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

*The Social Work Baccalaureate Program is accredited by the Council on Social Work Education*
Welcome to the Eastern Kentucky University Social Work Program

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

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

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

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

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

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

One of the qualities of the 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 as awarded upon successful completion of the EKU program) and the graduate degree in social work (MSW).

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

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

A second fundamental influence on each of the courses, as well as the courses collectively, is the Educational Policy and Accreditation Standards (EPAS) issued by CSWE (2015). Every course you will take in the EKU program is designed to reflect the goals and requirements specified by the standards established in the EPAS. The broad intent of the EPAS is to insure that graduates of CSWE accredited programs are fully qualified to enter the profession as fully competent practitioners.

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

*See page 35 for Generalist Practice Definition.
*See pages 36-38 for Educational Policy and Accreditation Standards (EPAS)
CURRICULUM DESIGN AND ORGANIZATION

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

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

Thus the design might look like this:

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<thead>
<tr>
<th>CSWE Educational Policy and Accreditation Standards</th>
<th>Eastern Kentucky University's Mission</th>
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<td>Program Mission</td>
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<td>Program Goals</td>
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<td>Program Objectives</td>
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<td></td>
<td>Social Work Course Objectives</td>
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<td></td>
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<td>Assignments and Experiences</td>
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</tbody>
</table>

Revised January 5, 2018
Social Work Program Mission, Goals and Objectives

Mission Statement
The Eastern Kentucky University Social Work 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 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 practitioners who can think critically and creatively. Our mission is to graduate ethical leaders who advocate for social and economic justice in rural, urban and global communities, with an emphasis on EKU’s identified service region.

Program Goals
The social work program goals are to:

1) 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 ten core competencies;

2) 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;

3) prepare students to deliver ethical social work practice through the development of critical thinking to guide professional judgments and practice; and

4) prepare students for advocacy and service to diverse populations-at-risk and to advance economic and social justice.

Social Work Program Objectives
The social work program identifies 9 objectives of the program. These program objectives are also considered student learning outcomes or social work competencies. They are for students to:

1) demonstrate ethical and professional behavior,
2) engage diversity and difference in practice,
3) advance human rights and social, economic, and environmental justice,
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.
YOUR SOCIAL WORK ADVISOR

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

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

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

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

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

For specific information concerning advising for online students, please refer to the Online Social Work Program section.

STUDENT RESPONSIBILITIES AND ADVISING

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

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

- **Declaration of a Social Work Major:** A student may declare social work as their major upon acceptance to the University and at any point in their association with the University. The student is required to follow the requirements of the major specified in the University Undergraduate Catalogue in effect at the time they declare social work their major.

- **Application for Admission to the Social Work Program:** A student who enters the University as a freshman with a declared social work major normally has to complete the requirements established for application for admission to the social work program by the beginning of their second sophomore semester or first junior semester. The specific requirements for applying for admission to the social work program are contained in the appendix of this handbook. Students not admitted to the program are ineligible to enroll in SWK 350, SWK 390, and other advanced courses in the curriculum.

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

- **Application for Admission to Field Practicum:** A student qualifies for application to the social work program's first field practicum (SWK 390) when they are enrolled in SWK 350 or the first or second semester of the junior year; and for the second practicum (SWK 490) at the beginning of the senior year. Since application processes for both SWK 390 and SWK 490 occur at the beginning of the semester prior to practicum enrollment, students need to be particularly aware of their responsibility to attend to the application process in a timely fashion. The process consists of: 1) mandatory attendance at the SWK 390 or 490 orientation meeting; 2) filling out and returning the appropriate forms to the Field Placement Coordinator by the specified deadlines; and 3) scheduling and attending the individual placement interview with the faculty. Missing the application for admission to a field practicum course may postpone application for a full semester and thereby delay anticipated graduation. Online learners will receive additional information prior to enrollment in SWK 390 and SWK 490.

To enroll in SWK 390, "Field Experience in a Social Agency" (3 credit hours) a student must have a cumulative grade point average of 2.5 and have completed the following courses with a minimum grade of "C:" SOC 131, SOC 232, PSY 200, SWK 210, SWK 225, SWK 310, SWK 350, and SWK 354. The student is in placement eight (8) hours a week, usually an eight-hour day, and is in a seminar for 1 1/2 hours per week on a separate day.

