

The Carver School of Social Work

Bachelor of Social Work



CAMPBELLVILLE
UNIVERSITY

BSW PROGRAM HANDBOOK

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Dear Student,

Congratulations on your decision to pursue a Bachelor of Social Work (BSW) degree. We are honored that you have chosen to join a profession dedicated to service, advocacy, and helping individuals, families, groups, organizations, and communities thrive. Social work is both a calling and a profession; one that challenges us to engage compassionately with others while promoting dignity, justice, and meaningful change.

As a student in the BSW Program, you will have opportunities to develop the knowledge, skills, values, and ethical foundation necessary for generalist social work practice. Through coursework, field education, professional development, and meaningful relationships with faculty and peers, we hope you will grow both personally and professionally during your time at Campbellsville University.

This BSW Program Manual is designed to serve as a guide throughout your journey in the BSW Program. It contains important information about program requirements, policies, procedures, and resources that will support your success. We encourage you to become familiar with this manual, as well as the University Catalog and Student Handbook.

The social work faculty and staff are committed to supporting you throughout your educational experience. We welcome your questions, ideas, and feedback as we work together to prepare you for professional practice and lifelong learning.

Thank you for choosing the Carver School of Social Work. We look forward to partnering with you as you pursue your educational and professional goals.

Sincerely,

Dr. Rebecca Bohner

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Historical Overview

Campbellsville University

Campbellsville University is a comprehensive co-educational institution located in Campbellsville, Kentucky. Affiliated with the Kentucky Baptist Convention, the University promotes the liberal arts tradition, Christian values, and a quality education. Campbellsville University views social work as a part of its responsibility and mission to the students, the community, and society.

The University is located in south central Kentucky. The population of Campbellsville is estimated to be about 11,266. Campbellsville is the county seat of Taylor County, which has a population of approximately 24,512.

Campbellsville University was founded in 1906 by the Russell Creek Baptist Association as the Russell Creek Academy. The Academy grew and expanded with the improvements both in curriculum and facilities. In 1924, the institution was renamed Campbellsville College and in 1933 joined the Kentucky Association of Colleges and Secondary Schools. In 1949, the College was accredited by the Southern Association of Secondary Schools and Colleges as a junior college. In December 1963, the College received membership in the Southern Association of Colleges and Schools as an accredited liberal arts college. In 1996, Campbellsville College advanced to University status. The University currently awards a variety of associate, baccalaureate, master's and doctoral degrees.

Campbellsville University is accredited by the Commission on Colleges of the Southern Association of Colleges (1866 Southern Lane, Decatur, Georgia, telephone number 404-679-4501) to award associate's, bachelors, master's, and doctoral degrees. Campbellsville's music program is accredited by the National Association of Schools of Music (NASM). The teacher

preparation program is approved by the Kentucky Department of Education for teacher education and certification. The Interstate Certification Project entitles the teachers graduated by Campbellsville and certified by Kentucky to be certified in other states.

The university is a member of the American Council on Education (ACE), the Association of Independent Kentucky Colleges and Universities (AIKCU), the Association of Southern Baptist Colleges and Schools (ASBCS), the Coalition for Christian Colleges and Universities (CCCCU), the Cooperative Services International Education Consortium (CSIEC), the Council for the Advancement for Small Colleges (CASC), the Kentucky Independent College Fund (KICF), the National Association of Independent Colleges and Universities (NAICU), and the Council on Social Work Education (CSWE).

Campbellsville University is continually developing programs to help meet the needs of the Central Kentucky community. The social work club works to serve the community by helping people and organizations fulfill unmet needs. Campbellsville University is noted for its community outreach with music, art, drama, and religious education. Drama, musical concerts, and noted speakers are offered to the community frequently at either minimal or no cost. The Campbellsville community and surrounding counties have been very supportive of the university and its mission.

The University is supported financially by tuition, fees, and donations. The alumni, faculty, and staff of the University are also faithful financial contributors to the institution.

Baccalaureate of Social Work Overview

Campbellsville University established its first program of social work in 1974. The program was a Bachelor of Science degree offered with a social work major. The program existed in this form until 1989 when it was phased out by the institution. In 1994, a social work

program was re-instituted due to many requests from the community and the desire of the University Board of Trustees. The University's administration was insistent that if a program were to be reestablished it must meet national standards established by the Council of Social Work Education (CSWE). The Baccalaureate Social Work Program received official accreditation from CSWE in 2001. The degree conferred by Campbellsville University for persons completing the degree requirements in the area of social work is a BSW.

The BSW Program at Campbellsville University views social work as a helping profession sanctioned by society to assist in the elimination of human suffering. Human societies are not perfect. Problems emerge that require solutions and human needs arise that must be met. Social work evolved from natural helping networks into a profession designed to systematically address social problems and human needs. In order to achieve this purpose, the profession takes two approaches: (1) To work to change social institutions, organizations and communities to better meet the needs of people and (2) To help people identify and utilize their own strengths and to connect them with the resources which they lack. When resources are not available, social workers advocate and work to establish programs to enhance the well-being of humans and alleviate the suffering brought about by various psycho-social-behavioral issues.

The generalist social work perspective of this BSW program is similar to the perspectives of Miley, O'Melia, and DuBois (2004). Generalist social work draws upon common processes, specialized knowledge, communication, and intervention skills for the purposes of intervening on the behalf of people to create changes which maximize the functioning of systems. Social work occurs at all system levels with multiple compositions of systems (individuals, families, groups, communities, organizations). Guided by knowledge, skills, and abilities acquired from a liberal arts foundation and grounded in the core social work values of respect, empowerment and

justice, generalist social work is the ability to assess situations, define issues of concern, identify strengths of current systems, develop strategies for intervention, match the levels of intervention to client needs and client systems (individual, families, groups, organizations, communities), implement courses of action, monitor change using research techniques, evaluate outcomes, terminate worker/client relationships and follow-up. Generalist social workers perform services that inform and/or connect clients to available resources, intervene with organizations to enhance the responsiveness of resource systems, advocate and develop just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.

At Campbellsville University, the social work area program works to achieve all aspects of generalist practice in preparing students to interpret various psycho-social-behavioral theories in the development of a knowledge base, interpret that base with assistance from instructors, critically analyze system needs and services in micro, mezzo and macro levels, and implement assistance and services using a solution focused format.

The BSW student has an opportunity to practice knowledge acquired in four practice courses, a field seminar course, and elective courses. During the practice and field courses students apply their knowledge of generalist social work by using skills to define issues, collect and assess data, plan and contract for change, identify various interventions, implement courses of action, monitor change using research techniques, evaluate outcomes, terminate worker/client relationships and follow-up.

All coursework within the BSW Program is designed to educate students to perform competent generalist social work practice. A Generalist education includes topics such as services for the poor and oppressed, knowledge about populations of diverse origin and intervention methods with social systems of all sizes.

The BSW curriculum provides a generalist social work education to aid students in learning to identify social problems and address human needs. The student gains knowledge of human behavior development, social work values, and generalist assessment and intervention skills. The student is provided with an opportunity to synthesize the knowledge gained in the classroom through a supervised and educationally focused field practicum experience. The BSW curriculum also prepares the student for entry into the Masters of Social Work (MSW) Program that will further develop social work skills and focus on a more specialized area of practice.

The BSW Program emphasizes the need for continuing education opportunities. This can be accomplished through graduate studies and/or attendance and participation in local, regional, state, and national meetings, conferences, and workshops. The primary goal of the BSW Program is to prepare students for beginning generalist level social work practice. Graduates may work in a variety of settings with a variety of client types and systems. Models emphasizing the ecological and strength perspectives are infused throughout the educational experience. By using these models within a Christian and Social Work value base, students will be prepared to provide assessments and interventions with individuals, families, groups, communities, and organizations.

Graduates with a BSW degree from Campbellsville University are currently employed in probation and parole, vocational rehabilitation, child protective services, residential treatment, outpatient day treatment for the mentally handicapped, home health care, mental health services, and residential treatment, to name a few.

