from CSWE accredited institutions. Courses transferred from CSWE accredited programs will have to be evaluated individually by the Director of the Social Work Program in collaboration with social work faculty and approved by the Department Chair. The student should not have to unnecessarily repeat course content already achieved at a CSWE accredited program. However, courses with the same or similar titles do not always match from one university to another. Students initiating transfer credit requests should anticipate providing full documentation of the transfer course(s) equivalency, including such material as the course catalog description, syllabus, assignments, tests if available, and the citation of the text used in the course. Transferred social work courses that are NOT accepted as part of the major required courses may be accepted by the University as elective hours as credit toward the baccalaureate degree.

The ECU Social Work Program has negotiated with some of the Kentucky Community and Technical Colleges to make transfer easier for students while assuring equivalency of course content. Students transferring in from these colleges may be able to receive credit for SWK 210 and SWK 310. These faculty-negotiated arrangements are a specific exception to the general rule of acceptance of transfer work.

The ECU SWK 210 "Introduction to Social Work" course may be accepted from another accredited institution, but students should be aware that even if transferred and accepted for ECU social work program credit, the course may lack the 25-hour volunteer experience required in the ECU course. In such case the student will be expected to complete and document an acceptable volunteer experience.

## **PROGRAM POLICY ON AWARDING ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE**

The Program will not award academic credit for life experience or previous work experience in lieu of any of the professional foundation courses in social work.

The Program recognizes the value of previous work experience and encourages all social work students to participate in worthwhile volunteer work. The Program also supports the student's efforts to find para-professional work during times when the student is not enrolled in the University as a full time student. All life experiences can be made beneficial and the Program believes social work education and social work practice can be enhanced when students assess their life experiences to find an effective use of self. The Program believes it is impossible to determine course or curriculum content equivalency based on either previous work experience or life experience.

The only exception to this policy is that a student with substantial social work related work experience may not have to complete the 25-hour volunteer experience in SWK 210, Introduction to Social Work. Such a student may petition the course instructor to complete an alternative assignment instead of the volunteer exercise.



## REGISTRATION PROCESS

The registration and advising period overlap during the last four to six weeks of the semester. The "Schedule of Classes Bulletin" located on the ECU website contains information on registration dates and procedures. Students are encouraged to register at the earliest possible time scheduled for them to avoid problems with filled and closed classes.

Following the student's appointment with their advisor, they are to register online using the "Colonel Compass". Please remember to request your RAC number at the time of your advising appointment. RAC numbers for each student are computer generated and change each semester, and are available only from your advisor. (PLEASE NOTE: RAC numbers are not provided by other sources, such as the Program Director, other social work faculty, or the secretarial staff).

If you find that you are denied entry to a program or departmental course that you need to make progress towards completion of the degree, you may explore the possibility of an "override" for the course with the Social Work Program Director.

The social work program will make efforts to accommodate student needs in terms of scheduling courses. The scheduling of courses, though, is a complex task involving a variety of constraints and considerations related to the effective use of University resources, the talents of the social work faculty, and the interrelationship of program courses and requirements. It becomes impossible to accommodate the needs of everyone. Students should not enter the social work program anticipating that they will be able to complete the degree requirements on a schedule of two or three days of campus attendance every semester.

## ADMISSION REQUIREMENTS

Any student who is accepted by EKU's Admissions Office and declares a major in Social Work is admitted to the University as a pre-social work student. However, admission to pre-social work does not guarantee admission to the professional Social Work Program.

Admission to the professional Social Work Program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political affiliation or sexual orientation.

Students admitted to the Social Work Program with a double major must declare Social Work their first major.

Applicants will be required to attend an admission orientation at the beginning of the semester they plan to apply. Announcements of this meeting will be posted outside the Program Director's office and Program Secretary's office within four weeks after classes begin.

### Criteria For Admission To The Professional Social Work Program

*Prior to application for admission to the Social Work Program students must have:*

- Earned 32 semester hours of college credit
- Completed all required developmental courses
- A minimum cumulative GPA of 2.50 on a four point scale.
- Completed the following courses (or their equivalent) with at least a "C" in each course:  
*SOC 131 Introductory Sociology; PSY 200 Psychology as a Social Science; POL 101 Introduction to American Government; SWK 210 Introduction to Social Work; ENG 101 English Composition I; and ENG 102 English Composition II.*

*\*For students who have earned more than 45 semester hours, the GPA may be computed on the last 45 semester hours (all hours attempted in the semester in which the 45 hours occur will be counted.) If required support courses and major courses are not included in the last 45 hours, the grades of those courses must also be included in calculating the GPA.*

*Admissions procedures on next page*

## **ADMISSIONS PROCEDURES**

All Students Applying to the program must:

- Complete an Application for Admission to the Social Work Program
- Supply two letters of reference supporting the student's application which provide information about character, maturity, stability, achievements, interactional skills and special qualities. These letters may come from professors, high school teachers, counselors, supervisors, professional social workers, and other professionals, but not from other students, relatives of the student, or ECU Social Work Faculty.
- Complete an admission paper. The applicant will be required to write a three- to four-page, double-spaced paper based on a topic selected by the faculty. The topic will be included in the application packet. The student must submit the completed paper along with their application. Note: Late papers will NOT be accepted.

Papers will be evaluated by the Social Work Faculty. Evaluations will be based on content and communication skills. Students must receive a minimum score on the paper to be admitted. Students with substantiated disabilities will be accommodated; they must submit written documentation of the disability at the time the application is submitted.

- Submit a signed statement indicating that they have read, understand, and will adhere to the Code of Ethics of the National Association of Social Workers.

