BSW PROGRAM MANUAL

EASTERN KENTUCKY UNIVERSITY

WELCOME

Choosing a major is a crucial decision that shapes your future career. Your decision to pursue a career in social work indicates you have a passion for helping people with resolving challenges and enhancing communities. Social work as a profession requires the mastery of an essential body of knowledge, the ability to apply a diverse skill set, and a commitment to aligning your work with the values of the profession reflected in the <u>Code of Ethics</u> by the National Association of Social Workers (Preamble, 2021).

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

Social Work Core Values

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

These core values are what makes social work unique. They must be balanced with the complexities of individual, family, and community experiences at the micro, meso, and macro systems levels. The Department of Social Work 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 race, color, religion, creed, sex, gender identity, ethnic or national origin, sexual orientation, disability, or age.

The EKU BSW Program has been accredited by the Council on Social Work Education (CSWE) since 1977. As a professional program, we ensure our curriculum meets national standards designed to ensure graduates are fully qualified, ethical, and competent practitioners. These standards and competencies are described in the handbook and included as appendices. Familiarize yourself with the handbook as one of the first steps toward achieving the goal of becoming an effective professional in the vocation we jointly share – Social Work.

Table of Contents

DEPARTMENT OF SOCIAL WORK FACULTY AND STAFF DIRECTORY

Stephanie Saulnier, MSW, CSW
Department Chair, Associate Professor
Office: Keith 226
E-mail: stephanie.saulnier@eku.edu

Erin Stevenson, PhD, MSW
BSW Program Director, Associate Professor
Office: Keith 222
E-mail: erin.stevenson@eku.edu

Alex Scroggins, MSW, CSW, MA
BSW Practicum Director
Office: Keith 225
E-mail: alexandra.scroggins@eku.edu

Caroline Reid, PhD, MSW
BSW Online Program Coordinator, Professor
Office: Keith 209
E-mail: caroline.reid@eku.edu

Nicole Lavy-Joy, MSW, LCSW
Assistant Professor
Office: Keith 233
E-mail: nicole.lavy@eku.edu

Karen Martin, PhD, MSW
Associate Professor
Office: Keith 211
E-mail: karen.martin@eku.edu

Gina Sandlin, MSW, LISW
Assistant Professor
Office: Keith 220
E-mail: gina.sandlin@eku.edu

Ann Callahan, PhD
Professor
Office: Remote
Email: ann.callahan@eku.edu

George Ashley, PhD, LMSW
MSW Practicum Director Associate Professor
Office: Remote
Email: george.ashley@eku.edu

Dawn Higgins, PhD, LCSW
Assistant Professor MSW Program
Office: Remote
Email: dawn.higgins@eku.edu

Stefanie Binion, PhD, MSW
MSW Program Director, Assistant Professor
Office: Keith 228
Email: stefanie.binion@eku.edu

Brandon P. Edwards, MSW, CSW
Extended Campus Program Coordinator
Lecturer in Corbin, Somerset, Manchester
Office: Corbin Campus
Email: brandon.edwards@eku.edu

Evelyn Jones
Social Work Administrative Associate
Office: Keith 224
E-mail: evelyn.jones@eku.edu

Laquanda Miller
BSW Online Enrollment Advisor
Office: Commonwealth 1512
Email: laquanda.miller@eku.edu

Kerstin Peterson, MA-TESL
BSW Online Graduation Advisor
Office: Commonwealth 1508
Email: kerstin.peterson@eku.edu

Amanda Stoddard
MSW Online Enrollment Advisor
Office: Remote
Email: amanda.Stoddard@eku.edu

INTRODUCTION

One of the qualities of the EKU 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) and the graduate degree in social work (MSW). All of the EKU Social Work programs are fully accredited.

The **BSW** earned from a CSWE-accredited program is nationally recognized by the National Association of Social Work (NASW) and social work licensing processes established by individual states as the **first level of social work professional education**. EKU's BSW program has maintained full and continuous accreditation since 1977.

The **MSW** earned from a CSWE-accredited program like EKU is typically the highest level of professional social work education. It shows excellent mastery of skills and application of concepts. MSW graduates may apply for licensure in their state of residence by obtaining supervision and taking a written test of skills.

The Doctorate of Philosophy in Social Work or **PhD** and Doctorate of Social Work or **DSW** are additional levels of social work education. These are the highest degrees and provide skills in research, administration, and teaching mastery.

Generalist Model

The generalist model of social work education is designed to provide a solid base of knowledge with the BSW. The generalist model allows for specialized focus with the MSW. The generalist perspective influences each of the courses that compose the social work degree requirements at EKU. According to the Council on Social Work Education:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental 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 (CSWE, 2022, Educational Policy 3.1, p.17).

Educational Policy and Accreditation Standards

A second fundamental influence on our curriculum and courses is the Educational Policy and Accreditation Standards (EPAS) issued by CSWE (2022). Every course you will take in the EKU BSW program is designed to reflect these goals and requirements. The broad intent of the EPAS is to ensure that graduates of CSWE-accredited programs are fully qualified, competent practitioners.

Overview of 2022 EPAS
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Detailed descriptions of each of the 9 EPAS are included in Appendix B. It is fair to say 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.

CURRICULUM DESIGN AND ORGANIZATION

As a CSWE-accredited program, EKU's social work curriculum is based on the EPAS. In addition, we consider the mission of the University, the mission of the social work department, and the particular social service needs of the East Central region of Kentucky. These tools guide our BSW program goals and objectives. Course content 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. The intentional program design flows like this:

- CSWE Educational Policy & Accreditation Standards
    - EKU's Mission, and Regional Needs
        - BSW Program Mission
            - BSW Program Goals
                - BSW Program Objectives
                    - BSW Course Objectives
                        - Course Assignments, Activities and Assessments

Social Work Program Mission, Goals & Objectives

This section of the handbook highlights the main mission of the Department of Social Work, the specific mission of the BSW program, and the goals and objectives to meet this mission. We then describe the requirements for completing a BSW and expectations for required coursework. Our department diversity statement highlights the importance of social justice work in our curriculum and supports our mission, goals, and objectives.

Social Work Program Mission, Goals & Objectives

The EKU Department of Social Work promotes inclusion, diversity, and equity in our teaching and interactions with the community. An essential part of this stance includes denouncing the racism and injustice that is woven into our country's history. We commit to continual growth and action through intersectional, anti-racism education and professional development, and we work to address systemic oppression and other forms of inequities with the goal of helping individuals and groups achieve their full potential.