Social Work Program Mission, Goals, and Competencies

University Mission Statement

Campbellsville University is a Christian institution dedicated to academic excellence, solidly grounded in the liberal arts, fostering integrity and Christian servant-leadership within a caring environment.

Baccalaureate of Social Work Mission Statement

Campbellsville University's Carver School of Social Work BSW Program prepares students to excel in generalist Social Work practice. Utilizing a person-in-environment framework with a social justice emphasis, the program strives to produce well-rounded servant leaders who uphold the values of the profession while promoting human and community well-being.

Guided by our Christian faith since 1907, the program is dedicated to fostering respect for human diversity and human rights while advancing the quest for social, racial, economic, and environmental justice with a global perspective. Grounded in scientific inquiry and evidence-based methods, students are prepared to enhance human relationships at the individual, family, group, organizational and community levels through incorporation of diverse experiential learning opportunities.

Social Work Program Goals

The social work program at Campbellsville University will:

1. Prepare students for competent practice as generalist level social workers with client systems of various sizes and types

2. Prepare students to apply the concepts of anti-racism, diversity, equity and inclusion in practice.
3. Provide content about the social context of social work practice, the changing nature of that context, the behavior of organizations, and the dynamics of change
4. Prepare students to demonstrate the understanding of values, ethics, and beliefs that are universal in the social work profession and helpful in preparing students for leadership and Christian service
5. Prepare students to demonstrate an understanding of their responsibility to continue their professional growth, development, and education.
6. Prepare students to demonstrate advocacy for human rights and social, economic, racial, and environmental justice with a global perspective.
7. Prepare students to recognize, support, and build on the strengths and resiliency of all human beings.
8. Prepare students to demonstrate the integration of research-informed practice with individuals, families, groups, organizations, and communities

Social Work Program Competencies and Practice Behaviors

The following table identifies the competencies and practice behaviors of the BSW program. As a result of this program, Carver School of Social Work graduates will demonstrate the ability to:

1. Demonstrate Ethical and Professional Behavior

- 1.1.** 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 within the profession as appropriate to the context;
- 1.2.** Demonstrate professional behavior; appearance; and oral, written, and electronic communication
- 1.3.** Use technology ethically and appropriately to facilitate practice outcomes; and

- 1.4. Use supervision and consultation to guide professional judgment and behavior.)
2. Advance Human Rights and Social, Economic, and Environmental Justice
 - 2.1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
 - 2.2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
 - 3.1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
 - 3.2. Engage in practices that advanced human rights to promote social, racial, economic, and environmental justice
4. Engage in Practice-Informed Research and Research-Informed practice.
 - 4.1. Apply research findings to inform and improve practice, policy, and programs; and
 - 4.2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work
5. Engage in Policy Practice
 - 5.1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
 - 5.2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - 6.1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
 - 6.2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities
 - 7.1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;
 - 7.2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - 8.1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
 - 8.2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies;
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9.1. Select and use culturally responsive methods for evaluating outcomes; and
- 9.2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities;

Documentation on the attainment outcomes of program objectives is available on the Carver School Web page at <https://www.campbellsville.edu/academics/programs/social-work/degrees/bachelor-social-work/> .

Admissions Requirements for the Social Work Program

Entrance Criteria

Student seeking admissions to the BSW Program must meet the following requirements:

1. Completion of 30 credit hours of general education requirements;
2. Completion of BIO 110, PSY 111, SOC 110, and POL 110 with a grade of C or better;
3. A cumulative grade point average of 2.75 or higher (GPA $\geq$ 2.50 will be considered for conditional acceptance; however 2.75 must be achieved prior to entering field practicum);
4. Completion of SWK 210 with a grade of C or better;
5. Application form (see Appendix E) completed and submitted to the Carver School Admissions Committee.
6. One letter of recommendation (using BSW Recommendation Form) from community leaders, pastors, teachers, or professionals who have knowledge of your values, ethics, interpersonal and learning skills; (Relatives are not acceptable recommendation sources)
7. Signed statement on application of understanding (Appendix G) affirming the support for NASW Code of Ethics (Appendix A) and the standards of this BSW program.
8. Applications will be reviewed by the Carver School Admissions Committee; The Admissions Committee may request a virtual interview with any applicant.

The BSW Program has established admissions criteria. The intent of which are to guide

the selection of students who have the potential to conduct social work with values, ethics, and goals that are compatible with those of generalist social work practice.

Students are expected to make application (see Appendix E) to the BSW Program while taking or upon satisfactory completion of course SWK 210, Introduction to Social Work. Upon completion of the admissions file, the Carver School Admission Committee will review the file. Students may be requested to schedule an interview with the Carver School Admissions Committee. This Committee will request interviews on an as needed basis.

The Admissions Committee will assess the student's motivation and professional commitment, the academic performance thus completed by the student, the current GPA, and the personal character and ethics as reported by the reference letter. These traits are assessed in terms of compatibility with the values of the social work profession, the student's ability to relate to people and the student's dedication to uphold the NASW Code of Ethics. The program provides a learning context in which understanding and respect for diverse populations are practiced. The topics of diversity include, but are not limited to, age, race, physical/mental challenges, ethnicity, gender, gender identity, national origin, religion, sexual orientation, or political affiliation. If any student feels they are unable to address these topics of diversity, they should consult with the BSW Program Director for advising.

Before a student receives official acceptance into the social work program their file must be complete with items 1 through 8 previously listed. Students accepted into the BSW Program are notified of their acceptance in a letter sent to the email address provided on their application. In the notification letter, students are provided a weblink to the BSW Student Handbook. The

Handbook contains the curriculum of the BSW Program and respective BSW policies (The curriculum is also printed in the Campbellsville University Undergraduate Catalog).

Students not accepted to the social work program are also notified in writing of the denial and referred to their advisor for a discussion of their options.

Non-Academic Behavior

BSW students, at a minimum, are expected to follow the University behavioral conduct code. In addition, BSW students are expected to adhere to the NASW Code of Ethics. Students accused or suspected of violating the University Code or the NASW Code of Ethics will be referred to the University Judicial Council and/or the Carver School Student Review Committee for review. Sanctions may range from a verbal reprimand to University dismissal, dependent upon the severity of the violation.

The following are examples for which termination may be considered:

- 1) Violation of the intent/spirit of the NASW Code of Ethics and professional social work values. For example, if there is:
 - a) failure to respect clients who represent diversity as identified in the Curriculum Policy Statement of the Council on Social Work Education,
 - b) breach of confidentiality,
 - c) professional relationship boundary violation/s.
- 2) Impaired performance secondary to alcohol and/or substance abuse.
- 3) Criminal conviction.

If the Social Work BSW Program Committee identifies issues of concern related to student performance as described above, the student will be notified in writing of the issues of concern

and will be invited to present their views to the committee, depending upon the nature of the issue. Decisions of the committee may include:

- 1) Continuance in the program
- 2) Provisional continuance in the program; continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.
- 3) Termination from the social work program.
- 4) Recommendation to the University Judicial Council for termination from the University.

Appeal of Non-Academic Behavior Sanctions

The student who is dissatisfied with the decision of the committee may file a grievance as follows:

If a student wishes to file an appeal of a decision made by the Student Review Committee for issues such as program acceptance, continuance, or termination the student is directed to file a written grievance with the Student Review Committee. The committee will then schedule a hearing with the student and the committee members and any other involved personnel (i.e., athletic coaches). The student is encouraged to include a fellow student or faculty member of their choice to accompany the student to the hearing. No legal counsel is necessary or permitted. The Student Review Committee may send a written request for the Academic Dean of the University to participate in the hearing as well. The Academic Dean serves as an advocate for the University.

BSW Student Performance Review

A BSW Student Performance Review may be requested by any faculty member on any social work student. The request for review is made to the Director of the BSW program. The performance review may occur at any time during the social work educational domain and is documented using the Student Performance Review Rubric (Appendix C). The cumulative outcomes of this review are reviewed by the Carver School Admissions Committee. The Committee, through random and criteria selection, holds a conference with the selected BSW students individually.