Transfer students must:

- Verify that Social Work courses beyond the introductory course (SWK 210) were taken at a college or university which has a program that has been accredited by the Council on Social Work Education (accreditation must have been active at the time courses were taken). Students who have taken Introduction to Social Work at a different university must have completed 25 hours of volunteer service as required in the ECU SWK210 course.
- Students transferring credit to replace advanced practice courses (SWK 350, SWK 355, and SWK 360) or field practicum (SWK 390) must apply to the Social Work Program Director to establish equivalency. These appeals must be made prior to application for admission. No student will be able to transfer credit for SWK 490.
- Submit documentation (letters from supervisors, logs, journals, etc.) of having completed 25 hours of volunteer experience in a human service agency or program; or documentation (letters from supervisors) of para-professional work experience in a human service agency or program. Without this documentation the student will be required to take SWK 210, Introduction to Social Work.

Meeting the minimum requirements does not guarantee admission. Admissions may be limited to available space. In the event a student is not admitted, the student may reapply for the next semester by submitting a new application. Students are not allowed to apply to the program more than twice.

*Students will usually not be able to register for SWK 350 or any higher numbered Social Work course before successfully completing the admission process. The Program Exception procedure will be followed if needed. (See Social Work Program Curriculum Exception Request form enclosed with this packet)*

## EXCEPTION REQUESTS

### 1. Curriculum Exception Request:

Any Social Work student requesting an exception from any curriculum policy must complete a form which can be obtained from the Anthropology, Sociology and Social Work Department administrative assistant. Once completed, this form is delivered back to the Department Chair.

### 2. Admission Exceptions:

Admission appeals are requested through the Social Work Program Director. Students should use the form below and submit it to the Social Work Program Director.

**NAME:** \_\_\_\_\_ **EKU ID#:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_ **PHONE:** \_\_\_\_\_

**I request the following:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Justification:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Recommendations:

\_\_\_\_\_  
**Student** \_\_\_\_\_ **date** \_\_\_\_\_

\_\_\_\_\_  
**Advisor** \_\_\_\_\_ **date** \_\_\_\_\_ **approve** \_\_\_\_\_ **disapprove** \_\_\_\_\_

\_\_\_\_\_  
**Program Director** \_\_\_\_\_ **date** \_\_\_\_\_ **approve** \_\_\_\_\_ **disapprove** \_\_\_\_\_

cc: student  
advisor

## FIELD PLACEMENT INFORMATION

There are two field placement courses in the social work program: SWK 390, "Field Experience in a Social Agency" (3 credit hours), and SWK 490, "Social Work Practicum" (12 credit hours). Prior to the semester of enrollment in each course, students must attend a practicum orientation session, submit an application, and participate in an individual interview with faculty.

**Students wishing to enroll in SWK 390 or SWK 490 must adhere to the following process the semester prior to enrollment in practicum:**

1. Attendance at the orientation meeting.
2. Completion of necessary forms.
3. Interview completed with social work faculty.
4. Instructions received from the Field Director regarding contact with the prospective agency instructor.
5. Setting up the interview with prospective agency instructor within a reasonable period of time (as soon as possible after receiving the information from the Field Director.)
6. Reporting to the Field Director regarding the results of the interview with the prospective agency instructor (within a week following the interview).

*In the event the student does not complete any one of the tasks that are outlined as the student's responsibility, or refuses the second placement or agency interview, then there is a definite **probability** that the student will not be able to enter the SWK 390 course or SWK 490 course for that particular semester.*

### SWK 390 "Experience in a Social Agency"

This practicum introduces the student to the arena of social work practice. This course often serves as the student's first formal experience in actual practice situations and provides an opportunity to test out the career choice of social work. It provides actual situations where the student may apply the practice principles and knowledge he/she has learned previously or is learning concurrently.

To enroll in SWK 390 a student must have completed the following courses with a minimum grade of "C.": POL 101, SOC 131, SOC 232, SOC 400, PSY 200, SWK 210, SWK 225, SWK 310, SWK 350, and SWK 354.

### Clock Hour Requirements

SWK 390 consists of eight hours per week for one semester. A minimum of 112 clock hours is required in an agency or agency directed activities. The student participates in a 1 1/2 hour seminar (3-hour seminar during summer school) which meets weekly throughout the semester.

### SWK 490 "Social Work Practicum"

SWK 490 is the final required course in the major sequence. It is in this course that the student must take on a significant role as a beginning, professional practitioner. The student is expected to develop the ability to function within the system as a professional service provider; to assess the effectiveness of the system and to evaluate the influence of the system on the client systems served. The student is also expected to grow in self-awareness and to establish an identity within the profession of social work. Upon completion of the senior block placement, the student must be able to demonstrate the characteristics of a beginning level professional practitioner and be capable of assuming appropriate professional responsibilities as a competent member of the social work community.

To enroll in SWK 490, a student must have a cumulative grade point average of 2.0 and have completed all other social work requirements with a minimum grade of "C."

#### Clock-Hour Requirements

Students in SWK 490 are in their agency placements for 32 hours per week (4 days a week, 8 hours a day). Students enrolled in SWK 490 are required to complete at least 384 agency hours and attend a weekly two-hour seminar (on campus). Additionally, students attend a two hour seminar class weekly.

#### Absences from field placement

In case of lost hours because of health reason, inclement weather, lack of transportation, etc., the student may make up the missed hours. The arrangements need to be negotiated by the student to the satisfaction and convenience of the agency instructor and the faculty field instructor. Make-up time need not be limited to time in the agency; such activities as attending a related seminar or workshop and special research in the library may be considered appropriate.

#### Holiday Observances

The student in placement observes all official University holidays and is not required to make up that placement time. She/he must, however, complete the total hours required.