To enroll in SWK 490, "Social Work Practicum" (12 credit hours) a student must have a cumulative grade point average of 2.5 and have completed all other social work requirements with a minimum grade of "C." SWK 490 is a twelve-week block placement. Typically four days a week for 15 weeks plus weekly on-campus seminar.
- **Application to Graduate:** Applications for graduation are requested and submitted at the College of Letters, Arts, and Social Sciences office in Miller 207. Students who have 90 hours are required to apply for graduation. This prompts a degree works audit by the College of Arts and Sciences. The audit reflects credits earned towards the BSW degree and those courses necessary for students to complete their degree requirements. It represents an important check on degree progress and is a tool for planning the student's graduation. Students may also apply for graduation through EKUDirect. Please visit: [http://registrar.eku.edu/applying-graduation](http://registrar.eku.edu/applying-graduation) for more information.
### SOCIAL WORK MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>SWK 210</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 225</td>
<td>Human Behavior/Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 335</td>
<td>Human Behavior/Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 350</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 354</td>
<td>Practice Skills Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>SWK 355</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 340</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWK 360</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SWK 390</td>
<td>Field Experience in a Social Agency</td>
<td>3</td>
</tr>
<tr>
<td>SWK 410</td>
<td>Social Welfare Policy Practice</td>
<td>3</td>
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<tr>
<td>SWK 490</td>
<td>Social Work Practicum</td>
<td>12</td>
</tr>
<tr>
<td>SWK ELE</td>
<td>Elective (SWK 344, SWK 365, SWK 440, SWK 457, or other as approved by program).</td>
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*Total Major Requirements* 51 hours

### SUPPORTING COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSY 200</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 131</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 232</td>
<td>Introductory Sociological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 399/400</td>
<td>Gender and Society/Racial and Ethnic Relations</td>
<td>3</td>
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</table>

*Total Major Requirements* 12 hours

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

### GENERAL EDUCATION REQUIREMENTS

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

<table>
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<tr>
<th>Curriculum and Major Requirements</th>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>Support Requirements</td>
<td>12</td>
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<tr>
<td>General Education</td>
<td>36</td>
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<td>University Requirements</td>
<td>4</td>
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<tr>
<td>Free Electives</td>
<td>17</td>
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*Total* 120 hours

Revised January 5, 2018
SOCIAL WORK COURSE DESCRIPTIONS

SWK 210: Introduction to Social Work
Introduces philosophy, values, ethics, and processes of the social work profession; emphasizes the bases of Generalist practice theory; areas of practice; social justice and the role of violence in society.

SWK 225: Human Behavior/Social Environment I

SWK 310: Social Welfare Policy History
Prerequisite or co-requisite: POL 101. 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 for both SWK 310 and 310W. Gen. Ed. E-5B

SWK 310W: Social Welfare Policy History
Prerequisites: ENG 102 or ENG 105 (B) or HON 102. Prerequisite or Co-requisite: POL 101. History of social welfare policy; its role and relationship with other social institutions, structures 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 for both SWK 310 and 310W. Gen. Ed. E-5B.

SWK 335: Human Behavior/Social Environment II
Prerequisite: SWK 210. Prerequisite or co-requisite: 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
Prerequisite: SWK 310. Prerequisite or co-requisite: 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
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. Meets University Wellness requirement.

SWK 350: Social Work Practice I

SWK 354: Social Work Practice Methods
Co-requisite: SWK 350. Focuses on interactional activities and exercises that foster the development of interviewing skills, data collection, synthesis, assessment, service contracting and use of relationship skills.

SWK 355: Social Work Practice II
Prerequisites: SWK 335, SWK 350, and SWK 354, co-requisite SWK 390. 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  Prerequisite: Admission to the Public Child Welfare Certification Program (PCWCP) 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 PCWCP.

SWK 360: Social Work Practice III  Prerequisite: SWK 335 and SWK 350. Prerequisite or co-requisite: 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 (social work elective)  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: Field Experience in a Social Agency  Prerequisite: SWK 350 and SWK 354 and overall GPA 2.5 or above. Co-requisites: SWK 340, SWK 360, SWK 355, Personal Liability Insurance. Eight hours per week in an agency, community program, or project approved by Field Education Coordinator plus 1 1/2 hour seminar. Applications of practice theory and process. Student must apply the semester preceding course enrollment. Majors only.