We stand with and by our students, staff, faculty, and all human beings who feel marginalized based upon their identity and whose needs are not being met because of those differences. We recognize there are many individuals and groups who need support to have their voices heard and conditions changed in our society to address all their needs.

We, in The EKU Department of Social Work, believe in not only anti-racist social work but also anti-oppressive social work. We work to dismantle our oppressive structures and build a more just society. We are committed to supporting a safe learning community for all. A safe learning community facilitates authentic inclusion of students, faculty, and staff in critical facets of university and academic life, born out by institutional policies and practices, both formal and informal, that are responsive to and mirror diverse perspectives. Sensitivity to diverse perspectives around complex challenges that arise out of social, economic, political, environmental, and health concerns within our own institution is a model for how to engage with others outside of our learning community and the larger world.

We begin this journey by inviting social work students, faculty, and staff to engage in critical conversations around what policies and practices are needed to strengthen inclusive social work education. We hope that our own efforts will be a model for change.

Department of Social Work Mission Statement

We change lives by graduating social work professionals who value and advocate for diversity, inclusion, and justice.

Baccalaurete Social Work (BSW) Program Mission

The Eastern Kentucky University BSW program provides a student-centered collaborative and dynamic environment that prepares students for competent and ethical social work practice in a diverse world. This is accomplished through self-reflection, rigorous academics, knowledge based on scientific inquiry and experiential learning in a safe and nurturing environment. We strive to graduate students who understand the complexities of the relationship between people and their environments, value human rights, respect human diversity, and believe in the dignity and worth of all human beings

Completion of EKU's generalist social work degree will provide the knowledge, values, and skills to become competent practitioners who value human relationships and can think critically using an anti-racist and anti-oppressive perspective. Our mission is to graduate ethical leaders who advocate for social, racial, economic, and environmental justice in rural, urban, and global communities, with an emphasis on EKU's identified service region.

BSW Program Goals

The BSW program goals are to:
- Provide a fluid curriculum, grounded in a liberal arts perspective that prepares students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the core competencies;
- Integrate into the program the values, knowledge, and skills of the social work profession and to socialize students to the profession through self-assessment and self-awareness;
- Prepare students to deliver ethical social work practice through the development of critical thinking to guide professional judgments and practice; and
- Prepare students for advocacy and service to diverse populations-at-risk and to advance economic and social justice.

BSW Program Objectives

The social work program identifies 9 objectives to help us achieve our program goals. These objectives follow the CSWE Educational Policy and Accreditation Standards (2022). These objectives are also considered student learning outcomes or social work competencies. The objectives are for students to:

1) Demonstrate ethical and professional behavior.
2) Advance human rights and social, economic, and environmental justice.
3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.
4) Engage in practice-informed research and research-informed practice.
5) Engage in policy practice.
6) Engage with individuals, families, groups, organizations, and communities.
7) Assess individuals, families, groups, organizations, and communities.
8) Intervene with individuals, families, groups, organizations, and communities.
9) Evaluate practice with individuals, families, groups, organizations, and communities.

Working with 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. You can find your assigned advisor on MyEKU. Your primary advisor is the one you should meet with and reach out to when you have questions. 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 for engaging 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 meet with your advisor every semester either in-person or virtually. This is to make sure you are on course with classes and up to date on program / policy changes. You will receive your registration code (RAC#) at your advising session.

Please do not wait until the last minute 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 depends on student registration numbers. The dates of the advising and registration are posted on the EKU online schedule of classes.

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 Catalog, as well as the specific college/departmental program requirements.

Student Milestones in the Progress to a Social Work Degree

Declaration of a Social Work Major
A student may declare a social work major upon acceptance to the University and at any point in their association with the University.

Application for Admission to the Professional Social Work Program
A student who enters the University with a declared social work major normally must complete the requirements established for application for admission to the professional social work program by the beginning of their second sophomore semester or first junior semester. There are specific requirements for applying for admission to the professional social work program that are different than just selecting social work as a major. Students not admitted to the program are ineligible to enroll in advanced courses like SWK 350, SWK 340, and SWK 390. Detailed information on the admissions process is provided in next section of the handbook.

In the first few weeks of Fall and Spring semesters the Program Director will host an **Admissions Orientation** in person or as an online. Students who are eligible to apply for admission to the program are required to attend the orientation. Links for admission forms and materials are only available after the student has attended Admission Orientation. Once admissions open, students have a two-week window of time to submit their completed documents.

Application for Practicums SWK 390 and SWK 490

A student qualifies for application to the social work program's first practicum (SWK 390) when they are enrolled in SWK 350 or the first or second semester of their junior year; and for the second practicum (SWK 490) at the beginning of their senior year. Since application processes for both SWK 390 and SWK 490 occur at the beginning of the semester before practicum enrollment, students need to be particularly aware of their responsibilities in the application process which consists of:

- Attend the SWK 390 or 490 orientation meeting (in person or online).
- Complete and submit the appropriate forms by specified due dates.
- Promptly respond to requests for information and meetings with the Practicum Director.

Missing the application date for admission to a practicum course may postpone eligibility for a full semester and thereby delay anticipated graduation. Online program students will receive additional information before enrollment in SWK 390 and SWK 490 from the BSW Online Advisor.

To enroll in SWK 390, "Practicum Experience in a Social Agency" (3 credit hours) a student must have a cumulative grade point average of 2.5 and have completed the following courses with a minimum grade of "C:" SOC 131, SOC 232 or STA 215, PSY 200, SWK 210, SWK 225, SWK 310, SWK 350, and SWK 354. The student is in placement at least 100 hours spread over the semester in an agency or community program and is in a seminar for 2 hours per week on a separate day if an in-person student OR participates in asynchronous activities for online program students.

To enroll in SWK 490, "Social Work Practicum" (12 credit hours) a student must have a cumulative gradepoint average of 2.5 and have completed all other social work requirements with a minimum grade of "C." SWK 490 is a full semester placement. Students will complete at least 300 hours over the semester. In-person students have weekly seminars and online program students have asynchronous participation requirements to discuss their activities in practicum.

Application to Graduate

Applications for graduation are requested and submitted through MyEKU to the College of Letters, Arts, and Social Science's office. Students who have completed 90 + credit hours must apply for graduation in MyEKU. This alerts a graduation specialist who will double-check your credits earned toward your BSW and minor or other degree requirements. They will alert you to any concerns or areas that need further information to meet your graduation goals. More information can be found at http://registrar.eku.edu/applying-graduation.