#### Personal Expenses and Transportation

The student accepts responsibility for all personal expenses (including transportation) incurred while in placement. In many cases, this puts a heavy financial burden on the student. It is expected that agency instructors will keep this in mind when planning assignments with the student.

The student is also responsible for his/her own transportation arrangements to the site of the field placement. She/he is expected to allow for some flexibility in case of emergency situations, but the agency instructor needs to recognize the hardship factor if there is one in the existing emergency. Transportation problems which interfere with the student's growth in the placement should be discussed with the student and brought to the attention of the faculty field instructor.

#### Transportation of Clients

Students in a field placement SHOULD NOT transport any agency clients without a clearly defined agency policy addressing transportation by students. Students are responsible for maintaining a driver's license and appropriate vehicle insurance.

#### Confidentiality and Client's Right to Privacy

Confidentiality and privacy have been stressed in the social work curriculum and the student is expected to demonstrate genuine concern with regard to this ethic as it applies to clients and to self in the practice setting. It is expected that the student will observe the same concern for confidentiality in the placement as well as in seminar discussions and logs. *Agency field instructors should provide students with information regarding the agency's confidentiality guidelines at the beginning of placement.*

#### Professional Behavior and Appearance

It is expected that the student will conform to standards of professional behavior, appearance, and dress. If the agency has a formal dress code policy this should be made known to the student prior to the placement assignment. Prior to placement the student agrees to follow standards of appropriate professional conduct and appearance and understands that she/he can be denied access to the agency placement if he/she deviates from these standards.

#### Notification of Change in Agency Field Instructor

It is conceivable that during a field placement period a change in the person designated as agency

instructor can occur. In that event, the faculty field instructor should be notified immediately. A plan to orient the "new" instructor to the program and to the student's learning expectations for placement should be established as soon as feasible within the circumstances. It is expected that the original agency instructor will do everything reasonable to make the transition smooth and effective for the student and the replacement agency instructor. The University, through the faculty field instructor and the field placement director, has final approval on all agency instructors.

#### Student Orientation to the Agency

It is generally recognized that some form of planned orientation is beneficial to new employees as well as to students. Each agency has its own approach to orienting new employees. It is the expectation of the EKU social work program that the agency instructor will carefully plan an orientation experience that will aid the student in becoming familiar with the placement agency and his/her role within it.

#### Distribution of Medication to Clients

Students in placement SHALL NOT administer medication of any kind to agency clients.

#### Carrying of Weapons

Students are NOT PERMITTED to carry weapons while in placement, regardless of whether or not they have a permit.

#### Other policies that apply to field placement courses are:

1. Most placements will be with agencies that are located more than sixty miles from campus. (The mileage limit for summer placement is 30 miles.)
2. Students are not to approach an agency or agency representative regarding an arrangement for his/her placement experience without having received instruction to from the Field Director to do so.
3. If there is a request to change the vicinity of the practicum agency, that change must be approved by the Social Work Program Director.
4. All students enrolled in social work practicum courses are required to carry Personal Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. The registration fee covers the cost of the liability insurance.
5. EKU Social Work Program does not allow students to be paid for practicums. Exceptions may be made for reimbursement for mileage per agency policy for students.

The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student's knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student's educational experience is the primary focus.

## TERMINATION FROM THE SOCIAL WORK PROGRAM

Students may be removed from the ECU Social Work Program if they fail to meet or maintain academic grade point requirements as established by the University (see "Minimum Scholastic Standards" in the Undergraduate Catalog), and the Social Work Program (see "Social Work Program" in the Undergraduate Catalog). Students may be removed from the Social Work Program if, in the professional judgment of a majority of the full time social work faculty, violations of professional and/or ethical codes have occurred.

These violations may include but are not limited to:

- 1) Behavior judged to be in violation of the NASW Code of Ethics.
- 2) Academic cheating, lying, or plagiarism.
- 3) Behavior that demonstrates the likelihood for impairing effective provision of quality services to future clients and/or a demonstrated inability to utilize interpersonal skills necessary for effective social work practice.
- 4) Knowingly making a false oral or written statement during the admission process.

### TERMINATION PROCESS

Prior to termination, the student will be provided with verbal, as well as written, notification of impending termination. The Director of the Social Work Program will schedule an interview with the student in order to discuss alternatives to termination. If an alternative is negotiated, a contract will be agreed upon between the Director and the student. Specific steps to be taken toward resolution will be noted and a time frame will be established for the accomplishment of this plan. The Director of the Social Work Program will schedule a final interview to determine if the steps in the contract have been successfully accomplished. The Director of the Social Work Program may negotiate the contract as needed and may involve other Social Work faculty in the process.

### APPEALS PROCESS

Denial of admission and/or termination from the program may be appealed through the Social Work Program Director and Social Work Program Appeals Committee, Department Academic Practices Committee, and the standard University appeals procedures. If the student believes there have been procedural errors in this process the student may appeal the decision. The following steps should be followed if the student decides to pursue an appeal:

1. Make an appointment to discuss your concerns with the Social Work Program Director. *If still not satisfied or resolved:*
2. Write a letter of appeal stating your procedural concerns and send the letter to the Social Work Program Appeals Committee c/o the Program Director. The Committee will review the appeal. A personal appearance before the Committee may be requested by the student, or the Committee may request the presence of the student. *If the matter is still unresolved to the student's satisfaction:*
3. Write a letter of appeal to the Anthropology, Sociology, and Social Work Department Academic Practices Committee c/o the Department Chair. The appeal should state the procedural concerns. This Committee procedure is available from the Department office, Keith 223. *If student remains unsatisfied:*
4. Follow appeals procedures set forth in the University Handbook for Students (page 4, "Student Grievances or Complaints").