Students are expected to exemplify the attitude and behavior that becomes a professional social worker (truthfulness, ethical behavior). Examples include:

- Class attendance
- Punctuality
- Competency
- Participation
- Interest in profession
- Attitude
- Skills
- Respect
- Performance
- Behavior
- Values and ethics of the profession
- Coping skills
- Learning capabilities
- Social skills
- Mental health

If a student is awarded a point value of less than 3 on any item on the rubric, the student is provided written recommendations for improvement/s by the Carver School Admissions Committee after the review conference. If warranted, the Admissions Committee may recommend that the student be placed on probationary status. At the end of the probationary semester, the student is re-evaluated and conferred with during a re-evaluation conference with

the Admissions Committee. If the deficiency has not improved the student may be advised to seek an alternate major within the university and the Office of Student Records will be asked to remove the student as a candidate for the BSW degree. If improvement is noted, the student is removed from probationary status and allowed to continue in the curriculum and the pursuit of the BSW degree. This review process is written in Appendix C.

Transfer Credit

Credit for social work courses taken at another institution will be considered if the courses were taken from a CSWE accredited social work program (Courses from programs in Candidacy or those programs with a reciprocal agreement, meeting all curriculum policy standards, may also be considered). No more than one social work course, online or otherwise, may be transferred in to fulfill social work program requirements (including social work electives) once the Acceptance Committee has approved the student as a candidate for the BSW degree at this university. The student seeking approval to transfer credit obtained prior to coming to CU must provide their social work advisor/enrollment counselor with information describing the course/s content (course syllabi, catalog descriptions, faculty credentials, etc.) before any course credit will be considered. If the course parallels a course in this curriculum, the student may receive credit for the course.

Life Experiences Credit

There is no credit given for life experiences or previous work experience to social work students as substitutions for curriculum or field requirements.

Academic Policies and Standards

Academic performance is evaluated in each course taken while pursuing the BSW degree. The syllabus for each course details the specifics for the assignment and course grade that is awarded and the respective points a student may earn to achieve the corresponding grade.

Students Rights and Responsibilities

All students entering the social work program at Campbellsville University have the right:

- To be treated with dignity and respect:
- To fair and impartial treatment relative to issues of admission, continuance, and termination in the social work program:
- To inclusion in the decision-making process related to curriculum and program issues through the student representative to the division:
- To participate in the social work student organization:

Social work students have the following responsibilities:

- Uphold the NASW Code of Ethics - To uphold the course policies as described in Section C of the BSW Student Handbook;
- To be an active participant in the learning process and the development of the professional self which includes values, attitudes, self-awareness and professional skills;
- To develop the basic knowledge, values, and skills of entry level generalist social work practice.

Grade Point Average

Students must earn a C grade or better in each of the core curriculum courses. Students who receive a grade lower than C will be allowed to repeat the course. No student will be allowed to repeat a core course more than one time. If the student does not receive a grade of C or higher upon completion of the second attempt, they will be

referred to their academic advisor. Students must have a GPA of 2.75 to enter Field Instruction (SWK410/420 & 421).

Course Policies:

1. **Student Class Participation and Attendance.** Social work students are required to attend **ALL** class sessions. Online students are expected to log in to learning management system and participate in class a minimum of once per week. Professional functioning typically involves collegial sharing and peer support. By being present in class students develop a commitment to, and a skill in, mutual problem solving. Each social work class builds on the previous material, which further enhances the need for consistent attendance. Social work is a professional degree that trains students to become professional in the workplace. It is important for students to begin practicing a good work ethic in the classroom that will be essential for field practicum and later employment. For this reason, **class attendance and regular participation is mandatory.** Students will be excused from class for approved school functions. It is student's responsibility to provide faculty with documentation of absence (i.e. athletic schedule from coach, or field trip letter of attendance).

At times catastrophic circumstances do occur that might prevent students from following this policy. In the event that a student feels they should have an exception, they will be required to present a written request outlining the circumstances and reasons for the desired exception to policy. Exceptions are approved in conjunction with lead professor and/or BSW Program Director.

2. **Face-To-Face Classroom Behavior.** Social work students are expected to learn collegiality and to develop listening skills. Professional collegiality demands respect for another's viewpoints and statements. Listening is both a skill and an art that requires fostering and ongoing practice. In class and field, social work students are to demonstrate collegiality and an ability to

listen. Side conversations, dozing, doing homework, etc., while an instructor, guest speaker, or fellow student is talking is impolite and inappropriate.

3. **Online Classroom Behavior.** Students in the online classroom are expected to maintain a level of courtesy and professionalism as if the course were being held face-to-face. Comments to and interaction with faculty and fellow classmates should be courteous and respectful, even when in the midst of a debate on a topic. Lack of appropriate behavior will require the instructor to intervene and resolve the situation.

4. **Student Papers.** Effective written expression is essential for professional practitioners whose records often decide a client's fate, as in court and medical cases. Thus, students are expected to always present their ideas clearly and properly. Grammar, punctuation, and spelling are to be correct in all papers submitted. Papers are to be typed, double-spaced and conform to professional standards of writing. Papers not conforming to these standards of style and exactness can be returned without a grade. Papers demonstrating serious deficiencies in common English usage also can be returned without a grade. The required writing style is that of the *American Psychology Association (APA)*.

5. **Academic Dishonesty.** Academic dishonesty falls into one of two categories: cheating and plagiarism. (a) Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Students found guilty of cheating may receive a failing grade of F for the course. (b) According to the Carver School of Social Work, plagiarism is defined as representing or repeating the words or ideas of someone else as one's own in any academic exercise. Therefore, all writing students do for a course must be their own and must be exclusively for that course, unless the professor stipulates differently. Students must pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices they use in their assignments. If they have any questions about plagiarism, they should

ask their professor. If students plagiarize, their professor reserves the right to grant them a failing grade for the assignment or the course, and their case will be reported to the BSW Program Director and/or Dean of the Carver School of Social Work.

6. **Late Assignments and Exams.** Deadlines are part of being a professional. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each learning activity. Late work is not accepted. Students may request an exception to this policy based on emergency circumstances only (i.e., student hospitalization, death in immediate family, etc.) Any exception to the late work policy is at the discretion of the professor and verification may be required.

7. **Incomplete Grades.** When a student is unable to complete all requirements for a course by the end of the term, an incomplete grade assignment must be reviewed and approved by the instructor. An incomplete can be completed by a student in a short time after the term has ended. The student will sign an Incomplete Agreement Form (Appendix D) describing the course requirements that need to be completed for a final grade. A student should see the instructor to request an incomplete grade and to make arrangements for completing course requirements by the deadline set by the instructor. A student who does not complete required assignments may, at the discretion of the instructor, receive a failing grade (F) for the course.

8. **Carver School Writing & Artificial Intelligence (AI) Use Policy.** See Appendix H for policy

Program Outcomes Assessment

CSSW is required to employ measures to examine the overall effectiveness of the program. The measures used are the Field Learning Contract and embedded grading rubrics from selected key assignments throughout the curriculum.

Field Learning Contract

The Field Learning Contract rates students on their performance on all practice behaviors. This instrument is reviewed during an Initial Virtual Conference and administered at

Midterm, and during the Final Virtual Conference. Each competency and practice behavior is assessed by the Field Instructor.

The Field Instructor uses the Field Learning Contract to measure the student's performance. The competencies are scored for performance on a scale of 1 to 5: Strong Competent Performance (5) - The intern/student demonstrates strong application of the knowledge, values, and skills related to the performance of the practice behavior; Exceeds 4 but does not meet all criteria for a 5 (4.5); Adequate Competent Performance (4) - The intern/student demonstrates adequate application of the knowledge, values, and skills related to the performance of the practice behavior; Exceeds 3 but does not meet all criteria for a 4 (3.5); Emerging Competent Performance (3) - The intern/student demonstrates emerging application of the knowledge, values, and skills related to the performance of the practice behavior; Exceeds 2 but does not meet all criteria for a 3 (2.5); Inadequate Performance (2) - The intern/student demonstrates inadequate application of the knowledge, skills or values related to the performance of the practice behavior; Exceeds 1 but does not meet all criteria for a 2 (1.5); and Lacking Performance (1) - The intern/student lacks the ability to demonstrate application of the knowledge, values, and skills related to the performance of the practice behavior. N/A (lack of opportunity) is given as a performance measure during mid-term evaluation. N/A reflects that the intern/student has not had the opportunity to work on the skills related to the performance of the practice behavior. Results are shared and discussed with the students during conference between student, Field Instructor, and Field Liaison/Field Director. Outcomes are shared with faculty for program assessment.