BSW Major Requirements

BSW requirements include 54 credit hours. Each course listed is 3 credits unless otherwise noted.
- SWK 210 Introduction to Social Work
- SWK 225 Human Behavior/Social Environment I
- SWK 310 Introduction to Social Welfare
- SWK 335 Human Behavior/Social Environment II
- SWK 340 Research Methods
- SWK 350 Social Work Practice I
- SWK 354 Practice Skills Laboratory
- SWK 355 Social Work Practice II
- SWK 360 Social Work Practice III
- SWK 390 Practicum Experience in a Social Agency
- SWK 410 Social Welfare Policy Practice
- SWK 490 Social Work Practicum (12 credits)
- SWK Electives (3 required electives, examples: SWK 344, SWK 365, SWK 440, SWK 455, SWK 456, SWK 457, SOC 399, SOC 400 or other options as approved by program)

Supporting Course Requirements

Supporting course requirements include 9 credit hours. Each course listed is 3 credits unless otherwise noted.
- PSY 200 Introduction to Psychology
- SOC 131 Introductory Sociology
- SOC 232 Introductory Sociological Analysis OR STA 215 Introduction to Statistical Reasoning

Please note: If student is CW-PREP 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).

Curriculum and Major Requirements Total Credit Hours

Social Work Major Requirements = 54 credit hours

Supporting Courses Requirements = 9 credit hours

General Education Requirements = 36 credit hours

University Requirements = 1 credit hour

Free Electives = 20 credit hours (could include courses for a minor)

Total Hours Required to Graduate = 120 credit hours

SOCIAL WORK COURSE DESCRIPTIONS

The full EKU Course Catalog is available at https://catalogs.eku.edu/course-descriptions/

SWK 210. Introduction to Social Work. (3 Credits)

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. (Includes a 12 hour volunteer requirement)

SWK 225. Human Behavior/Social Environment. (3 Credits)

Prerequisites: SOC 131 and PSY 200. Prerequisite or co-requisite: 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. Social Welfare Policy History. (3 Credits)

Prerequisite: ENG 102, or ENG 105(B), or HON 102. History of social welfare policy, 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 an oppressive environment. Credit will not be awarded to students who have credit for SWK 310W.

SWK 355. Human Behavior/Social Environment II. (3 Credits)

Prerequisites: SWK 210. Prerequisite or corequisite: SWK 225. Examination and application of theories of community, organizational and group behavior. Critical analysis of the social, economic and political forces and institutions that impact human behavior.

SWK 340. Social Work Research Methods. (3 Credits)

Prerequisite: SWK 310. Prerequisite or corequisite: SWK 390 and SOC 232. The course teaches application of both qualitative and quantitative research methods within the context of social work practice.

SWK 344. Stress Management & Self Care. (3 Credits)

Prerequisite: ENG 102 or ENG 105 (B) or HON 102. Introduction to the science of stress and stress management focusing on developing lifetime habits of wellness and self-care for the helping professions. Major focus on experiential, evidence-based stress management exercises. Fulfills University Wellness requirement.

SWK 350. Social Work Practice Methods. (3 Credits)

Prerequisite: Admission to the Social Work Program, SWK 225 and SWK 310. Prerequisite or Corequisite: SWK 335. Corequisite: SWK 354. Theoretical base for 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 multidimensional assessment and practice ethics.

SWK 354. Social Work Practice Methods. (3 Credits)

Corequisite: SWK 350. Focuses on interactional activities and exercises that foster the development of interviewing skills, data collection, contracting, synthesis, assessment, service contracting and use of relationship skills.

SWK 355. Social Work Practice II. (3 Credits)

Prerequisites: SWK 335, SWK 350, and SWK 354. Addresses the social work process with groups and families with a focus on assessments, intervention, implementation, and evaluation of practice strategies. Facilitation of psycho-educational groups to practice group work skills.

SWK 358. Child Abuse and Neglect. (3 Credits)

Prerequisite: Admission to the Child Welfare Preparation Program (CW-PREP) and departmental 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 CW-PREP.

SWK 360. Social Work Practice III. (3 Credits)

Prerequisite: SWK 335 and SWK 350. Prerequisite or corequisite: SWK 390. Social Work process and skills applied to assessment and intervention with networks, organizations, and communities. Emphasis on community research; program development and evaluation; grantsmanship; strategies to advance social justice and address institutional and cultural violence.

SWK 365. Crisis Intervention. (3 Credits)

Prerequisite: ENG 102 or 105(B) or HON 102. This course will examine current theories pertaining to crisis intervention, assessment strategies, key public policy issues, and the treatment system. This course uses on-line discussion, presentations, and videos to facilitate learning.

SWK 390. Practicum Experience in a Social Agency. (3 Credits)

Prerequisite: SWK 350 and SWK 354 and overall GPA 2.5 or above. Co-requisite: Personal Liability Insurance and Tevera software license (also used in SWK 490). A total of 100 hours spread over the semester in an agency, or community program approved by Practicum Education Coordinator plus weekly seminar is required. Applications of practice theory and process. Application must be made through the Practicum Education Coordinator the semester preceding placement. Social Work majors only.

SWK 410. Social Welfare Policy Practice. (3 Credits)

Prerequisites: SWK 310 or 310W. Dynamics of policy implementation 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 Credits)

Prerequisites: Junior or Senior standing. Open to all 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 Credits)

Prerequisite: SWK 358 and admission to Child Welfare Preparation Program (CW-PREP). Development of assessment, intervention, and prevention skills in child abuse and neglect. Focus is on public agency involvement. Required course for CW-PREP.

SWK 455. Selected Topics in Social Work. (3 Credits)

Prerequisite: departmental approval. Recommended Junior or Senior standing. Open to all majors. Course content will be determined by interests and developments in the profession. May be retaken to a maximum of nine hours.

SWK 456. Children's Services . (3 Credits)

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 490. Social Work Practicum. (12 Credits)

Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of "C." Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Practicum Education Coordinator. A total of 300 hours over the course of the semester plus a weekly seminar is required. Application must be made through the Practicum Education Coordinator the semester preceding placement. Social Work majors only.

SWK 495. Independent Study in Social Work. (1-6 Credits)

Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of "C." Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Practicum Education Coordinator. A total of 300 hours over the course of the semester plus a weekly seminar is required. Application must be made through the Practicum Education Coordinator the semester preceding placement. Social Work majors only.