## ACADEMIC INTEGRITY POLICY

Eastern Kentucky University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. In order to meet these values, students at Eastern Kentucky University are expected to adhere to the highest standards of academic integrity. These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. By honoring and enforcing this Academic Integrity Policy, the University community affirms that it DOES not tolerate academic dishonesty.

Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that INCIDENTS OF academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

1. **Plagiarism-** Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:
  - a. Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
  - b. Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.
2. **Cheating-** Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:
  - a. Giving or receiving assistance not authorized by the instructor or University representative;
  - b. Participating in unauthorized collaboration on an academic exercise;
  - c. Using unapproved or misusing electronic devices or aids during an academic exercise.
3. **Fabrication -** Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:
  - a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
  - b. Listing sources in a bibliography and not directly used in the academic exercise;
  - c. Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
  - d. Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.
4. **Pledge -** "I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor code and Academic Integrity Policy"

## 5. Procedures for Dealing with Academic Integrity Cases

### *Step 1. When a violation of the Academic Integrity Policy is suspected:*

If an incident of alleged violation of the AI Policy is suspected, any member of the EKU community can initiate the process of review by reporting the incident, in writing, directly to the responsible faculty/staff member. The responsible faculty/staff member may elect to conduct his/her own review of the allegations or may elect for the matter to be referred to the Academic Integrity Office.

### *Option A: The Faculty/Staff Member Conducts a Review of the Allegations:*

If the responsible faculty/staff member chooses to continue the review of the allegations autonomously, the faculty/staff member should obtain and assess the applicable information in determining whether a violation of the AI policy has occurred. If the faculty/staff member determines that an AI policy violation has occurred, a notification of the violation must be made to the Office of Academic Integrity for recordkeeping. At this point, the faculty/staff also notifies the student in writing of the allegation, the sanction, AND the right to contest the allegation and sanction according to the AI Policy procedure. If the student accepts responsibility for the violation and the sanction in writing, the case is closed. There is no appeal from this decision. Upon determination of responsibility, the AI Coordinator will enter the report data in the database. If the student does not accept responsibility and chooses to contest the allegation and/or sanction, the process proceeds to Step 2.

Note: The faculty/staff member involved in Step 1 should request information from the AI Coordinator regarding the student's previous violations of the AI Policy *prior* to rendering a sanction in this particular case.

### *Option B: The Faculty/Staff Member Refers the Case to the Academic Integrity Office:*

If a faculty/staff member chooses to refer the case directly to the AI Office, the AI Coordinator will meet with the student to discuss the alleged violation. If the student chooses not to contest the allegation and sanction, the sanction is imposed and the case is closed. There is no appeal from this decision. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred. (proceed on to Step 3.)

### *Step 2. When an Academic Integrity charge or sanction is contested:*

After the faculty/staff member and student have met and the student chooses to contest the charge and/or sanction, the faculty/staff member will refer the case to the AI Office, within five academic days of the meeting. The AI Coordinator will meet with the student to discuss the charge and/or sanctions and the right to contest these. If the student chooses not to contest the charge and sanction, the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office into the database for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred. (Then proceed on to Step 3.)

*Step 3.* At the College Academic Integrity Committee hearing, both the student and the faculty/staff member will present their information. The Committee members will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Committee, the proceeding may be extended to an additional meeting. At this level of hearing and continuing throughout the process, the student has the option of having a Peer Advisor present. Absent exceptional circumstances beyond the control of the student as

determined by the Chair of the Committee, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee's decision will be binding. If the Committee determines that the student has violated the AI Policy, before the sanctioning stage of the hearing, the AI Coordinator will provide the Committee information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Committee will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Committee to those present at the conclusion of the hearing.

*Step 4.* A student can appeal the decision of the College Academic Integrity Committee to the University Academic Integrity Committee. This appeal can only be made based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The student will notify, in writing, the AI Office of their request to appeal to the University Academic Integrity Committee within 5 academic days of the College Academic Integrity Committee's decision, and a meeting of the University Academic Integrity Committee will be scheduled as soon as practicable.

*Step 5.* At the University Academic Integrity Committee appeal review meeting, the Committee members will consider all the written information supplied by the student. The Committee can modify or set aside the applied sanction, refer the case back to the College Academic Integrity Committee, or uphold the decision. The Chair of the Committee will notify the student of its decision, in writing, within five academic days of the hearing. The decision of the University Academic Integrity Committee is final, unless the Committee determines suspension or expulsion is the appropriate sanction to be imposed.

*Step 6 through Step 9.* The following steps will ONLY be necessary if it is determined that the student may face the sanctions of suspension or expulsion for the alleged AI Policy violation. According to KRS 164.370, Eastern Kentucky University's Student Disciplinary Council is the only body authorized to suspend or expel a student. KRS 164.370 provides that: "Each board of regents may invest the faculty or a committee of the faculty and students with the power to suspend or expel any student for disobedience to its rules, or for any other contumacy, insubordination, or immoral conduct. In every case of suspension or expulsion of a student the person suspended or expelled may appeal to the Board of Regents. The Board of Regents shall prescribe the manner and the mode of procedure on appeal. The decision of the Board of Regents shall be final."

*Step 6.* If the College Academic Integrity Committee or University Academic Integrity Committee or AI Coordinator determines that the sanction of expulsion or suspension is appropriate for the AI Policy violation and the student wishes to appeal the sanction, the student must notify, in writing, the AI Office, within 5 academic days of the decision of the College or University Academic Integrity Committee's decision, of his/her desire to appeal. As soon as practicable, the AI Office will schedule a hearing before the Student Disciplinary Council.

*Step 7.* At the Student Disciplinary Council hearing, both the student and the faculty/staff member will present their information. The Council will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Student Disciplinary Council, the proceeding may be extended to an additional meeting. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Council, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee's decision will be binding.