SWK 410: Social Welfare Policy Practice  Prerequisite: SWK 310. Prerequisite or corequisite: SWK 390. 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 (social work elective)  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  Prerequisite: SWK 358 and admission to Public Child Welfare Certification Program (PCWCP). Development of assessment, intervention, and prevention skills in child abuse and neglect. Focus is on public agency involvement. Required course for PCWCP.

SWK 455: Selected Topics in Social Work  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 six hours.

SWK 456: Children’s Services (social work elective)  Critical appraisal of societal values of priorities underlying services to children. Examines range of services and skills used in social work practice with children; understanding psycho-social needs of children.

SWK 457: Assessing Needs of Older Adults (social work elective)  Examines societal values relating to the elderly; psycho-social needs of the elderly; community-based and institutional services; and dynamics of working with the elderly and their families. Open to all majors.

SWK 490: Social Work Practicum  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 Field Education Coordinator. Typically four days a week for 15 weeks plus weekly on-campus seminar. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.

Revised January 5, 2018
SWK 495: Independent Study in Social Work  Student must consult with the faculty supervisor and have the independent study proposal form approved by faculty supervisor, program director, and departmental chair prior to enrollment.
The following schedule is designed as an example of what is needed to get an on-campus Social Work degree in four years:

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<tr>
<td>SOC 131</td>
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<td>SOC 131</td>
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<td>SWK 335</td>
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<td>SWK 310</td>
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<td>SWK 340</td>
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<tr>
<td>SOC 232</td>
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<td>*SOC 400 or Soc 399</td>
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<tr>
<td>SWK 354</td>
<td>3</td>
<td>Spec Topics or SW Elective</td>
<td>3</td>
</tr>
<tr>
<td>*SOC 400</td>
<td>3</td>
<td>SWK 390</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>Total Hours</td>
<td></td>
</tr>
</tbody>
</table>

Revised January 5, 2018
### Semester 7

<table>
<thead>
<tr>
<th>CLASS</th>
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<tbody>
<tr>
<td>SWK 360</td>
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<tr>
<td>SWK 410</td>
<td>3</td>
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<tr>
<td>SWK Elective</td>
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Total Hours

### Semester 8

<table>
<thead>
<tr>
<th>CLASS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 490</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Hours

*Social Work classes are built on each other. Therefore, this is the order in which classes are generally taken.*
PROGRAM POLICIES RELATED TO TRANSFER OF CREDIT & PREREQUISITES

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

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

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

The 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 25-hour volunteer experience required in the EKU course. In such case the student will be expected to complete and document an acceptable volunteer experience.
PROGRAM POLICY ON AWARDING ACADEMIC CREDIT FOR LIFE EXPERIENCE AND PREVIOUS WORK EXPERIENCE

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

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

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

The registration and advising period overlap during the last four to six weeks of the semester. Colonel’s Compass, located on the EKU website, contains information on registration dates and procedures. Students are encouraged to register at the earliest possible time scheduled for them to avoid problems with filled and closed classes.

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

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

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

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

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

Applicants will be required to attend an admission orientation at the beginning of the semester they plan to apply. Announcements of this meeting will be posted outside the Program Director’s office and the Office Associate’s office within four weeks after classes begin. Online Social Work students must meet the criteria for admission below, but will have alternative orientation requirements.

Criteria For Admission To The Professional Social Work Program

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

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

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

All students applying to the program must:

• Complete an Application for Admission to the Social Work Program

• Supply two letters of reference supporting the student's application which provide information about character, maturity, stability, achievements, interactional skills and special qualities. These letters may come from professors, high school teachers, counselors, supervisors, professional social workers, and other professionals, but not from other students, relatives of the student, or EKU Social Work Faculty.

• Complete an admission paper. The applicant will be required to write a three- to four-page, double-spaced paper based on a topic selected by the faculty. The topic will be included in the application packet. The student must submit the completed paper along with their application. Note: Late papers will NOT be accepted.

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

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

Transfer students must:

• Verify that Social Work courses beyond the introductory course (SWK 210) were taken at a college or university which has a program that has been accredited by the Council on Social Work Education (accreditation must have been active at the time courses were taken). Students who have taken Introduction to Social Work at a different university must have completed 25 hours of volunteer service as required in the EKU SWK210 course.

• Students transferring credit to replace advanced practice courses (SWK 350, SWK 355, and SWK 360) or field practicum (SWK 390) must apply to the Social Work Program Director to establish equivalency. These appeals must be made prior to application for admission. No student will be able to transfer credit for SWK 490.