Student Survey

A Student Survey is sent routinely to current students and recent graduates of the program. The Student Survey is distributed online and assesses how the program and institution may improve academic and support services to students. It also assesses the academic service

environment in which the student participated, evaluates the student's perception of the learning environment and explores the student's plans for employment and mission or volunteer activities in their future.

Academic Grievance and Appeals

Students may file an academic grievance for a grade the student feels they received unjustly by using the following process: Steps for process:

1. Students may file a letter of appeal by emailing a letter of appeal to the instructor of the course in which a grade is disputed within 5 days of grade receipt. A copy of the letter should be sent to the BSW Program Director.
2. Schedule an appointment with the instructor and meet face-to-face or through technology (i.e., Zoom, Teams, telephone).
3. If satisfactory resolution is not reached between the student and instructor, the student then notifies the BSW Program Director within 5 days after the meeting between the student and instructor. The student is responsible for written confirmation that the BSW Program Director is aware of the appeal; the student is to keep all documentation related to the appeal.
4. The BSW Program Director reviews the appeal and works to find a satisfactory resolution. If the student is not satisfied with the resolution, the appeal is forwarded to the Dean of Carver School.
5. The Dean of Carver School reviews the appeal and works to resolve the matter.
6. Students may appeal the final decision of the BSW Program Director and Dean, to the Vice President for Academic Affairs within 5 days of the Dean's notification of the appeal decision. The Vice President for Academic Affairs reviews the matter and determines if the matter will be heard by the University Academic Council. If a hearing

is necessary, the University Academic Council will hear the appeal. The decision of the University Academic Council is final.

Advisee Information

1. Students wanting to study social work may choose the Social Work Area (51 hours of social work courses) leading to a Bachelor of Social Work Degree or the Social Work Minor (21 hours of social work courses) which, when coupled with a major from another discipline, leads to a Bachelor of Science Degree. In conjunction with the Social Work Area, students may pursue a minor in another discipline, but are not required to do so.
2. Students enrolled in SWK 220 Practice I must have received an acceptance letter to the social work program from the admissions committee by the first week of classes (this letter may be for “full” or “conditional” acceptance). Students must provide a copy of their acceptance letter to the Practice I professor during the first week of class.
3. Face-to-face students must schedule an advising conference with their advisor prior to registration.

Students will discuss their list of desired course options with their Social Work advisor who will give final advisement.

Baccalaureate of Social Work Curriculum

Program Content

The Social Work Program at Campbellsville University is committed to providing a generalist level social work education to all who meet eligibility requirements. Students are advised to adhere to the following sequence plan. Students may take social work electives throughout their course of study.

Course Sequence

SWK 210 may be taken any semester prior to beginning the junior year.

Courses Required for Bachelor of Social Work Degree			
Course Sequence (51 hrs. required)			
	Course	Course Title	Hours
	SWK 210	Introduction to Social Work	3
	SWK 220	Practice I	3
	SWK 310	Social Policy & Planning	3
	SWK 320	Human Development	3
	SWK 335	Social Justice	3
	SWK 340	Practice II	3
	SWK 342	Human Differences and Social Identities	3
	SWK 373	Research Methods	3
	SWK 455	Practice IV	3
	SWK 410	Field Instruction *	12
	SWK 420	Extended Field Instruction I*	6
	SWK 421	Extended Field Instruction II*	6
	SWK 450	Practice III	3
	SWK	Social Work Electives	9
		Total Hours for Area	51

SWK 210	1st Semester Jr.	2nd Semester Jr.	1st Semester Sr.	2nd Sem. Sr.*
	SWK 220	SWK 310	SWK 450	SWK 410*
	SWK 320	SWK 373	SWK Elective	

SWK 335	SWK 340	SWK Elective
SWK 342	SWK 455	SWK Elective

* SWK 410 Field Instruction may be taken full time (28-30 hours per week in an approved agency) over one 16-week semester, or it may be completed by taking SWK 420 Extended Field Instruction and SWK 421 Extended Field Instruction (15-18 hours per week in an approved agency) over two 16-week consecutive semesters (total of 32 weeks).

** The Practice courses should be taken in this sequence: SWK 220 Practice I, SWK 340 Practice II, SWK 455 Practice IV and SWK 450 Practice III. A student must complete each Practice course with a grade of “C” or better prior to moving on to the next course in the sequence. Any exceptions to this require the approval of the BSW Director.

Electives of Interest (Must take at least 3 hours)

SWK 315 Crisis Intervention	3
SWK 331 Marriage and Family	3
SWK 335 Human Rights.....	3
SWK 355 Faith-Based Social Services and Ministries.	3
SWK 360 Child Abuse and Neglect.....	3
SWK 425 Death, Dying, and Bereavement.....	3
SWK 460 Aging... ..	3
SWK 481 Addictions	3
SWK 482 Conflict Resolution	3
SWK 483 Foster Care and Adoption.....	3
SWK 480 Special Topics Seminar in Social Work.....	3
SWK 485 Medical Social Work... ..	3
SWK486 School Social Work.....	3

SWK487 Human Trafficking... 3

SWK 490 Independent Study in Social Work... 3

Social Work Minor (Non-BSW Degree Seeking)

The Social Work Minor is designed to prepare students for Christian service in their interactions with human and social systems. Students will acquire knowledge about bio-psycho-social-spiritual needs and gain skills in methods of assessment and intervention.

Social Work Minor (Minimum Hours Required: 21)

Courses Required for Social Work Minor			
	Course Sequence (21 hrs. required)		
	Course	Course Title	Hours
	SWK 210	Introduction to Social Work	3
	SWK 220	Practice I	3
	SWK 310	Social Policy & Planning	3
	SWK 320	Human Development	3
	SWK 312	Social Justice	3
	SWK 342	Human Differences and Social Identities	3
	SWK	Social Work Elective	3
		Total Hours for Minor	21

Elective of Interest (Must take at least 3 classes)

SWK 315 Crisis Intervention 3

SWK 331 Marriage and Family... 3

SWK 355 Faith-Based Social Services and Ministries 3

SWK 360 Child Abuse and Neglect..... 3

SWK 370 Child Abuse and Interventions... 3

SWK 425 Death, Dying, and Bereavement.....	3
SWK 460 Aging.....	3
SWK 480 Special Topics Seminar in Social Work.....	3
SWK 481 Addictions	3
SWK 482 Conflict Resolution.....	3
SWK 483 Foster Care and Adoption.....	3
SWK 485 Medical Social Work.....	3
SWK486 School Social Work.....	3
SWK 487 Human Trafficking.....	3
SWK 490 Independent Study in Social Work.....	1-3

Online Course Sequence

Prior to Acceptance	1 st Semester Jr		2nd Semester Jr		1 st Semester Sr		2 nd Semester Sr.	
	1 st 8 weeks	2 nd 8 weeks	1 st 8 weeks	2 nd 8 weeks	1 st 8 weeks	2 nd 8 weeks	1 st 8 wks	2 nd 8 wks
SWK 210 Intro to Social Work	SWK 320 Human Developme nt	SWK 220 Practice I	SWK 310 Social Policy	SWK 455 Practice IV	SWK 450 Practice III	SWK Elective	SWK 410** OR SWK 421**	SWK 410** OR SWK 421**
	SWK 342 Human Differences & Social Identities	SWK 335 Social Justice	SWK 340 Practice II	SWK 373 Research Methods	SWK Elective OR SWK 420**	SWK Elective OR SWK 420**		

*Summer Semesters are not included in the chart. The majority of social work courses are offered throughout the summer terms. Students may also take field instruction courses (SWK 410, 420 or 421) during summer term.