Sample Schedule

The following schedule is designed as an example of what is needed to get an on-campus Social Work degree in four years with 15 credit hours per semester minimum.

Semester 1: SWK 210, SOC 131, PSY 200, GEN ED, GEN ED

Semester 2: SWK 225, SOC 232 or STA 215, GEN ED, GEN ED, GEN ED

Semester 3: SWK 310, SWK 335, SWK ELECTIVE, GEN ED or ELECTIVE, GEN ED or ELECTIVE

Semester 4: SWK 350, SWK 354, SWK ELECTIVE, GEN ED or ELECTIVE, GEN ED or ELECTIVE

Semester 5: SWK 340, SWK 355, SWK 390, GEN ED or ELECTIVE, GEN ED or ELECTIVE

Semester 6: SWK 360, SWK 410, GEN ED or ELECTIVE, ELECTIVE, ELECTIVE

Semester 7: SWK 490 (12 credit hours, usually taken alone)

Social Work classes build on each other. Therefore, this is the order in which classes are generally taken. You must have 120 total hours including university and general education requirements to graduate. Your MyEKU Degree Works planner can help you keep track of your completed courses and what courses are still needed.

To broaden their experience and knowledge, students are encouraged to include electives selected from anthropology (ANT), child development (CSD), economics (ECO), health (EHS, CHS, HEA, NFA), foreign language (FLH), law enforcement (CRJ, PLS), political science (POL), psychology (PSY), recreation (REC), sociology (SOC), special education (SED), communications (CMS, COM), and Social Work (SWK).

Program Policies Related to Transfer Credit & Prerequisites

The individual courses that compose the total social work program at EKU have been planned to progressively build toward the goal of entering the social work profession as a fully qualified, ethical, and competent practitioner of the profession. Since each course builds on preceding course content, prerequisites 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 about applying for an exception.

Concerning social work courses <u>transferred</u> from other institutions, the social work program has establishedpolicies designed to ensure all students have fully met the standards of the program. The following policies have been adopted by the faculty in relationship to social work course transfer credit:

<u>Social work courses that count toward degree requirements can only be accepted from CSWE-accredited institutions.</u> Courses transferred from CSWE-accredited programs will have to be evaluated individually by the BSW Program Director 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-accreditedprogram. However, courses with the same or similar titles do not always match content from one university to another.

Students initiating transfer credit requests should anticipate providing full documentation of the transfer course(s) equivalency. This might include 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 EKU 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 EKU 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 EKU social work program credit, the course may lack the 12-hour volunteer experience required in the EKU course. In this case the student will be expected to complete and document an acceptable volunteer experience to meet the 12-hour requirement.

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 instead 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.

Registration Process

The registration and advising periods overlap during the semester and you can find dates and procedures on EKU's Colonel's Compass. 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 MyEKU. 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 administrative staff).

If you find that you are denied entry to a 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 your Social Work Program Advisor.

The social work program makes every effort to accommodate student scheduling needs. 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. Discuss with your advisor your specific needs to find the best fit between the Richmond campus, online program, and extended campuses in Somerset, Corbin, and Manchester.

Curriculum Exception Requests

Any Social Work student requesting an exception from any curriculum policy must complete a form which can be obtained from the Social Work Department's administrative assistant. Exceptions must be approved by the Program Director. The form is: 1) filled out by the student, 2) signed by the student's advisor, and 3) submitted to the BSW Program Director.

Override Requests

Pre- and co-requisites have been determined purposefully to ensure that students are prepared to move forward in the program. In some cases, overriding them makes perfect sense depending on circumstances. Students will apply for pre- and co-requisite overrides through the electronic form on MyEKU. The form is sent to the department and approved or denied.

SOCIAL WORK PROGRAM 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 requires an application process**. Admission decisions are made without discrimination based on race, color, religion, creed, sex, gender identity, ethnic or national origin, sexual orientation, disability, or age. Students admitted to the Social Work Program with a double major must declare Social Work as their first major.

Applicants to the Social Work Program are required to attend or view an admissions orientation session to gain access to the full online application. Announcements about the admissions process will be distributed through email, Blackboard, and in class.

Criteria for admission to the EKU Professional Social Work Program

Complete Required Coursework
Prior to application for admission to the Social Work Program students must have:
- Earned 32 semester hours of college credit
- 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 Introduction to Psychology
    - SWK 210 Introduction to Social Work
    - ENG 101 English Composition I
    - ENG 102 English Composition II

Complete the online Application for Admission to the Social Work Program including references, admission paper, and statement of ethics.

- **References.** 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. They may **NOT** be provided by other students, relatives of the student, or EKU Social Work Faculty.

- **Admissions Paper.** The applicant is required to write a three-to-four-page, double-spaced paper based on a topic selected by the faculty. A rubric, writing prompt, and guidelines for the paper are provided each semester at the Admissions Orientation. Late papers will NOT be accepted. Papers have a blind review by the Social Work Faculty which means they do not see your name or identifying information. Their evaluation of your writing is based on content and communication skills following the rubric. Students must earn a minimum score on the paper to be admitted. Students with substantiated disabilities will be accommodated as appropriate with written documentation provided at the time the application is submitted.

- **Ethics Statement.** Applicants must sign a statement with their online application to indicate they have read, understand, and will adhere to the Code of Ethics of the National Association of Social Workers.

Additional Steps for Transfer Students

- Verify Social Work courses beyond the introductory course (SWK 210) were completed at a CSWE-accredited college or university by the Council on Social Work Education (accreditation must have been active at the time courses were taken).

- Verify volunteer hours were completed with their Introduction to Social Work course if completed at another university or college. Submit documentation (letters from supervisors, logs, journals, etc.) of having completed 12 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. Students without this documentation will be required to complete the 12 hours and submit a log and assignment before full acceptance to the program.
- Students transferring credit to replace advanced practice courses (SWK 350, SWK 355, and SWK 360) or practicum (SWK 390) must apply to the Social Work Program Director to establish equivalency. These appeals must be made before application for admission.

<u>No student will be able to transfer credit for SWK 490.</u>

Meeting the minimum requirements does not guarantee admission. In the event a student is not admitted, they may reapply for the next semester by submitting a new application. Students are allowed to apply to the program only two times. Students may not register for SWK 350 or any higher-numbered Social Work courses without special permission if they have not been admitted to the program. Program exception procedures will be followed if needed.