• Submit documentation (letters from supervisors, logs, journals, etc.) of having completed 25 hours of volunteer experience in a human service agency or program; or documentation (letters from supervisors) of para-professional work experience in a human service agency or program. Without this documentation the student will be required to take SWK 210, Introduction to Social Work.

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

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

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

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

NAME:       EKU ID#:_____  ______
ADDRESS:       PHONE:

I request the following: ________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Justification: ________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Recommendations:

_________________________________  ______________________   ______________________
Student                          date                          approve                   disapprove

_________________________________  ______________________  ______________________
Advisor                           date                          approve                   disapprove

_________________________________  ______________________  ______________________
Program Director                 date                          approve                   disapprove

cc: student advisor
APPEALS PROCESS

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

1. Make an appointment to discuss your concerns with the Social Work Program Director.

   *If still not satisfied or resolved:*

2. Write a letter of appeal stating your procedural concerns and send the letter to the Social Work Program Appeals Committee c/o the Program Director. The Committee will review the appeal. A personal appearance before the Committee may be requested by the student, or the Committee may request the presence of the student. Alternative options will be made to accommodate distance learners.

   *If the matter is still unresolved to the student's satisfaction:*

3) Write a letter of appeal to the Anthropology, Sociology, and Social Work Department Academic Practices Committee c/o the Department Chair. The appeal should state the procedural concerns. This Committee procedure is available from the Department office, Keith 223.

   *If student remains unsatisfied:*

4) Follow appeals procedures set forth in the University Handbook for Students (page 4, "Student Grievances or Complaints").
FIELD PLACEMENT INFORMATION

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

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

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

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

SWK 390 "Experience in a Social Agency"
This practicum introduces the student to the arena of social work practice. This course often serves as the student's first formal experience in actual practice situations and provides an opportunity to test out the career choice of social work. It provides actual situations where the student may apply the practice principles and knowledge he/she has learned previously or is learning concurrently.

To enroll in SWK 390 a student must have completed the following courses with a minimum grade of "C:" SOC 131, SOC 232, PSY 200, SWK 210, SWK 225, SWK 310, SWK 350, and SWK 354. Students must have an overall GPA of 2.5 or above.

Clock Hour Requirements
SWK 390 consists of eight hours per week for one semester. A minimum of 112 clock hours is required in an agency or agency directed activities. The student participates in a 2 hour seminar (3-hour seminar during summer school) which meets weekly throughout the semester. Students are expected to be in the placement for 15 weeks. More information will be made available for online learners.

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

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professional responsibilities as a competent member of the social work community.

To enroll in SWK 490, a student must have a cumulative grade point average of 2.5 and have completed all other social work requirements with a minimum grade of "C."

Clock-Hour Requirements
Students in SWK 490 are in their agency placements for 384 hours spread evenly throughout the semester. Students enrolled in SWK 490 are required to complete at least 384 agency hours and attend a weekly two-hour seminar (on campus). Additionally, students engage in a weekly seminar throughout the semester. More information will be made available for online learners.

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

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

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

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

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

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

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

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

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

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

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

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

Online students will receive additional instruction on policies related to field placement. The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student’s knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student’s educational experience is the primary focus.
TERMINATION FROM THE SOCIAL WORK PROGRAM

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

These violations may include but are not limited to:
1) Behavior judged to be in violation of the NASW Code of Ethics.
2) Academic cheating, lying, or plagiarism.
3) Behavior that demonstrates the likelihood for impairing effective provision of quality services to future clients and/or a demonstrated inability to utilize interpersonal skills necessary for effective social work practice.
4) Knowingly making a false oral or written statement during the admission process.

TERMINATION PROCESS

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

APPEALS PROCESS

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

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

4. Follow appeals procedures set forth in the University Handbook for Students (page 4, "Student Grievances or Complaints").
ACADEMIC INTEGRITY POLICY

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

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

1. **Plagiarism**- Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:
   a. Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
   b. Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.

2. **Cheating**- Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:
   a. Giving or receiving assistance not authorized by the instructor or University representative; Participating in unauthorized collaboration on an academic exercise;
   b. Using unapproved or misusing electronic devices or aids during an academic exercise.