**Students will complete full-time (1 full semester) field placement OR part-time (2 full semesters) field placement

Course Descriptions

SWK 210 Introduction to Social Work

3 credit hours

An introduction to the practice of generalist social work. Historical and contemporary principles of the profession are explored as well as an overview of the theoretical perspectives that inform the profession. Basic social work knowledge and values are reviewed along with the fields of practice. This course is designed to familiarize students with the social work curriculum and profession as well as help them decide if they wish to pursue social work as an area of emphasis.

SWK 220 Practice I (Individuals)

3 credit hours

This course provides basic skills necessary to perform generalist social work practice with systems of all sizes but primarily focuses on micro systems with individuals and families. The problem-solving process is introduced and practiced using a strengths model as the foundation for intervention. Students learn to define issues, collect and assess data; plan and contract, identify alternatives, implement action, and monitor outcomes with pseudo clients from diverse backgrounds. Fifteen clock hours of volunteer work will be required along with classroom instruction, discussion and interaction. Prerequisite: ENG 111 & SWK 210 (at least grade of C in both), and acceptance into the program major.

SWK 310 Social Policy and Planning

3 credit hours

This interactive course will examine current social welfare policy and explore how social workers can become agents of change at the local, state, national, and international level. Historical and current patterns of social service delivery systems will be analyzed to gain

insight about the relationship between social policy and social work practice. Social work roles that lead to empowerment will be highlighted. Course format will be interactive utilizing classroom debate and presentation, simulation games, field trips, and outside speakers. Open to non-majors. Prerequisite: ENG 111 (at least grade of C)

SWK 320 Human Development

This course presents a thorough survey of the life cycle from early childhood to death. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development, and learning theories. Counseling strategies for specific concerns in the life cycle will be emphasized.

SWK 335 Social Justice

3 credit hours

This course provides a foundation for professional social work practice. Students will learn concepts that provide a framework for engagement, assessment, intervention, and evaluation of work with clients and communities. Theoretical models will explain how individuals, families, groups, organizations, and communities are impacted by differences such as privilege, power, and oppression. Students will be taught skills to build understanding for client relationships and collaborations. The course will emphasize social work values and biases through self-reflection, self-assessment, and working together with classmates to create change through advocacy. The course topics will include social justice literacy, critical thinking, socialization, discrimination, oppression, power, ableism, sexism, racism, classism, and national and global social injustice.

SWK 340 Practice II (Families)

3 credit hours

The problem solving process acquired during Practice I (SWK 220) is built upon and expanded to include practice with families from differing social, cultural, racial, religious,

spiritual, and class backgrounds. This course explores all system levels but primarily focuses practice on micro and mezzo systems. The process of evaluation and termination is explored in greater detail complementing the concurrently taught research methods course. Prerequisite courses include SWK 220 and ENG 111 (at least grade of C)

SWK 342 Human Differences and Social Identities

3 credit hours

This course is designed to assist students to successfully manage interpersonal relationships with people from differing cultural and ethnic backgrounds. Emphasis will be placed on the social systems, value orientations, and lifestyles of major ethnic minorities in the United States, along with the effects of prejudice, discrimination and racism. Students will be expected to explore their own ethnicity and develop a greater understanding of one's origin. In addition, this course will review denominational differences, religion, and the Appalachian region. Open to non-majors. Prerequisite: ENG 111 (at least grade of C)

SWK 373 Research Methods

3 credit hours

The purpose of this course is to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. This course provides students with the basic skills to critically evaluate and analyze scientific research and conduct computer literature searches and reviews.

SWK 410 Field Instruction

12 credit hours

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of social work program objectives. Students spend a minimum of 450 clock hours during the last semester of their senior year

at an approved practicum setting that meets the criteria for social work field education as stated by the Council on Social Work Education. Application for field instruction must be processed and approved the semester before registering for SWK 410. Prerequisites are: all social work courses except SWK 450 which can be taken concurrently. Social work majors only. This is a pass/fail course.

SWK 420 Extended Field Instruction I

6 credit hours

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of social work core competencies at a qualified agency. Practicum settings must meet the criteria for social work field education as stated by the Council on Social Work Education. Prerequisites are: All social work courses except SWK 450 which may be taken concurrently. Social work majors only. In choosing to take this practicum you understand that this is a one semester field course in which you will have to meet all requirements including completing 225 hours in order to pass the course. This is a pass/fail course.

SWK 421 Extended Field Instruction II

6 credit hours

Field education is designed, coordinated, supervised, and evaluated on the basis of criteria by which students demonstrate the achievement of social work core competencies at a qualified agency. Practicum settings must meet the criteria for social work field education as stated by the Council on Social Work Education. Prerequisites are: All social work courses including SWK 420 Extended Field Instruction I except SWK 450 which may be taken concurrently. Social work majors only. In choosing to take this practicum you understand that this is a one semester field course in which you will have to meet all requirements including completing 225 hours in order to pass the course. This course is required to be taken immediately following SWK 420 without a break between the courses as the practicum locations are required to be the same. This is

a pass/fail course.

SWK 450 Practice III (Communities)

3 credit hours

This course will instruct the generalist social work student on developing and conducting intervention with macro structures. Students will explore and practice evaluating and intervening with organizations and communities. Practice III prepares students to identify the need, develop, administer, and evaluate programs that serve clients from diverse social, cultural, racial, religious, and spiritual and class backgrounds by using a strengths perspective for service development. Pre-requisite course: SWK 340 and ENG 111 (at least grade of C)

SWK 455 Practice IV (Groups)

3 credit hours

This social work practice course builds upon Practice I and II by continuing with the development of social work skills, but within group settings. This course prepares students with knowledge and skills in engaging, intervening, assessing and evaluating groups within social work practice. Students will demonstrate ability for ethical practice with groups. Pre-req: SWK 220, SWK 340 and ENG 111 (at least grade of C).

BSW Elective courses

SWK 315 Crisis Intervention

3 credit hours

Many social service and divinity professionals are hurled into the position of assisting and providing counsel to persons experiencing acute situational and interpersonal stress.

This course explores crisis intervention theory, research and practice. The principle goal is to provide students with a crisis intervention model applicable to all people in crisis.

Open to non-majors.

SWK 331 Marriage and Family

3 credit hours

An examination of marriage and the family, historically and conventionally from a social

scientific and Christian perspective. Topics include, but are not limited to, dating, marriage, value selection, impact of family on society, childbirth and changing family dynamics.

SWK 355 Faith-Based Social Services and Ministries

3 credit hours

This course prepares students to work in church and faith-based organizations. This course is an introduction to the nature of faith-based social services and social ministries. Content includes spirituality assessment tools, the Biblical and theological basis for faith-based social services, various models for faith-based services and recent government initiatives/policies related to faith-based services.

SWK 360 Child Abuse and Neglect

3 credit hours

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the first of two specific course requirements for the child welfare certification. Open to non-majors.

SWK 425 Death, Dying and Bereavement

3 credit hours

This course is designed to provide both theoretical and experiential exposure to the diverse population experiencing death, dying and bereavement. Values and ethics of professional practice are explored as well as social and economic issues that interact with the aspects of dying.

SWK 460 Aging**3 credit hours**

This is an interdisciplinary baccalaureate level service-learning course that will explore a wide variety of issues relating to aging. This course will provide an opportunity for the student to learn about the aged by providing exposure to the aged individual, their families, and their social groups. In addition, this course will explore the physical, emotional, psychological, social, and sexual activities of the aged, and we will visit various types of home and community-based services for older adults.

SWK 480 Special Topics for Seminar**3 credit hours**

This course is a survey and discussion of selected advanced topics in the field of generalist social work practice. May be repeated for credit up to six hours.

SWK 481 Addictions**3 credit hours**

This course utilizes the strengths perspective to explore the biological, psychological, social and spiritual aspects of addictions and treatment across the lifespan and with special populations. Although there is an emphasis on drug and alcohol addictions, the course will also examine other addictions such as eating, gaming/internet, gambling, etc. Additional key elements include: an exploration of personal beliefs and experiences that may impact practice; analysis of related ethical issues and guidelines; and the historical influences on public policies and laws related to addictions. Open to non-majors.