Denial of Admission

Students who have been denied admission will have the opportunity to seek information regarding the denial through the BSW Program Director. The student may request feedback on their application and will have the opportunity to reapply one more time.

Appeal of Admissions Denial

Students may appeal the denial of admissions using the Department of Social Work appeals process. First, the student must submit an appeal in writing via email or hard copy to the Social Work Department Chair outlining the reasons for the appeal. This must occur within ten (10) business days of the application denial. The Social Work Department Chair will then review the appeal and respond in writing to the student within ten (10) business days after the filing of the student's appeal request. If the student wishes to appeal the Social Work Department Chair's decision, the student may proceed to appeal, in writing and within ten (10) business days, to the Dean of the College of Letters, Arts, and Social Sciences. The decision of the Dean of the College of Letters, Arts, and Social Sciences is final.

PRACTICUM PLACEMENT INFORMATION

This experience will provide a special blend of classroom learning and in agency learning as well as supportive supervision models involving many different stakeholders to support the new learning you are acquiring. Practicum education is designed, supervised, coordinated, and evaluated based on criteria that measure performance of the operationalized social work competencies. Students are expected to gain knowledge and skills in different placements with different populations and areas of practice.

There are two practicum placement courses that are to be completed within the social work program: SWK 390, "Practicum Experience in a Social Agency" (3 credit hours), and SWK 490, "Social Work Practicum" (12 credit hours). The semester before enrollment in each course, students must participate in a practicum orientation session, purchase Tevera software, apply for admission, and confirm a placement. Students will receive detailed information on how to prepare for SWK 390 and SWK 490, as well as what to expect during thier practicum. Students also participate in a seminar course designed to further supplement and strengthen the connection of the academic work they have completed and the practicum learning they are doing. The Practicum Manual will be provided to all students and outlines the policies and expectations of their performance in the practicum courses.

EXTRACURRRICULAR EXPERIENCES

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.

Student Social Work Association (SSWA)

SSWA is a student organization sponsored by the Department of Social Work and registered with EKU Student Life. SSWA includes all social work programs and campuses - BSW Online, MSW Online, BSW Richmond, Corbin, Manchester, and Somerset campuses. Anyone who has declared social work as their major can be a member of SSWA. **The primary goal of SSWA is to build a <u>culture of community</u> among our students.**

SSWA leadership includes a faculty advisor, department chair, and student officers. Students who have been admitted to the professional social work program can serve as officers of SSWA. Officers are responsible for collaborating with one another, with the faculty advisor, and with the student membership to organize regular monthly meetings and service activities for the campus and community. *Contact the advisor for more information.*
Faculty Advisor: Dr. Erin Stevenson
Co Advisor: Gina Sandlin

Phi Alpha Honor Society

Students who have attained excellence of scholarship and distinction of achievement will be invited to membership in the EKU chapter of Phi-Alpha Honor Society. This chapter intends to create a personal connection among students and faculty who are dedicated to the promotion of humanitarian goals. *Contact the advisor for more information.*
Faculty Advisor: Stephanie Saulnier

Inclusion, Diversity, Equity, Anti-racism Action (IDEA) Committee

The EKU Department of Social Work promotes inclusion, diversity, and equity in our teaching and interactions with the community. An essential part of this stance includes denouncing racism and injustice that is woven into our country's history. The IDEA committee discusses ways we can work to address systemic oppression and other forms of inequities to help individuals and groups achieve their full potential. This committee meets monthly. *Contact the advisor for more information.*
Faculty Advisor: Professor Nicole Lavy-Joy

BSW Student Advisory Board (BSW SAB)

The BSW program needs input from students to continually improve the curriculum and how we teach our courses and run the department. Students apply to be SAB members with open positions rotating annually. Social work faculty vote on advisory board applications. The committee meets monthly. Contact the advisor for more information.
Faculty Advisor: BSW Program Director, Dr. Erin Stevenson and Co-advisor Dr. Caroline Reid

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 organizations, student membership includes the NASW Newsletter, the 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 online.

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)

This state organization of social work educators KASWE 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 by presenting posters, research, or other information as appropriate.

The Public Child Welfare Certification Program (CW-Prep)

CW-PREP (formerly 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.

STUDENT RIGHTS AND RESOURCES

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 individuals 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 EKU Center for Student Accessibility (CSA) 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 CSA for documentation and recommended accommodation.

The role of the CSA is set forth in the EKU Undergraduate Student Handbook including a student grievance procedure for the resolution of complaints related to section 504 of the Americans with Disabilities Act. EKU strives to make all learning experiences as accessible as possible. Students registered with CSA should request accommodation letters. CSA will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at https://accessibility.eku.edu/applying-services. If you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Act Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU's Office of Institutional Equity, Lindsey Carter, Director, Office of Institutional Equity, Title IX Coordinator, Jones 416, (859) 622-8020, Lindsey.Carter@eku.edu.

Performance Concerns

As a first step, when problematic student behavior is identified, it is recommended that a faculty member or field instructor work with the student directly to attempt to discuss and educate about the behavior to address it and correct it informally. Should the behavior continue or need to be addressed in a documented manner, a Performance Review Plan will be used by the student and a social work faculty member to define a problem area; develop clear goals and objectives; and set a timeline for follow up. If this process effectively resolves the issue, then no referral to the Performance Review and Termination Committee is warranted. However, if for any reason, the student does not successfully resolve the problem, then a referral to the Performance Review and Termination Committee is warranted. See Appendix D for more details.

Technology Resources

Computers and printers are located in the libraries at all campuses. EKU IT Geeks provide free support for student tech needs: Dial-a-Geek (859-622-GEEK) or email at: geeks@eku.edu.

The Role of the Social Work Staff and Social Work Office

The Social Work Administrative Professional 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 Administrative 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 explaining the social work admission process, providing handouts, collecting completed student forms, and forwarding messages to the program director.

NO WAY! – The Administrative Associate:
- CANNOT provide information considered CONFIDENTIAL. This includes home phone numbers offaculty 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 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 administrative 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!

BSW ONLINE PROGRAM

The EKU Online Bachelors in Social Work offers the same courses, taught by the same instructors, but in an online course format. EKU Online offers two 8-week courses per each 16-week semester. The online format allows students to take classes who are already working in the field but looking to advance their career while still working. Online courses also allow students interested starting a career in Social Work who live too far away from campus to take traditional on-campus courses in an online format. Finishing your degree online is also ideal for current on-campus Social Work students who need to leave campus (perhaps for a job offer) but still want to complete their degree requirements.