3. **Fabrication** - Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:
   a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
   b. Listing sources in a bibliography and not directly used in the academic exercise;
   c. Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
   d. Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

4. **Pledge** - “I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor code and Academic Integrity Policy”
5. **Procedures for Dealing with Academic Integrity Cases**

   *Step 1. When a violation of the Academic Integrity Policy is suspected:*
   
   If an incident of alleged violation of the AI Policy is suspected, any member of the EKU community can initiate the process of review by reporting the incident, in writing, directly to the responsible faculty/staff member. The responsible faculty/staff member may elect to conduct his/her own review of the allegations or may elect for the matter to be referred to the Academic Integrity Office.

   **Option A: The Faculty/Staff Member Conducts a Review of the Allegations:**
   
   If the responsible faculty/staff member chooses to continue the review of the allegations autonomously, the faculty/staff member should obtain and assess the applicable information in determining whether a violation of the AI policy has occurred. If the faculty/staff member determines that an AI policy violation has occurred, a notification of the violation must be made to the Office of Academic Integrity for recordkeeping. At this point, the faculty/staff also notifies the student in writing of the allegation, the sanction, AND the right to contest the allegation and sanction according to the AI Policy procedure. If the student accepts responsibility for the violation and the sanction in writing, the case is closed. There is no appeal from this decision. Upon determination of responsibility, the AI Coordinator will enter the report data in the database. If the student does not accept responsibility and chooses to contest the allegation and sanction, the process proceeds to Step 2.
   
   **Note:** The faculty/staff member involved in Step 1 should request information from the AI Coordinator regarding the student's previous violations of the AI Policy prior to rendering a sanction in this particular case.

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

   **Step 2. When an Academic Integrity charge or sanction is contested:**
   
   After the faculty/staff member and student have met and the student chooses to contest the charge and/or sanction, the faculty/staff member will refer the case to the AI Office, within five academic days of the meeting. The AI Coordinator will meet with the student to discuss the charge and/or sanctions and the right to contest these. If the student chooses not to contest the charge and sanction, the case is closed. There is no appeal from this decision. Notification of the violation is made by the AI Office into the database for recordkeeping. If the student contests the allegation and/or sanction, the AI Office will schedule a hearing, as soon as practicable, with the specific College Academic Integrity Committee from which the incident occurred. (Then proceed on to Step 3.)

   **Step 3. At the College Academic Integrity Committee hearing:**
   
   At the College Academic Integrity Committee hearing, both the student and the faculty/staff member will present their information. The Committee members will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Committee, the proceeding may be extended to an additional meeting. At this level of hearing and continuing throughout the process, the student has the option of having a Peer...
Advisor present. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the Committee, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee’s decision will be binding. If the Committee determines that the student has violated the AI Policy, before the sanctioning stage of the hearing, the AI Coordinator will provide the Committee information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Committee will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Committee to those present at the conclusion of the hearing.

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

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

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

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

Step 7. At the Student Disciplinary Council hearing, both the student and the faculty/staff member will present their information. The Council will review all of the information presented and then deliberate in private. At the discretion of the Chair of the Student Disciplinary Council, the proceeding may be extended to an additional meeting. Absent exceptional circumstances beyond the control of the student as determined by the Chair of the
Council, if the student who has been notified of the hearing fails to appear, the proceeding may take place in his/her absence and the Committee’s decision will be binding. If the Council determines that the student has violated the AI Policy, before the sanctioning stage of the meeting, the AI Coordinator will provide the Council information regarding whether the student has any previous AI Policy violations recorded and sanctions imposed. The Council will deliberate again in private in order to determine the appropriate sanction for this violation. The Chair will announce the decision of the Council to those present at the conclusion of the hearing.

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

The Office of Services for Students with Disabilities assists the student in coordinating reasonable accommodations for a disability. Since students are not required to request accommodations on the University admission form, it is the student's responsibility to contact the Office if coordination of services is desired. Any information given by the student is confidential. Students living in University housing who need special accommodations or special assistance during emergency evacuations must indicate this on the housing application form.
The University ADA/Section 504 Compliance Officer is the Director of Equity, Center for Student Accessibility, Lori Davis.

The University ADA/Section 504 Compliance Officer is responsible for the University's overall efforts to comply with the ADA and Section 504 of the Rehabilitation Act. Duties include, but are not limited to:

- Administering the University's ADA regulations
- Reviewing documentation for requests for Reasonable Accommodations
- Ensuring that buildings and pathways are free from obstructions, and
- Addressing concerns that arise from the University Community.