If the Council determines that the student has violated the AI Policy, before the sanctioning stage of the meeting, the AI Coordinator will provide the Council information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Council will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Council to those present at the conclusion of the hearing.

*Step 8.* If the student chooses to contest the allegation and/or sanction, the student can appeal to the Provost. The student will notify, in writing, the AI Office of his/her request and grounds for such request, within five class days of the Student Disciplinary Council's decision. An appeal to the Provost can only be based upon irregularities in procedure, new evidence not available for the first hearing, or punishment not consistent with the violation. The Provost will render a decision, in writing, within 10 academic days of receipt of the appeal.

*Step 9.* If the Provost upholds the decision of the Student Disciplinary Council, and if the student chooses to contest the allegation and/or sanction, the student can appeal to the Board of Regents. The student will notify, in writing, the AI Office of his/her request and the grounds for such request, within five academic days of the Provost's decision. An appeal to the Board of Regents can only be based upon irregularities in procedure, new evidence not available at the first hearing, or punishment not consistent with the violation. The decision of the Board of Regents is final.

## STUDENTS WITH DISABILITIES

The Social Work Program endorses and supports the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act of 1990. The Social Work Program encourages and welcomes students to enter the program in the belief that persons who qualify for consideration under these two Acts may bring special gifts to the educational experience of social work majors and have the potential to make particularly meaningful contributions to the profession upon graduation.

In accord with the policies and procedures established by the University, the Social Work Program works closely with the Services for Individuals with Disabilities in response to requests made for accommodation under the relevant sections of the 1973 and 1990 Acts. Any social work student who feels that they may need accommodations should establish an appointment with the Social Work Program Director to discuss their needs and develop a plan of action to enable the Program to appropriately respond. Since the Social Work Program is constrained to operate within the procedures of the University, the plan for any individual student will involve the processes of the Services for Individuals with Disabilities for documentation and recommended accommodation.

The role of the Services for Individuals with Disabilities is set forth in the EKU Student Handbook, as is the student grievance procedure for the resolution of complaints related to section 504 of the Americans with Disabilities Act. These sections of the Student Handbook are included here in their full text:

### STUDENTS WITH DISABILITIES

The Office of Students with Disabilities has the major responsibility for coordinating program access and support to students with disabilities. Eastern Kentucky University provides equal opportunity in education without regard to disability in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The ADA and Section 504 Coordinator is the Director of Services for Students with Disabilities. The office is located on the third floor of the Student Services Building, and may be contacted by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. The University Disabilities Coordinator is at the same location and number.

The ADA defines disability, with respect to an individual, as: a) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; b) a record of such impairment; or c) being regarded as having such an impairment.

The Office of Services for Students with Disabilities assists the student in coordinating reasonable accommodations for a disability. Since students are not required to request accommodations on the University admission form, it is the student's responsibility to contact the Office if coordination of services is desired. Any information given by the student is confidential. Students living in University housing who need special accommodations or special assistance during emergency evacuations must indicate this on the housing application form.

## **STUDENT GRIEVANCE PROCEDURE FOR THE RESOLUTION OF AMERICAN DISABILITIES ACT AND SECTION 504 COMPLAINTS**

Students who feel they have been discriminated against because of a disability may file a complaint according to the following Grievance Procedure:

1. Complaints should be addressed to Teresa Belluscio, Student Judicial Affairs & Disabilities, 521 Lancaster Ave., Student Services Building, Room 315, Eastern Kentucky University 40475, telephone: (606)622-2933.
2. A complaint must be filed within thirty (30) days after the complainant becomes aware of the alleged violations.
3. An investigation, as may be appropriate, shall follow filing of a complaint. The investigation shall be conducted by, Teresa Belluscio, the ADA Coordinator or designee, who shall attempt to resolve the complaint through informal processes. If the informal disposition attempt is unsuccessful, the ADA Coordinator shall coordinate and schedule the presentation of relevant information to the ADA Program Accessibility Committee.
4. The ADA Program Accessibility Committee shall investigate each complaint presented, and if warranted, conduct a hearing and shall afford the complainant and other relevant persons an opportunity to submit evidence relevant to the complaint. At the hearing, the complainant shall be entitled to due process. If the complaint involves an issue of the physical accessibility of facilities, the ADA Coordinator must provide the Committee with evidence from a Physical Plant resource person. The Committee may request additional information it deems relevant and may attempt to resolve the complaint through informal processes.
5. A written determination and proposed resolution shall be issued by the Committee and a copy forwarded to the complainant no later than three days after its issuance.
6. The Complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the decision or resolution. The request for reconsideration should be made to the ADA Coordinator within ten (10) days of the Committee's decision and shall state the grounds for such reconsideration. If the Committee finds sufficient grounds for reconsideration, it shall conduct a hearing of the case which may be limited to issues the Committee deems appropriate for reconsideration.
7. After exhausting available remedies from the Committee, the complainant may appeal to the Vice President for Academic Affairs on procedural grounds only. If the Vice President finds that there were procedural irregularities, he may remand the case to the Committee for another hearing.
8. The ADA Program Accessibility Committee should be comprised of three faculty members and one alternate, all from different colleges within the University. The alternate will serve when one of the members is from a college about which the complainant has made an allegation or any other member is unavailable. The Committee shall be appointed by the President upon recommendation of the Vice President for Academic Affairs.

## **COMPUTER ACCESS AND RESOURCES**

There are numerous computer labs available on each EKU campus. There is small lab available on the 2<sup>nd</sup> floor of the Keith Building. The lab houses computers equipped with word processing, internet access and power point. Computer access on extended campuses is determined by that campus' policy.