Online Advising

The enrollment and academic advisors for the EKU Online Social Work program are Kerstin Peterson and Laquanda Miller. The role of these advisors is to assist students with their application for admission to EKU, and to advise students each semester on what courses they should take to meet the major requirements for an online BSW degree. You can reach Kerstin at Kerstin.peterson@eku.edu or (859) 622-8224 and Laquanda atLaquanda.miller@eku.edu or (859) 622- 9959.

As a reminder, admission to EKU does not guarantee admission to the Social Work program. For information on when students can apply to the full Social Work program, please refer to the "Admission Requirements" section of the Social Work student handbook. The Online Social Work acts as a resource for exclusively online students.

First-time students in the Online Social Work program will be expected to schedule an advising call or virtual meeting before the beginning of their first semester. Typically, the advisor will contact the first-time EKU Online Social Work student to notify the student that their transfer coursework (if applicable) has been evaluated, and to request an advising appointment.

During your advising meeting your advisor will discuss MyEKU and Degree Works, introduce you to the Social Work Blackboard student portal, and discuss recommended coursework for the upcoming term. At the conclusion of the meeting students will receive an email with advising information necessary to register forcourses for the upcoming term. Advising may last between 30 minutes to one hour.

Online Course Selection

EKU Online courses are not always offered in the same sequence as on campus courses and are not searchable in the schedule book on MyEKU. As an EKU Online student, you will receive a customized graduation plan that will get you the courses you need in the semester they are available. At the start of each registration term, your advisor will email you a list of available EKU Online classes for the upcoming term. It is important to follow your graduation plan and communicate with your advisor should changes need to be made to your customized plan or if a class you need/want to take is not available in the semester you need/want to take it. It is also important to note that not all Social Work courses found in the catalog are offered online.

Online Graduation Plans

Graduation Plans are prepared for all first-time EKU Online Social Work students who complete their firstsemester and have full intentions on returning to EKU Online the next semester. Please notify your advisor of any changes you make to the graduation plan so adjustments can be made as necessary.

Social Work Student Portal

Once a student has been offered admission to EKU, they will be added to the Social Work portal in the Learning Management System (LMS). Students will receive an email notification that they have been added to the portal. There are not any assignments associated with the portal. The portal exists to provide students information on Social Work specific forms, important EKU announcements, free online tutoring resources through EKU, online orientation information, and information on ways to pay for your EKU Online degree.

Online Admissions to Full Social Work Program

Online Social Work students must follow the same guidelines and expectations as on-campus students, including having completed 25-hour volunteer experience, when applying for admission to the full Social Work program with the exception of the following:

- Online Social Work students are required to participate in a mandatory admissions orientation, either virtually or by viewing a video.
- Online Social Work students will submit their application packet electronically

More information on applying for admission to the full Social Work program will become available to applicable students prior to enrolling in SWK 350 and SWK 354. As a reminder, students who meet the qualifications to be admitted to the program are not guaranteed admission into the full program. Online students may apply to the program up to two times if unsuccessful the first time.

Online Field Placement Information for Online Students

There are two field placement courses in the social work program: SWK 390, "Field Experience in a SocialAgency" (3 credit hours), and SWK 490, "Social Work Practicum" (12 credit hours). Prior to the semester of enrollment in each course, online students will be responsible for identifying an agency in proximity to their home for the completion of in-person practicum experience in SWK 390 and SWK 490. Online students will receive additional information on securing a practicum placement prior to registering for SWK 390 and SWK 490.

Online Academic Probation

Academic Probation is for students who earn a cumulative GPA of less than a 2.0 at the close of the semester. While on academic probation, you may not enroll in more than 13 credit hours during the 16-week semester. Atthe end of next semester, you must have earned a semester GPA of at least 2.0 or have raised your cumulative GPA to a 2.0 or you will be placed on Academic Suspension. You can find additional information online for EKU's Probation and Suspension policy.

Unlike on-campus students on academic probation, exclusively online students are not required to attend a seminar or come to campus for a meeting due to academic probation / academic success contract. However, your advisor will be in contact with you throughout the spring semester to make sure students are meeting course expectations and to refer students to available resources when necessary.

Graduation

Online students who meet graduation requirements are encouraged to participate in the on-campus graduation ceremony and events. Eligible students may apply for graduation through MyEKU. More details on graduation will become available for applicable students.

Career Exploration, and Alumni Information

EKU online offers many tools and resources for professional development and career counseling.
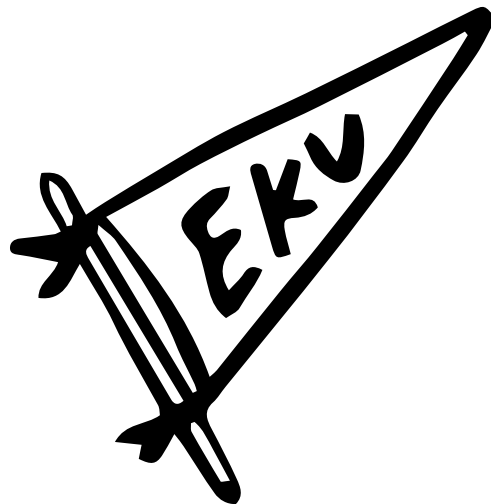
Thank you for reading through the BSW Student Handbook! This guide should answer many of your questions about the social work program. If you have more questions or want to talk about your role in the social work program, reach out to your advisor or the BSW Program Director and they will be happy to talk with you.

We are glad you want to become a professional social worker! Remember all our faculty are here to support you, to help connect you with resources, and to advocate for you.

Best wishes as you work toward earning your Baccalaureate in Social Work degree!

APPENDIX A. 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. Pincus and Minahan (1973) in their textbook Social Work Practice: Model and Method (Peacock Publishers) were major proponents of the generalist approach and provide the following objectives of generalist social work:

- to help develop new resource systems to meet the needs of people.
- to establish initial linkages between people and resource systems and between resource systems themselves to make them accessible to each other.
- 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
- to facilitate ongoing interactions between resource systems to enable them to work together effectively.
- 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. They may be formal systems such as organized membership groups (i.e., unions, religious groups, or professional groups). They may also be societal systems such as governmental and voluntary social welfare, justice, health care, 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) all social workers need to develop essential social work skills; (3) 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.