The ADA/Section 504 Coordinator is Associate Dean, Dr. Laurence Hayes.

Duties:

► Review concerns and appeals of eligibility determinations and Reasonable Accommodation determinations for employees, students or guests in accordance with this regulation.

► Evaluate University’s decisions in accordance with applicable guidelines under the ADA and Section 504

► Determine whether the University has erred in its decision due to a denial of eligibility or Reasonable Accommodation Communicates with both the University and student/employee/guest in a timely fashion

General Inquiries:
Lori Davis, University ADA/Section 504 Compliance Officer
lori.davis@eku.edu
(869) 622-2933

Appeals/Denial of a Reasonable Accommodation:

Dr. Laurence Hayes, ADA/Section 504 Coordinator
laurence.hayes@eku.edu
(859) 622-6540

Allegations of Disability Discrimination/Harassment:

For allegations of Disability Discrimination/Harassment please call the EKU Office of Equity and Inclusion at 859-622-8020.
COMPUTER ACCESS AND RESOURCES
There are numerous computer labs available on each EKU campus. There is small lab available on the 2nd floor of the Keith Building. The lab houses computers equipped with word processing, internet access and power point. Computer access on extended campuses is determined by that campus’ policy.

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

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

SSWA – Extended Campuses
Corbin campus students strive to have an active student social work association.

The National Association of Social Workers (NASW)
Students majoring in social work are strongly encouraged to join the National Association of Social Work (NASW). NASW is the national professional organization of social work and welcomes into its membership students enrolled in CSWE accredited programs. NASW is organized into state "chapters" and more localized "branches." The student joining NASW becomes a member not only of the national organization but also automatically gains membership in the Kentucky Chapter and Bluegrass Branch of the association. NASW maintains a membership fee structure that encourages early commitment to the profession by students who are in programs of social work. The student membership category fee is by comparison to other national professional organizations, quite low and brings the student member considerable benefits. In addition to being able to participate in the affairs of the national, state, and local organization, student membership includes the NASW Newsletter, national monthly journal Social Work, practice liability insurance, and reduced rates for workshops and seminars sponsored by the Association. Membership applications for NASW are available at the Social Work Program office in Keith 221 as well as at Student Social Work Association Meetings.
**Volunteer Work in the Community** - Students enrolled in the EKU social work program are encouraged to continue volunteer experiences (beyond that which is required in the SWK 210 Introduction to Social Work course) during each of the semesters they are affiliated with the major and the University. Besides adding much to your breadth of experience with people and having many personal rewards, volunteering is an activity that clearly demonstrates your commitment to people and service. The social work program and the profession are looking for a few good people that are willing to demonstrate their commitment to people by engaging in service to people. In addition to engaging in regular community volunteer activities the program encourages every student majoring in social work to engage in advocacy of a cause, group, or issue that they feel is important. Social work has a long and distinguished history of championing the rights of the disenfranchised and promoting social justice. Advocacy will not only involve standing up for clients that you are servicing when you enter the profession, but also the need to engage in activities that improve the community in which you practice the profession for the whole population of clients you are serving.

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

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

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

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

YES! The Office Associate CAN HELP STUDENTS:

• By forwarding written or phone messages to your instructor(s) and providing faculty office
  locations and office phone numbers. Field placement students can obtain field supervisor
  addresses and/or phone numbers for their individual placement location.

• By making LIMITED NUMBERS of copies for students (specifically social work class related!)
  and posting social work-related flyers. Please allow at least two-hour notice for copies or
  postings.

• By providing paper copies of necessary forms for registration, drop/add, curriculum exception
  requests, grade change requests, and SWK 210, 390, 490 logs.

• By serving as informal computer lab monitor, assisting students with information on starting up
  computers and accessing necessary programs or tutorials, supplying paper for the printer, and
  checking the network server. Promptly report computer or printer problems to the social work
  Office Associate!

• By explaining the social work admission process, providing handouts, collecting completed
  student forms, and forwarding messages to the Admissions Coordinator.

NO WAY! - The Office Associate:

• CANNOT provide information considered CONFIDENTIAL. This includes: home phone
  numbers of faculty or students; RAC numbers, overrides, grades (any graded or ungraded work).
  DO NOT ASK!

• CANNOT make appointments for students with faculty. Each faculty has an individual schedule
  (which is posted beside their office door), and each instructor is responsible for their own hours
  and scheduling.

• CANNOT provide the social work admission application prior to the orientation meeting.