SWK 482 Conflict Resolution**3 credit hours**

Managing conflict is an essential skill for most professionals, particularly within the work setting. This course will introduce students to the conflict resolution and mediation process as a strategy to manage conflict between professionals, between professional and clients and between clients themselves. Case studies and role-play scenarios will be utilized for students to apply knowledge in a variety of settings such as child welfare, family counseling, criminal justice, healthcare setting, business organizations and

pastoral counseling. Students are encouraged to take on roles of negotiator, mediator, facilitator and advocate. Open to non-majors.

SWK 483 Foster Care and Adoption

3 credit hours

This course is an interdisciplinary course which offers an introduction to the foster care and adoptive processes. Service needs, statistical data and issues impacting service delivery will be examined. This course will explore the physical, emotional, psychological, social and spiritual needs of individuals in out of home care. Attachment and grief issues which impact these individuals for life will also be explored. Open to non-majors.

SWK 485 Medical Social Work

3 credit hours

This course will orient social workers and other professionals to the diversity of practice in health care settings. The course includes examination of current healthcare organizational structures, technologies, and government policies. Actual cases will be used to educate students about work in the healthcare field.

SWK 486 School Social Work

3 credit hours

This course provides the foundation knowledge and skills necessary to effective school social work practice. Topics range from understanding the social worker's role, legal and ethical complexities, policy practice, needs assessment, mental health and case management as it relates to the school setting.

SWK 487 Human Trafficking

3 credit hours

This course is a special topics course that focuses on contemporary human trafficking and slavery. It will provide the student with a comprehensive understanding of global human trafficking and all the elements involved. Types of trafficking and slavery to be covered include sex trafficking, bonded labor, forced labor, child soldiers, chattel slavery, and domestic servant slavery. The contributing roles of the state, organized crime, the media,

culture, and corruption will be examined. Course materials include testimonies and autobiographies by survivors, research reports, theoretical essays, policy statements, expert testimonies, podcasts and videos.

SWK 490 Independent Study

1-3 credit hours

This course requires a research paper in an area of social work practice that is consistent with the student's area of emphasis and for which no formal courses are offered. To qualify for this course the student must be a social work major, have senior standing, a minimum of 2.80 grade point average in social work courses, permission of the professor directing the study, and permission of the BSW Program Director of the Carver School of Social Work.

Social Work Clubs and Organizations

Social Work Club

Any student interested in social services can join and participate in the activities of the Social Work Club. This club, composed primarily of social work students, was established to provide the social work student with peer interaction, extracurricular education and activity, and an opportunity to participate in community service.

Officers are elected at the last meeting of the academic year and are expected to serve for one year minimum. Members of the Social Work Club are expected to attend the monthly meetings, participate in community service, assist in fundraising, and participate in service projects. The monthly meetings are held in the Carver School classroom building. Each meeting typically includes a business meeting with discussion on various topics and service opportunities; refreshments, and socialization. All social work majors are highly encouraged to join and participate in the Social Work Club.

Social Work Advisory Council

The Carver School of Social Work functions with the assistance of an advisory council. The council is composed of social service professionals, social work faculty, and the Dean of the Carver School of Social Work. The purpose of the advisory board is to guide the Social Work Program toward continued improvements in curriculum development, student education, and mission fulfillment.

Student Advisory Council

The Student Advisory Council (SAC) is comprised of at least six student leaders who consult with various groups within the Carver School and serve as the voice of students in policy and practice. Their purpose is to represent the voice of students as decisions and policies are reviewed and revised and to represent the diverse interest of students. The SAC is supported by a faculty sponsor and is encouraged to meet with the student body regularly to serve as a conduit of communication among students.

Phi Alpha

Phi Alpha is a National Social Work Honor Society. The purpose of XI Omega Phi Alpha is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into its membership those who have attained excellence in scholarship and achievement in social work. The highest honor that one can receive in social work is an invitation to join Phi Alpha Honor Society. Phi Alpha Honor Society is assigned a meaning indicating “love of humanity.” Phi Alpha strives to recognize, improve and further the goals of social work in the community, state, nation and world.

An undergraduate student is eligible for active membership after achieving the following National and Local Chapter minimum requirements:

1. Be a Social Work Degree Seeking Student.
2. Achieved senior status.
3. Achieved an overall grade point average of 3.5 on a 4.0 scale.

Outstanding BSW Social Work Student Award

This award is granted to a graduating senior for outstanding performance as a social work student. The student is recognized and receives an inscribed plaque at the honors convocation held prior to graduation each spring.

The selection criterion for this honor is decided by a student who:

1. Best models the ideas and values of the social work profession;
2. Demonstrates the ability to perform in an excellent manner in their fieldwork;
3. Demonstrates good performance in classroom courses;
4. Demonstrates a willingness to serve without regard to compensation or notoriety;
5. Demonstrates the greatest potential for continued success as a profession social worker.

Servant Leadership Award

This award is granted to a graduating BSW senior who has demonstrated outstanding servant leadership skills. The student is recognized and receives an inscribed plaque at the Carver School of Social Work pinning ceremony held prior to graduation. The selection criterion for this honor is:

1. Student models Christian leadership skills (integrity, honesty, selflessness, humility) by actively serving others in a variety of diverse communities/populations;
2. Student demonstrates values in compliance with generalist social work practice demonstrating compassion, Christian servanthood and leadership skills;
3. Student serves others without complaint or the expectation of reimbursement,

acknowledgement or compensation;

4. Throughout servanthood student demonstrates behavior in compliance with Carver School of Social Work Program Mission Statement and Goals while also displaying superior leadership skills.

Overcomer Award

This award is presented to a graduating BSW senior who achieves educational success while overcoming substantial life obstacles. The student is recognized and receives an inscribed plaque at the Carver School Pinning Ceremony. The selection criteria is:

1. Student has overcome substantial life obstacles while maintaining academic excellence and striving for personal growth while demonstrating the values upheld by Campbellsville University;
2. Student has demonstrated a commitment to academic success by maintaining a GPA of 3.25 or higher in Social Work courses while facing substantial life obstacles;
3. Student successfully upholds a high level of personal responsibility while striving for personal growth and professional development despite obstacles encountered;
4. Student demonstrates behavior in compliance with Carver School of Social Work Program Mission Statement and Goals as well as leadership abilities while facing substantial life obstacles.

Non-Discrimination

The Baccalaureate Social Work Program at Campbellsville University is committed to Affirmative Action and providing equal educational opportunities without regard to race, ethnicity, nationality, color, gender, age, creed, disability, religion, political affiliation, or sexual orientation. The BSW Program does not discriminate on the basis of any of the aforementioned characteristics in policies relating to student admissions and all academic endeavors relevant to

the pursuit of the BSW degree.

Campbellsville University Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact Accommodation Resource Services at 270-789-5195 to inquire about services.

FIELD EDUCATION PROCESS

The Director of Field Education admits students to the Field Education Program. For students to be eligible for admission and to register for field education, they must meet the following criteria:

FIELD PLANNING BEGINS:

Field planning begins at least the semester prior to the BSW student's senior year. BSW students will enter their field practicum placement during their final semester or last two semesters of their senior year, depending on if they choose the one or two-semester field placement option.

Students may enter field in the Fall, Spring, or Summer, but a two-semester practicum must be completed consecutively.

ELIGIBILITY CRITERIA FOR ENROLLING IN FIELD PRACTICUM

1. Students conduct their field practicum during the last semester or last two semesters of their senior year, depending on if they choose the 1-semester or 2-semester field placement. It is recommended that students who anticipate needing additional time to complete their practicum or work full time, choose Extended Field Instruction I (SWK 420) and II (SWK

421), which is a two full semester practicum course.