## **EXTRACURRICULAR EXPERIENCE**

The Social Work Program recognizes that the development of a professional social worker involves not only classroom education but also student involvement in growth promoting activities outside the formal education structure. Extracurricular participation in such activities as the Student Social Work Association (SSWA), the National Association of Social Work (NASW), volunteer work, advocacy, and professional educational experiences available in the community, are strongly encouraged for students enrolled in the program. These activities enrich the classroom experience by providing students with "real life" people experiences; opportunities to test against reality theory and developing skills; to confront actual ethical dilemmas involved when working with people; opportunities to observe and interact with members of the professional practice community; and to deepen specific knowledge.

### ***The Student Social Work Association (SSWA) - Richmond Campus***

The Student Social Work Association is the University-sanctioned student organization open to students in the university who are interested in social work. Membership and participation is available to both majors in the social work program as well as any student who may be interested in the activities of the Association. The SSWA is the official representative body for students majoring in social work. A student may become a member of the Association by paying a nominal dues amount as established by the membership of the organization. The Student Social Work Association offers a wide range of activities and educational experiences. In addition to a number of social events and off-campus speakers, the Association sponsors Student-Faculty Forums each year to give students in the program an opportunity to ask questions and provide feedback regarding their experience with the program. Announcements regarding membership and meetings of the Student Social Work Association are made in social work classes at the beginning of each semester and regularly throughout each term. Additionally, any student interested in the Association will find information regarding meetings, events, current projects, and the like posted on the SSWA bulletin board located next to student lounge (Keith 208).

### ***SSWA – Extended Campuses***

Corbin campus students strive to have an active student social work association.

### ***The National Association of Social Workers (NASW)***

Students majoring in social work are strongly encouraged to join the National Association of Social Work (NASW). NASW is the national professional organization of social work and welcomes into its membership students enrolled in CSWE accredited programs. NASW is organized into state "chapters" and more localized "branches." The student joining NASW becomes a member not only of the national organization but also automatically gains membership in the Kentucky Chapter and Bluegrass Branch of the association. NASW maintains a membership fee structure that encourages early commitment to the profession by students who are in programs of social work. The student membership category fee is by comparison to other national professional organizations, quite low and brings the student member considerable benefits. In addition to being able to participate in the affairs of the national, state, and local organization, student membership includes the NASW Newsletter, national monthly journal Social Work, practice liability insurance, and reduced rates for workshops and seminars sponsored by the Association. Membership applications for NASW are available at the Social Work Program office in Keith 221 as well as at Student Social Work Association Meetings.

***Volunteer Work in the Community-*** Students enrolled in the EKU social work program are encouraged to continue volunteer experiences (beyond that which is required in the SWK 210 Introduction to Social Work course) during each of the semesters they are affiliated with the major and the University. Besides adding much to your breadth of experience with people and having many personal rewards, volunteering is an activity that clearly demonstrates your commitment to people and service. The social work program and the profession are looking for a few good people that are willing to demonstrate their commitment to people by engaging in service to people. In addition to engaging in regular community volunteer activities the program encourages every student majoring in social work to engage in advocacy of a cause, group, or issue that they feel is important. Social work has a long and distinguished history of championing the rights of the disenfranchised and promoting social justice. Advocacy will not only involve standing up for clients that you are servicing when you enter the profession, but also the need to engage in activities that improve the community in which you practice the profession for the whole population of clients you are serving.

***Supplemental Education: Conferences, Seminars, Training, and Workshops-*** The decision to enter a major that leads to a professional degree carries with it the commitment to a process of ongoing life-long education. The building of knowledge and skills is a process that is begun with your university education but continues after graduation through your participation in continuing education as a member of the professional practice community. In classes and in postings on the Student Social Work Association's bulletin board you will learn of the many opportunities to deepen your knowledge and skills through conferences, seminars, workshops, and specific training. Many of these, including those sponsored by NASW, have special lowered rates for students.

***The Kentucky Association of Social Work Educators (KASWE),*** is a state organization of social work educators, devotes its Spring Conference to topics of interest to students. These conferences are held in various locations across Kentucky. EKU Social Work students are encouraged to attend and participate.

***PCWCP-*** The Public Child Welfare Certification Program (PCWCP) has been implemented by the Kentucky Cabinet for Health and Family Services at ten university undergraduate social work programs. The goal of this program is to fill the ranks of Child Welfare Workers with the most competent and well trained workers who can provide high quality services immediately following employment. The Cabinet has partnered with the Universities to offer Bachelor Social Work juniors and seniors their academic program in conjunction with participating in the Cabinet's child welfare training curricula prior to graduation. These students are provided full instate tuition, a stipend and must complete a two year employment commitment with the Cabinet upon successful completion of this program.



## The Role of the Social Work Office Staff and Social Work Office

The Social Work Office Associate is located in Keith 224.  
The office phone number is (859) 622-1645 (with voicemail).  
Office hours are 8:00 a.m. to 4:00 p.m. Monday - Friday

YES! The Office Associate CAN HELP STUDENTS:

- By forwarding written or phone messages to your instructor(s) and providing faculty office locations and office phone numbers. Field placement students can obtain field supervisor addresses and/or phone numbers for their individual placement location.
- By making LIMITED NUMBERS of copies for students (specifically social work class related!) and posting social work-related flyers. *Please allow at least two-hour notice for copies or postings.*
- By providing paper copies of necessary forms for registration, drop/add, curriculum exception requests, grade change requests, and SWK 210, 390, 490 logs.
- By serving as informal computer lab monitor, assisting students with information on starting up computers and accessing necessary programs or tutorials, supplying paper for the printer, and checking the network server. ***Promptly report computer or printer problems to the social work Office Associate!***
- By explaining the social work admission process, providing handouts, collecting completed student forms, and forwarding messages to the Admissions Coordinator.