• CANNOT proofread, type, copy, or otherwise prepare student work. The office associate cannot
  provide students with textbooks or other class materials.

• CANNOT be responsible for student work turned in to the Social Work office - especially items
  slid under the door after office hours! The office associate is not responsible for deadlines
  or collection of student work or tests! Please arrange make up work or make up tests with
  your individual instructor!

ONLINE SOCIAL WORK PROGRAM

Revised January 5, 2018
Introduction:

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 already working in the field but looking to advance their career while still working or students interested starting a career in Social Work who live too far away from campus to take traditional on-campus courses. 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.

The PCWCP BSW option is currently unavailable for online students.

Advising:

The enrollment and academic advisor for the EKU Online Social Work program is Sarah McQueen. The role of the advisor 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. You can reach Sarah at sarah.mcqueen@eku.edu or by phone at 1-859-622-9959.

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 advisor will develop and maintain a Blackboard Social Work Student portal that will serve as a resource for exclusively online students. More information on the Social Work portal can be found in the BlackBoard Social Work Student Portal section.

First-time students in the Online Social Work program will be expected to schedule an advising call 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 call your advisor will discuss DegreeWorks, introduce you to the Social Work Blackboard student portal, and discuss recommended coursework for the upcoming term. At the conclusion of the call students will receive an email with advising information necessary to register for courses for the upcoming term. Advising calls may last between 30 minutes to one hour.

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 EKU Direct. 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.

Graduation Plans:

Graduation Plans are prepared for all first-time EKU Online Social Work students who complete their first semester 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.

Blackboard Social Work Student Portal:

Once a student has been offered admission to EKU they will be added to the Social Work portal in Blackboard. The Social Work portal is offered exclusively to online Social Work students. 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.

Admission 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:

1. Online Social Work students will not be required to attend a mandatory on-campus pre-admission orientation
2. 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.

Field Placement Information:
There are two field placement courses in the social work program: SWK 390, "Field Experience in a Social Agency" (3 credit hours), and SWK 490, "Social Work Practicum" (12 credit hours). Prior to the semester of enrollment in each course, 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.

**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. At the 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 on Probation and Suspension here: [http://www.advising.eku.edu/sites/advising.eku.edu/files/files/Probation,%20Suspension,%20Dismissal%202013%20-%202014(1).pdf](http://www.advising.eku.edu/sites/advising.eku.edu/files/files/Probation,%20Suspension,%20Dismissal%202013%20-%202014(1).pdf).

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 invited to participate in the on-campus graduation ceremony. Eligible students may apply for graduation through EKU Direct. 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. Resources can be accessed by going to: [http://ekuonline.eku.edu/online-career-services](http://ekuonline.eku.edu/online-career-services).
THE GENERALIST APPROACH TO SOCIAL WORK PRACTICE

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

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

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

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

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

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

The social work program at Eastern Kentucky University is a strong advocate of the generalist approach to social work practice. It is our belief that the baccalaureate social worker is expected to perform a variety of functions and tasks with and in relation to client systems of various sizes. The BSW is primarily employed to facilitate the interaction between people and resource systems. Social workers, no matter what their level of professional practice, BSW, MSW, DSW, must acquire first a knowledge, value, and skills base which constitutes the generalist theory. Thus, the generalist approach becomes highly significant and appropriate in preparing the student for beginning social work practice as well as continuing educational growth in his/her chosen profession.
Advocacy: Representing, championing or defending the rights of others; Case advocacy: Work on behalf of individuals and families; Cause advocacy: work on behalf of a group of people (Kirst-Ashman & Hull, 2006).

Cultural Competence: “The ability to provide services to clients from a particular cultural group in a manner that is consistent with the norms and customs of that culture” (Johnson & Yanca, 2010, p. 436).

Discrimination: Negative treatment of individuals, often based on their membership in some group (such as women) or upon some characteristic they share with others (such as a disability). (Kirst-Ashman & Hull, 2006).

Empowerment: “In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances” (Barker, 2003, p.142).

Ethics: “A system of moral principles and perceptions about right versus wrong and the resulting philosophy of conduct that is practiced by an individual, group, profession or culture. Emerging from value conflicts, expressions or guidelines distinguishing right from wrong and describing a community’s positive moral standards” (Barker, 2003, p. 147).