2. Students must be in good standing academically at the time they are ready to begin the process for their field practicum and must have completed most all social work courses before entering Field. SWK 450 may be taken concurrently with the one-semester practicum and one additional social work course may be taken concurrently with field if the student has chosen a two-semester practicum.
3. The academic requirements include a minimum of a 2.75 GPA and a grade of C or better in all core curriculum courses.
4. Students submit a complete application packet to the BSW Field Director one semester prior to registering in field education courses with the following documents: BSW Student Field Placement Application, Disclosure Statement Form, and Agency Placement Agreement
5. Students attend a BSW Field Placement Information Session and BSW Field Orientation

APPLICATION TO FIELD AND REQUIRED STEPS FOR BSW FIELD PRACTICUM:

The process for entering field begins the semester before the student plans to be enrolled in the appropriate field practicum course. Each academic year, the BSW Field Director facilitates a virtual informational session. During the information session, the Field Director reviews the admission to field process, pre-admission requirements, required documentation, as well as, information regarding IPT, and field placement opportunities. Students also receive an email from the Field Director, which includes instructions for securing a field placement along with a copy of the BSW Field Manual and all field placement forms.

Upon completion of the Information Session (and/or review of email with attachments), the student submits the BSW Student Field Practicum Application and Disclosure Statement Form to the Field Director, and then if necessary completes a Pre-Placement/Individual Virtual Orientation with the BSW Field Director to discuss their client population of choice, placement

choices, student interests, their “calling” in the field, and/or identify any specific needs.

1. Students are strongly encouraged to attend a BSW Field Placement Information Session with the BSW Field Director. During this virtual Information Session, the student will learn about Field courses, expectations of Field, Practicum Placement options, deadlines for securing a practicum placement, and the student will gain access to IPT (Individual Placement Tracking) which will assist the student in locating a practicum placement. This BSW Field Placement Information Session should take place at least the semester prior to beginning Field.
2. The Carver School of Social Work Field Department has a self-initiated practicum where the student is responsible for identifying, researching, and interviewing the agency that best meets their needs. The student can begin using IPT to assist in finding a field placement of their chosen agency. Securing a field placement agency can be a lengthy process and must be started as soon as possible.
3. Students must review and comply with mandatory due dates for submission of all documentation for placement. Student will keep Field Director up to date on progress related to placement.
4. Preliminary agency forms include a Memorandum of Agreement, Field Placement Agency Application, and Field Instructor Application. Completed forms are emailed to the Field Director who then reviews the documentation to determine whether agency meets the accrediting body’s (CSWE) requirements.
5. Once placement is secured, the student completes the Agency Placement Agreement to include the information related to the agency, requests signature from the approved Field Agency Instructor, and emails the form to the Field Director. (Document listed in Forms Section of BSW Field Manual). If the student is not accepted by the agency, the student continues contacting other agencies until placement is secured.

6. All students will attend a mandatory BSW Field Orientation webinar. This Orientation will take place just prior to the semester beginning and will be conducted virtually by the Field Director or Field Liaison. This Orientation will discuss Field Seminar course/seminar expectations, Moodle and IPT assignments, the Field Learning Contract, field hours, student responsibilities, and Field Instructor responsibilities.
7. Before a student can begin their field practicum, personal liability insurance is required along with completion of the BSW Field Placement Student Agreement. Information on where to purchase liability insurance is included in “Liability Insurance” section of Field Manual. Students are responsible for the payment of these fees. This is discussed more in depth during the BSW Field Orientation.
8. Field education is a course with an instructional seminar. All students will begin their placement the first week of the academic calendar and finish the last week of the semester. Students will be evaluated at mid-term and at finals through use of a Field Learning Contract.

Carver School of Social Work Faculty

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Appendix A

NASW Code of Ethics

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.

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 *For information on NASW adjudication procedures, see NASW Procedures for Professional Review: Revised 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.

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 client's 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, 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.

Appendix B

REMEDIATION NOTIFICATION FORM

Name of Student: _____

Date referral delivered to student: _____

A concern has been noted on the following:

- _____ Professional Behavior or Classroom Demeanor
- _____ Class Attendance
- _____ Field Trip or Agency Attendance
- _____ Classroom Contributions
- _____ Writing Assignments
- _____ Class Assignments
- _____ Use of Technology Inappropriate to Classroom Instruction (texting, blogging, Facebooking, surfing, etc.)
- _____ Sleeping in Class
- _____ Habitually (several differing class periods) leaving class for bathroom breaks or other reasons)
- _____ Volunteer Experiences (not on time, presentable in appearance, respectable, etc.)

Description of Infraction:

Remediation Plan:

Please see back of this form for recommendation applicable to the Writing Lab.

Referring Professor: _____

Professor's Contact Information: _____

_____ has been referred to the writing lab
Student name
for assistance with the following issue/s:

1. Clarity of thought
2. Sentence structure
3. Verb tense agreement
4. Grammar
5. APA presentation conformation
6. Other _____

Please sign your name as the person providing assistance to this student. The student is required to return this documentation of assistance to their professor upon completion of the project.

Thank you for your service and assistance.

Date serviced in lab: _____

Writing Lab Assistant Signature

Appendix C

Carver School of Social Work

Rubric for Assessing Professional Development

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
1. Attendance: Attend classes and meetings.	Student has missed 4 or more of total classes in one or more of their classes.	Student has missed 2 or 3 classes for reasons that are not necessarily rare or unusual, but rather for their own convenience.	Student has missed 2 or fewer classes	Student attends all classes.	
2. Punctuality: Be punctual and engaged.	Student has been late to class or left early from class 4 or more times in any given semester.	Student has occasionally been late to class or left early from class, but no more than 3 per semester.	Student is on time and stays until the end for all classes except in 2 or less classes per semester	Student is always on time and stays until through the entire class	
3. Manage communications and contacts	Student does not usually contact the instructor to inform him/her of their tardiness to or absence from class and, therefore, provides no rationale.	Student contacts the classroom instructor or Field instructor to inform him/her of their tardiness/absence, but does so after their presence was expected, even in non-emergency situations.	Student contacts the instructor prior to the beginning of class (or Field) to inform him/her of tardiness/absence, except in emergencies, then student contacts the instructor immediately thereafter.	Student always contacts their instructor prior to the beginning of class (or Field) to inform him/her of anticipated tardiness, illness, etc.	
4. Demonstrate respect and support in relationships.	Student frequently is disrespectful to and non-supportive of classmates, staff, faculty, or clients.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, or clients.	Student is usually respectful and supportive of classmates, staff, faculty, and clients.	Student is always respectful and supportive of classmates, staff, faculty, and clients.	
5. Demonstrate self-awareness.	Student rarely shows self-awareness about the impact of their verbal and non-verbal communications.	Student only occasionally shows self-awareness about the impact of their verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of their verbal and non-verbal communications.	Student always maintains a high level of self-awareness about that impact of their verbal and non-verbal communications.	

Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
6. Demonstrate awareness and responsiveness to diversity.	Student's classroom interactions rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.	Student's classroom interactions only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.	Student's classroom interactions almost always reflect respect and appreciation of diverse opinions, experiences, and /or people.	Student's classroom interactions always reflect respect and appreciation of diverse opinions, experiences, and/or people.	
7. Demonstrate collegiality and collaborative interactions.	Student has not demonstrated collaborative skills in their work with others and their relationships with their classmates have been affected by this.	Student is reluctant to collaborate with others and struggles with maintaining positive relationships.	Student almost always works collaboratively with all team members while relating easily and positively with others.	Student always works collaboratively with all team members, while relating easily and positively with others.	
8. Strive for a high level of Oral Expression.	Student consistently gets feedback from their instructors that their oral expression is unprofessional.	Student's professional oral expression is challenging for others to understand. It may contain grammatical errors, contain slang words, or be poorly organized.	Student is usually articulate and professional in their oral expression.	Student is always articulate and professional in their oral expression.	
9. Strive for a high level of Written Expression	Student consistently gets feedback from instructors that their oral expression is unprofessional.	Student's written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly.	Student almost always expresses ideas/concepts clearly with very few errors and uses APA guidelines when required.	Student always expresses ideas/concepts clearly with an absence of errors and uses APA referencing accurately.	