Students who are placed in practicum agencies take on responsibility for direct services to vulnerable clients and/or projects that may have critical timelines. When the practicum program places a student in a agency setting, there is a good faith understanding that the student is expected to complete the placement and not expose clients to abrupt disruption of services or the agency to the consequences of unfinished projects. Many of the agency affiliation agreements for student placement stipulate that the student must have satisfactorily completed the required didactic portion of the school's curriculum.

The social work process mentioned above is based largely on a scientific model and is strongly dependent on <u>systems theory</u>. 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 tasks; (4) action phase with tasks performed according to planned change strategies; (5) termination of services; and (6) evaluation of the planned change 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 withthe client's consent or, in some cases on behalf of the client's knowledge. The National Association of Social Workers (NASW) gives examples of the many <u>roles a generalist worker</u> may act in like the broker, advocate, organizer, 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. They must beprepared 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 (BSW) 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 tofacilitate the interaction between people and resource systems.

Social workers, no matter what their <u>level of professional practice</u>, BSW, MSW, DSW, PhD, must first acquire 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 their chosen profession.

APPENDIX B. COUNCIL ON SOCIAL WORK EDUCATION (CSWE) EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

The 2022 EPAS from CSWE include nine (9) core competencies on which our social work curriculum is based. The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.

Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:
- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.

Social workers:
- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:
- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
Social workers:
- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses.

Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:
- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
- Apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:
- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other inter-professional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:
- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX C. SOCIAL WORK CODE OF ETHICS AND YOU

The decision to major in social work, rather than many of the other majors that you may have chosen here at EKU, means that you have elected a program of study leading to a professional degree. A characteristic socialwork 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 <u>Code of Ethics</u> developed by the National Association of Social Work (NASW, 2021).**

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 lifelong process of examination. That process begins in the social worker's education and training. <u>It is important to read and understand the Code of Ethics as it affectsyour conduct within the program</u>. **Students in social work are bound by the Code of Ethics**, and as theyprogress 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. Academicdishonesty 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 learningprofessional 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 reportviolations 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 fieldplacement 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 thecarrying of guns and other lethal weapons. A particular focus of the EKU 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 tocampus or at field placement agencies, regardless of permit status.

The Code of Ethics "Core Values"

The mission of the social work profession is rooted in a set of core values. These core values, embraced bysocial 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 academicdishonesty, these documents are included in full, for your information.

The Code of Ethics was most recently revised and updated by the NASW Delegate Assembly in 2021. The full NASW Code of Ethics is provided here for your reference. It is also available online at: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.

Overview of the NASW Code of Ethics

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.
- 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 dual 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.

Mission

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 primary 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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. (For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.) In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology.

For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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 should take measures to care for themselves professionally and personally. 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 six (6) 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.

Standard 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 their 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence
(a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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.

(I) 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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.

Standard 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 verbal, written, and electronic 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, or other professional ethics committees).

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

Standard 3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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.

Standard 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

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 these 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.

Standard 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

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

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

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

Standard 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 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Academic standards in the social work program include those that are of a cognitive, skill and scholastic nature, as well as those that are effective and professional in nature. These academic standards in combination are seen as primary indicators of professional readiness for practice in the field of social work. Therefore, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers.

It is possible that a student may receive a passing academic grade and still have difficulty demonstrating the characteristics necessary to become an effective practitioner. The Social Work Program faculty has a professional and ethical responsibility to carefully consider any characteristics or behaviors which may influence work with client systems. Students may be placed on a performance plan to help set goals for change and monitor progress. Appendix D gives the full process for performance review plans.

Perfomance Review Plan Process

As a first step, when problematic student behavior is identified, it is recommended that a faculty member or field instructor work with the student directly to attempt to discuss and educate about the behavior to address it and correct it informally.

Should the behavior continue or need to be addressed in a documented manner, a Performance Review Plan will be used by the student and a social work faculty member to define a problem area; develop clear goals and objectives; and set a timeline for follow up. If this process effectively resolves the issue, then no referral to the Performance Review and Termination Committee is warranted. However, if for any reason, the student does not successfully resolve the problem, then a referral to the Performance Review and Termination Committee is warranted.

Development of Performance Plans

All Performance Review Plans will be forwarded to the Department Chair. The Department Chair or designee will enter the student's name and the date of plan, date of plan review and date of completion into a database. In the event a student has received two prior plans, regardless of outcome, the Department Chair will make a referral to the Program Review and Termination Committee.

Performance Review and Termination Committee Referrals

A student may be recommended for referral to the committee by any Social Work Department faculty/staff member, field instructor, student, Department Chair, or by self-referral. Recommendations for a referral directly to the Performance Review and Termination Committee must first be made to the committee chair by submitting a performance review referral form. The committee chair makes the final determination as to whether the behavior meets the egregious instances noted below for a direct referral to the committee. The Committee Chair's decision on this matter is final. The Department Chair must make the referral to the Committee for a student who is referred for a new Performance Review Plan after having two prior Performance Review Plans. In this instance, a Last Chance Performance Plan may be developed.

The purpose of the Performance Review and Termination Committee is to help resolve academic and/or professional behavior-related issues that are brought to the Department's attention. Toward this end, the Performance Review and Termination Committee will assist by identifying the academic or professional performance issues that prompted further review; determining the potential for additional strategies to remediate the issues; updating plans of action to facilitate student success or determine other outcomes necessary, which may include program dismissal.

The Committee has three purposes: (1) review a student's behavior after a student fails a Performance Review Plan to determine the potential for additional strategies to remediate the issues; updating plans of action to facilitate student success or determine other outcomes necessary, which may result in program suspension or termination; (2) Develop a Last Chance Performance Plan for a student who had two previous Performance Plans that have been completed successfully; (3) review egregious behavior to make a determination on a student's ultimate suspension or termination from the program.

A Performance Review Plan may address the behavior below. This is not an exhaustive list, and other behaviors can rise to the level of needing to be addressed by a Performance Review Plan.

In egregious instances, the student may be referred directly to the Performance Review and Termination Committee by the Department Chair. Egregious behavior is noted below by an asterisk and is behavior that could result in suspension or termination from the program.