NO WAY! - The Office Associate:

- CANNOT provide information considered CONFIDENTIAL. This includes: home phone numbers of faculty or students; RAC numbers, overrides, grades (any graded or ungraded work). DO NOT ASK!
- CANNOT make appointments for students with faculty. Each faculty has an individual schedule (which is posted beside their office door), and each instructor is responsible for their own hours and scheduling.
- CANNOT provide the social work admission application prior to the orientation meeting.
- CANNOT proofread, type, copy, or otherwise prepare student work. The office associate cannot provide students with textbooks or other class materials.
- CANNOT be responsible for student work turned in to the Social Work office - ***especially items slid under the door after office hours!*** **The office associate is not responsible for deadlines or collection of student work or tests! Please arrange make up work or make up tests with your individual instructor!**

## THE GENERALIST APPROACH TO SOCIAL WORK PRACTICE

As social work has developed as a profession, there have been many new approaches to practice, the most familiar methods being casework, group work and community organization. In recent years, however, the emphasis in social work has been to put the "social" back in social work. Thus theorists, practitioners and educators have developed what we refer to as the generalist approach to social work practice. Anne Minahan, one of the major proponents of the generalist approach, lists the major objectives of social work as:

1. to help develop new resource systems to meet the needs of people;
2. to establish initial linkages between people and resource systems and between resource systems themselves to make them accessible to each other;
3. to facilitate and improve interaction between people within resource systems to promote the effective and humane operation of these systems and to make them responsive to people's needs
4. to facilitate ongoing interactions between resource systems to enable them to work together effectively;
5. to help people develop and effectively utilize their own internal problem solving and coping resource

In this context resource systems may be informal systems such as family, friends or neighbors; formal systems--organized membership groups such as unions or professional groups; or societal systems such as governmental and voluntary social welfare, justice health or education agencies.

Some characteristics of the generalist approach include: (1) a view of social work as one profession where all components adhere to one process; (2) that all social workers need to develop essential social work skills; (3) that interventive activity is based first on the needs of the client system; and (4) the theme of "mutual work" is basic to the approach. Client system and change agent system (worker and agency) must agree on the focus of work.

The social work process mentioned above is based largely on a scientific model and is strongly dependent on systems theory. There is a dynamic interplay of the phases of this process. Most theorists seem to agree that the following phases are included in the process: (1) initiating contact; (2) assessment of the stress situation or problem; (3) goal setting and determination of task (contrast); (4) action phase--tasks performed according to planned change strategies; (5) termination; and (6) evaluation of the planned changed effort.

The generalist approach emphasizes the importance of worker and client working together in a manner that preserves human dignity and professional integrity: the generalist acts in conjunction with the client and with the client's consent or, in some cases in behalf of the client's knowledge. The generalist worker usually acts within four broad interventive roles: broker, enabler, advocate and activist. Although the agency setting is important in helping to determine boundaries of work, the generalist worker must possess skills effective in dealing with any size client system. He/she must be prepared to deal with private troubles as well as public issues. It is the aim of the generalist practitioner, from a holistic frame of reference, to deal with a client system in a manner most relevant to the client's needs and with the client's participation in the process.

The social work program at Eastern Kentucky University is a strong advocate of the generalist approach to social work practice. It is our belief that the baccalaureate social worker is expected to perform a variety of functions and tasks with and in relation to client systems of various sizes. The BSW is primarily employed to facilitate the interaction between people and resource systems. Social workers, no matter what their level of professional practice, BSW, MSW, DSW, must acquire first a knowledge, value, and skills base which constitutes the generalist theory. Thus, the generalist approach becomes highly significant and appropriate in preparing the student for beginning social work practice as well as continuing educational growth in his/her chosen profession.

## SELECTED SOCIAL WORK DEFINITIONS

### Shared in the EKU Social Work Program

**Diversity:** A diversity perspective recognizes and accepts both differences and similarities in people. Understanding and appreciating diversity brings respect for multiple answers suited to the views of all people; recognizes the interrelatedness and interdependence of race, ethnicity, culture, sexual orientation, ability, and socio-economic status; and recognizes the variability between and within groups of people.

**Generalist Practice:** The EKU Social Work Program has adopted the following definition of generalist social work practice: "The application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice emphasizes client empowerment. Second, it involves working effectively within an organizational structure and doing so under supervision. Third, it requires the assumption of a wide range of professional roles. Fourth, generalist practice involves the application of critical thinking skills to the planned change process (Kirst-Ashman, K.K. & Hull, G.H. Jr. (2006). *Understanding generalist practice* (5<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole, p. 7.)"

**Populations-at-risk** are groups of people within society who are particularly vulnerable to discrimination, economic deprivation, and oppression due to some identifiable characteristic. These populations tend to be marginalized by mainstream social institutions and culture (Janzen and Harris, 1997). Included, but not limited to, are those populations distinguished by age, gender, race, ethnicity, culture, religion, sexual orientation, physical and mental abilities or characteristics, and economic status.

**Professional Use of Self** requires a high degree of self awareness, and includes: knowledge of one's strengths and limitations; the ability to incorporate one's strengths into the application of professional knowledge, values, and skills, thus leading to authentic practice; and the ability to modify one's behaviors which seem to interfere with successful professional activity; creates a productive integration of one's self and one's professional work in ways that maximize and empower clients and action systems.

**Promotion of Social and Economic Justice:** Social justice is an ideal condition in which all members of a society would have the same basic rights, protection, opportunities, obligations, and social benefits (The Social Work Dictionary, 3rd Edition) "Economic justice concerns the distribution of resources in a fair and equitable manner," (Kirst-Ashman and Hull, 1997, page 17). This Program will provide students with the knowledge, values, and skills that will allow them to recognize and address the dynamics and consequences of social and economic injustices.