Ethical Decision Making: “The process through which practitioners make ethical decisions and attempt to resolve ethical dilemmas. Most protocols include an outline of steps that practitioners can follow to help them approach ethical dilemmas systematically, drawing especially on ethical theory, relevant professional literature, statutes, regulations, codes of ethics, and policies, and consultation” (Reamer, 2003. p. 67).

Ethical Dilemma: “A situation that occurs when two or more moral values seem to be equally valid but contradictory and the individual is required to make the best possible choice from among them” (Barker, 2003, p. 147).

Generalist Practice: “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies” (CSWE, 2008, p.7).
Macro Practice: “Social work practice aimed at bringing about improvements and changes in the general society. Such activities include some types of political action, community organization, publication, education, campaigning, and the administration of broad-based social services agencies or public welfare departments” (Barker, 2003, p. 257).

Person in Environment Perspective: “The person-in-environment perspective in social work is a practice-guiding principle that highlights the importance of understanding an individual and individual behavior in light of the environmental contexts in which that person lives and acts. The perspective has historical roots in the profession, starting with early debates over the proper attention to be given to individual or environmental change” (Encyclopedia of Social Work).

Populations-at-risk: Groups of people within society who are particularly vulnerable to discrimination, economic deprivation, and oppression due to some identifiable characteristic. These populations tend to be marginalized by mainstream social institutions and culture (Janzen & Harris, 1997). Included but not limited to are those populations distinguished by age, gender, race, ethnicity, culture, religion, sexual orientation, physical and mental abilities or characteristics, and economic status. Oppressive Populations refers to groups that experience serious limitations because others in power exploit them (Kirst-Ashman & Hull, 2006).

Social Action—is a coordinated effort to achieve institutional change to meet a need, solve a social problem, correct an injustice, or enhance the quality of human life (Kirst-Ashman & Hull, 2006).

Social and Economic Justice: Exists when every individual has equal opportunities, rights, and responsibilities with all other members of a society. This includes the opportunity to obtain gainful employment, adequate housing, food, and medical care without experiencing discrimination or other forms of oppression (Kirst-Ashman & Hull, 2006).

Social Problems: Conditions among people leading to social responses that violate some people’s values and norms and cause emotional or economic suffering (Barker, 2003).

Strengths Approach: “An approach to social work practice that emphasizes the strengths and capabilities of the client system and the resources within the client’s natural environment” (Johnson & Yanca, 2010, p. 442).

Theory: “A group of related hypotheses, concepts, and constructs, based on facts and observations, that attempts to explain a particular phenomenon” (Barker, 2003, p. 434).
COUNCIL ON SOCIAL WORK EDUCATION (CSWE) EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Demonstrate Ethical and Professional Behavior.
Social workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Educational Policy 2.1.2—Engage Diversity and Difference in Practice.
Social workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Educational Policy 2.1.3—Advance Human Rights and Social, Economic, and Environmental Justice.
Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Educational Policy 2.1.4—Engage In Practice-informed Research and Research-informed Practice.
Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.
Educational Policy 2.1.5—Engage in Policy Practice.

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Educational Policy 2.1.6—Engage with Individuals, Families, Groups, Organizations, and Communities.

Social workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Educational Policy 2.1.7—Assess Individuals, Families, Groups, Organizations, and Communities.

Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Educational Policy 2.1.8—Intervene with Individuals, Families, Groups, Organizations, and Communities.

Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Educational Policy 2.1.9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
THE N.A.S.W. CODE OF ETHICS

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

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

The Code of Ethics and Academic Honesty

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

The Code of Ethics and Reporting Violations

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

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

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

It is also important to bring to your attention the support of the program of the University's policy regarding the carrying of guns and other lethal weapons. A particular focus of the 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 to campus or at field placement agencies, regardless of permit status.

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

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

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

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

National Association of Social Workers
Code of Ethics
Revised by the NASW Delegate Assembly in 2017

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

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

• strengthen and unify the profession
• promote the development of social work practice
• advance sound social policies.

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

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

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

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

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

**Purpose of the NASW Code of Ethics**

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

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

**Ethical Principles**

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

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

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

**Value:** Competence

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

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

**Ethical Standards**

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

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

1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

1.01 **Commitment to Clients**

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

1.02 **Self-Determination**

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

*Revised January 5, 2018*
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 Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures. (b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. 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.

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

(m) Social workers should take 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.

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.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 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.

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.

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, and services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

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

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

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

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

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

(f) When 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.

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.

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