Academic Performance Concern(s)

BSW
- Lower than overall grade point average of 2.5
- Unsatisfactory performance in field practicum course(s)(SWK 390 and SWK 490)
- Less than a "C" in any required course

Code of Conduct
- Class or field work behavior that is dishonest or shows a pattern of disrespect to classmates or authorities, including professors or field work supervisors
- Lack of participation
- Lack of following clear directions

Academic Integrity*
- Plagiarism
- Cheating
- Fabrication

II. Professional Performance Concern(s)
Ethics Violation
- Conduct that is inconsistent with the NASW Code of Ethics or state law
- Failure to demonstrate a minimal level of competence in one or more of the program's practice behaviors, which includes persistent academic performance below expectations*
- Breach of confidentiality or related standards for handling client information
- Failure to follow internship site policies/procedures, including reporting

Mental Health/Substance Abuse
- Disruptive behavior when engaged in activities as a student
- Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice*

Illegal Activity
- Threatening the welfare of clients, agency personnel, faculty, or other students*

Unprofessional Behavior
- Conduct that raises concerns regarding the student's understanding of ethical decision making
- Class or field work behavior that is dishonest or shows a pattern of disrespect to classmates or authorities, including professors or field work supervisors
- Conduct that raises concerns regarding the student's suitability to practice social work
- Failure to meet performance standards outlined in course syllabi, student handbook, or field manual

Composition of the Performance Review and Termination Committee

The committee will consist of three (3) Social Work Department faculty members who will serve two-year staggered terms. Both the BSW and MSW Field Directors will serve on the committee as alternates, depending upon in which program the student being referred is currently enrolled. The other two active members of the committee will include those who are tenured or tenure track faculty members in the Social Work Department. In the event that a student's advisor is a committee member, an alternate member will be selected by the Chair of the Social Work Department. The committee will select a chairperson, or co-chairs, at the beginning of each academic year. Students are excluded from membership on the committee to ensure privacy regarding the referred student.

Student Privacy and Confidentiality

All procedures and communications relating to the academic and performance review process will be kept confidential as required by law; however, depending on the nature of the performance issue and outcome, it may be necessary for the committee chair to share information with others directly involved in the situation. Members of the committee and all persons involved in the committee proceedings are expected to observe the confidential nature of the information shared and made available to them.

Program Procedures

When a student is referred to the Performance Review and Termination Committee, the following will occur:

- The chair of the Performance Review and Termination Committee must, as an initial step, make the determination that every effort has been made to resolve the problem between the student and person making the referral. The exception to this process may include situations that warrant immediate referral. In the case of a direct referral to the Performance Review and Termination Committee, the referral form will be completed and sent to the chair of the committee.
- Upon receiving the referral form, the committee chair, within five (5) business days, notifies the student (through their EKU email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member, along with any additional supporting documentation that was provided. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) business days of initial written notification to the student. The student will be given three (3) days' notice of the committee meeting, and the meeting will be scheduled at a time convenient with the student's schedule. It is the responsibility of the student to contact the committee chair to confirm their intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student's absence. In the event a scheduling conflict arises, the ten (10) business days may be extended by the committee chair for an additional five (5) days.
- The student may elect to invite at least one supportive person to attend the meeting. The supportive person may not speak on behalf of or represent the student.
- Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral and will be responsible for assuring that committee members are provided the materials regarding the student and provide a copy to the student prior to the meeting.
- During the meeting with the student, it is the committee chair's responsibility to facilitate the process. The chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained in regard to the student's situation. The chair will then provide the student the opportunity to respond to the evidence presented or to present additional testimony and evidence.

- Once all the evidence regarding the situation has been presented and discussed, the committee may convene without the student to deliberate. During this phase, it is the goal of the committee to arrive at a consensus as to the recommendations and plan of action.
- Possible outcomes include, but are not limited to:
  - The committee recommends that the student may remain in the program and no further action is required.
  - The committee recommends a plan to remediate the problems identified (using designated form and procedures and monitored by the appropriate program coordinator).
  - The committee decides that the student is to be dismissed from the Social Work Department.
- Following the meeting, the committee chair will provide the student with a copy of the written recommendations no later than five (5) business days following the performance review meeting. A copy will also be provided to the Chair of the Social Work Department.
- The committee, upon request of the Department Chair, may also meet periodically to review the progress of any students who have an active remediation plan in place that is being monitored. If a student is not making satisfactory progress in relation to the remediation plan, the committee chair will reconvene the committee and meet with the student to make further recommendations.

Appeals Process of Committee Decision

Any student who appears before the Performance Review and Termination Committee may appeal the committee's decision. The first level of the appeal process is for the student to contact the Social Work Department Chair, outlining the reasons for the appeal. The student must submit the appeal in writing via email or hard copy within ten (10) business days of the committee recommendations.

The Social Work Department Chair will then review the appeal and respond in writing to the student within ten (10) business days after the filing of the student's appeal request. If the student wishes to appeal the Social Work Department Chair's decision, the student may proceed to appeal, in writing and within ten (10) business days, to the Dean of the College of Letters, Arts, and Social Sciences. The decision of the Dean of the College of Letters, Arts, and Social Sciences is final.

University Review and Appeals Process

Behavior that is implicated under this Department Policy may also be subject to University sanctions through the Office of Student Conduct and Community Standards (SCCS). At any point, a member of the EKU community can initiate the university process of review of a Code of Conduct or Academic Integrity violation by reporting the incident to the SCCS or to a faculty/staff member. If a faculty/staff member receives a report of an alleged academic integrity violation, they shall notify the SCCS Office. The SCCS Office is responsible for notifying the affected responsible faculty/staff member and the appropriate Department Chair/Unit Head of the alleged violations reported to the SCCS Office. The Office of Student Conduct & Community Standards outlines this process for reporting an alleged academic integrity violation, as well as the process for appealing decisions for a sanction which is described in the Academic Integrity policy (4.1.3P).

Academic Probation and/or Program Dismissal

Students dismissed from the BSW Social Work Program will still be eligible to continue their studies toward graduation with an alternative degree. The student will be referred to a College Advisor to develop a new advising plan.

Appeals Process for Termination from Program

Termination from the program may be appealed through the Social Work Department Chair and 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 BSW Program Director. The meeting should occur within 5 business days of contact. If still not satisfied or resolved:
2. Write a letter of appeal stating your procedural concerns and send the letter to the Department Chair. If still not satisfied or resolved:
3. Follow appeals procedures set forth in the Student Handbook and/or as described in the Graduate School notification of dismissal which includes completing the Graduate School Dismissal Appeal Form.