**Professional Social Work Values and Ethics:** The program will promote, teach, and adhere to the values and ethics established by the National Association of Social Workers. These values reflect what is considered to be right and wrong by professional standards. Ethics involve the behaviors based on these values (Kirst-Ashman and Hull, 1997). Students are required to address and struggle with value conflicts and ethical dilemmas.

**Violence:** Harmful actions that negatively affect people which can originate at individual, institutional, and cultural levels: **Violence, Cultural** - "Harmful actions that result from the way society thinks, everyday practice; often sinister, difficult to discern, usually accepted as 'normal'" (Van Soest and Bryant, 1995) **Violence, Individual or Interpersonal** - "Harmful actions against people or property; easy to condemn, immediate consequences; perpetrator (and motivations and injuries) are easy to identify; considered a punishable crime (Van Soest and Bryant, 1995)". **Violence, Institutional** - "Harmful actions within institutions that obstruct the spontaneous unfolding of human potential; occurs in bureaucracies such as government agencies, businesses, prisons, mental institutions, welfare systems, schools, the military; often caused by policies considered necessary for profit or control; usually subtle, indirect, covert, regrettable, but not a crime." (Van Soest and Bryant, 1995)

## **COUNCIL ON SOCIAL WORK EDUCATION (CSWE) EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)**

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

#### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

#### **Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

<sup>2</sup> National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

<sup>3</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

#### **Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

## THE N.A.S.W. CODE OF ETHICS

The decision to major in social work, rather than many of the other majors that you may have chosen here at Eastern, means that you have elected a program of study leading to a professional degree. A characteristic social work shares with other professions is that those who hold a degree in the field are directed in their activity by ethical standards.

**In the case of social work that is the "Code of Ethics" developed by the National Association of Social Work.**

The process of exploration of what we believe and have learned and the conduct of our professional selves in relationship to the clients we serve is an on-going life long process of examination. That process begins in the social worker's education and training. It is important to read and understand the Code of Ethics as it affects your conduct within the program. Students in social work are bound by the Code of Ethics, and as they progress through the program are asked to affirm their pledge to conduct themselves in accord with the Code of Ethics upon formal application of admission to the program and as they move into the field practicums of SWK 390 and SWK 490. Significant departure from the Code of Ethics may serve as a basis for barring further progress towards the degree.

### **The Code of Ethics and Academic Honesty**

The social work program endorses and supports the University policies related to academic honesty. Academic dishonesty in the form of cheating or plagiarism is deemed to be in violation of the Code of Ethics and reflective of unethical conduct sufficiently significant as to bar the offender from receipt of a professional degree. The program has also deemed that dishonesty in violation of the Code of Ethics is represented by falsification or failure to accurately complete various forms that students are requested to submit at various points in their progress towards a degree.

### **The Code of Ethics and Reporting Violations**

Conducting oneself in accord within the framework of an ethical code is one side of the equation in learning professional values. The other side of the equation is the commitment to maintain and extend the standards of conduct that the Code sets forth. **Operating in compliance with the Code of Ethics requires you to report violations by others who share the Code in classroom and field placement settings.**

Any allegation of the violation of the Code of Ethics needs to be reported to the appropriate "person in charge" of the setting in which a suspected violation has occurred (for example, the instructor of the course; a field placement supervisor; or the Social Work Program Director). All reports alleging violation of ethical standards are treated with confidentiality and the reporter of such suspected violations remains anonymous.

### **The Code of Ethics and Anti-Violence Goals and Weapons Policies**

It is also important to bring to your attention the support of the program of the University's policy regarding the carrying of guns and other lethal weapons. A particular focus of the ECU social work program relates to its opposition to violence in the many forms that it takes within our society and the communities in which we live. ***The social work program has specifically adopted policies (consistent with its anti-violence goals and the policies of the University) that students in the social work program are not permitted to carry weapons to campus or at field placement agencies, regardless of permit status.***

### **The N.A.S.W. Code of Ethics "Core Values"**

*The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:*

- ***service***
- ***social justice***
- ***dignity and worth of the person***
- ***importance of human relationships***
- ***integrity***
- ***competence.***

*This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience." **Given the importance of the Code of Ethics and University interpretations of what constitutes academic dishonesty, these documents are included in full, for your information.***

**National Association of Social Workers**  
**CODE OF ETHICS**  
**Effective January 1, 1997**

**OVERVIEW**

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- **service**
- **social justice**
- **dignity and worth of the person**
- **importance of human relationships**
- **integrity**
- **competence.**

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members<sup>1</sup>.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of



the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

### **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 well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

### **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

### 1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

### 1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

### 1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

### 1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

### 1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects

clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

#### 1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### 1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### 1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

#### 1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

#### 1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

#### 1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

#### 1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

#### 1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

#### 1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

#### 1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## 2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

### 2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### 2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### 2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### 2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

### 2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### 2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

#### 2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

#### 2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

#### 2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

#### 2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

#### 2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### 3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

#### 3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.



- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### 3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### 3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### 3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### 3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### 3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### 3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients'

needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### 3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### 3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor–Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## 4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

### 4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to

social work and social work ethics.

#### 4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

#### 4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

#### 4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

#### 4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### 4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### 4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### 4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

#### 5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social

workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

## 5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## 6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

### 6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### 6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### 6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### 6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

*The National Association of Social Workers is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:*

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies*

*Promoting high standards of practice and protecting the consumer of services are major association principles.*

The primary mission of the social work profession is to enhance human well being and help meet the basic needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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