10. Demonstrate Self-Initiative, Reliability and Dependability	Student rarely takes initiative to plan their work and complete it in a timely manner. Student rarely gets the reading done or leaves enough time to turn in their best work.	Student only occasionally takes initiative to plan their work and complete it in a timely manner, resulting in coming to class without having done the reading or not allowing enough time to complete and print written assignments.	Student almost always takes initiative to plan their work and complete it in a timely manner.	Student always takes initiative to plan their work and complete it in a timely manner.	
Professional Characteristics	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Exemplary	Score
11. Demonstrate evidence of growth toward becoming a professional social worker by responding to suggestions and feedback of others	Student has not demonstrated that they are receptive to suggestions and feedback from others and, therefore, make no effort to adjust their performance accordingly.	Student is usually receptive to suggestions and feedback, but does not adjust their performance accordingly.	Student is almost always receptive to suggestions and feedback and adjusts their performance accordingly.	Student is always receptive to suggestions and feedback from others and they adjust their performance accordingly.	
12. Demonstrate knowledge of the BSW Program Handbook and conducts themselves accordingly	Student is unfamiliar with the BSW program handbook and is unaware therefore if they are conducting themselves accordingly	Student has skimmed the BSW Program Handbook, but has only limited knowledge of its contents and is uncertain if they are conducting themselves accordingly	Student has read the BSW Program Handbook, knows where to find the handbook and student generally conducts themselves accordingly.	Student demonstrates exemplary knowledge of the BSW Handbook and student always conducts themselves accordingly.	
13. Show respect and use the NASW Code of Ethics (especially confidentiality)	Student is unaware of the NASW Code of Ethics.	Student's knowledge of the NASW Code of Ethics is not evident in their thinking or behavior.	Student respects the NASW Code of Ethics, which is evident in both their behavior and thinking.	Student consistently demonstrates leadership with their colleagues in discussions of ethical issues.	

14. Use Departmental Communications	Student never checks their designated e-mail account (the one the Department has on record) and, therefore, is unresponsive to the contents of these communications.	Student rarely checks their designated e-mail account (the one the Department has on record) and, therefore, their response to the content of these communications is delayed or non-existent.	Student consistently checks their designated e-mail account (the one the Department has on record). Student consistently responds in a timely manner.	Student consistently demonstrates leadership with their colleagues in regards to e-mail and other methods of communication.	
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The faculty of the BSW Program has recognized behavioral indicators of:

A. mental health issues yes _____ no _____
indicators observed _____

B. substance abuse issues yes _____ no _____
indicators observed _____

D. Faculty request face-to-face interview with student yes _____ no _____

If a cumulative score of 42 or lower is acquired by the student or if the student conveys mental health or substance abuse issues, written recommendations for improvement/s are given to the student by the BSW Program Committee during the review conference and the student is placed on probation for the upcoming semester. At the end of the probation semester, the student is re-evaluated and conferred with during a re-evaluation conference with the BSW Program Committee. If the respective student has failed to address the concerns expressed by the committee or has failed to present documentation evidencing attempts at correction, the committee may recommend dismissal from the BSW program. Also if a cumulative semester score of 42 or lower is calculated at the end of the probationary semester, the student will not be permitted to proceed with the BSW program. Respective students will be counseled to find an alternative major of study.

Good Standing Academic Policy

After acceptance into the Social Work Program, if a student's cumulative GPA falls below 2.5, they will be placed on program probation. The Social Work Program will allow the student one semester to bring the grade point average back to the required 2.5 minimum. During this grace period the student is NOT allowed to take social work practice courses or field instruction. If the student does not meet the 2.5 minimum GPA requirement at the end of one semester of academic probation, they will be terminated from the program. If the student wishes to reenter the BSW program, they must raise his/her GPA to 2.5 or higher and reapply to the Admissions Committee. The only appropriate reason for appeal of dismissal due to academic reasons is when a grade lower than a C is directly attributed to an event of an acute, non-academic nature. In this event, the student may pursue the appeal procedure outlined in the BSW Handbook.

Students must earn a C grade or better in each of the core curriculum courses. Students who receive a grade lower than C will be allowed to repeat the course. No student will be allowed to repeat a core course more than one time. If the student does not receive a grade of C or higher upon completion of the core course on their second attempt, they will be referred to their academic advisor. Respective students will be counseled to find an alternative major of study.

The faculty of the BSW Program makes the following recommendations for improvement

- 1) _____
- 2) _____
- 3) _____

Student	Date	Faculty	Date
Faculty	Date	Faculty	Date

Appendix D

Campbellsville University
Carver School of Social Work

INCOMPLETE GRADE AGREEMENT

Student Name: _____

Instructor: _____

Year and Term: _____

Course Number: _____ Course Name: _____

Reason for incomplete grade request:

Course Requirements to be Fulfilled:_____

Date requirements must be complete:_____

Student Signature
Date

Course Instructor Signature/Field Liaison Date

BSW Program Director
Date

Agency Field Instructor (if applicable)
Date

Field Director (if applicable)	Date
--------------------------------	------

Appendix E

Application Process Check Sheet:

If after a thorough review of this document you wish to make application to the Social Work Program you are required to submit the following information. Use this form as a checklist to insure you have met all application criteria.

- _____ Completion of BIO 110, ENG 111, PSY 111, SOC 110, and POL 110 with a grade of C or better;
- _____ A cumulative grade point average of 2.75 or higher;
- _____ Completion of SWK 210 with a grade of C or better;
- _____ Completion of a BSW Program Application form submitted to the Carver School of Social Work Admissions Coordinator;
- _____ An official transcript containing all college credits obtained at Campbellsville University and institutions previously attended;
- _____ One letter of recommendation from community leaders, pastors, teachers, or professionals who have knowledge of your interpersonal and learning skills (**no relatives please**)
- _____ Social Work Professional & Technical Standards (signed by applicant)

Students must complete each item listed on the application process check sheet. No incomplete file will be granted acceptance into the BSW Program. Students who have not completed the application process as required will not be allowed to enroll in SWK 220 Practice I. Please consult with your advisor if you have questions about the application process. Additional information may be requested on a case by case basis.

***Please fill out the entire application. Submit via email to Jennifer Ball at jball@campbellsville.edu, fax to 270-789-5542, or send by mail to:

Campbellsville University
Carver School
Of Social Work
Bachelor of Social Work
Program 1 University Drive
UPO 855
Campbellsville, KY 42718-2799

******Students may be denied admission to the social work program for, but not necessarily limited to, any of the following non-academic reasons which are personal or professional:**

1. Attitudes, values, and behaviors in opposition to or contrary to the NASW Code of Ethics;
2. Current enrollment in inpatient or intensive outpatient substance abuse treatment or an inpatient mental health treatment facility.
3. Emotional, social or physical difficulties that impair social work student practice abilities.
4. Dishonesty, including lying, cheating, or plagiarizing in course work;
5. Current active probation, parole, court diversion or any pending criminal legal case.

BSW SOCIAL WORK PROGRAM APPLICATION

Last name	First name	Initial	Date of Birth	Home phone
-----------	------------	---------	---------------	------------

Home address	City	State	Zip code
--------------	------	-------	----------

University P.O. Box #	Cell/Home Phone # (if applicable)	Personal Email
-----------------------	-----------------------------------	----------------

GPA	# of completed College credits	University Email
-----	-----------------------------------	------------------

Previous College attended	Address	Credit hours earned
---------------------------	---------	---------------------

Previous college attended	Address	Credit hours earned
---------------------------	---------	---------------------

Please check the pre-requisite courses you have taken along with date completed and grade received.

Introduction to Psychology (Psy 111) _____ Date completed _____ Grade _____

Introduction to Sociology (Soc 110) _____ Date completed _____ Grade _____

Biology (Bio 110) _____ Date completed _____ Grade _____

Pol. Science / American Gov. (Pol 110) _____ Date completed _____ Grade _____

Into to Social Work (SWK 210) _____ Date completed _____ Grade _____

Enrollment Plans

Do you plan to attend face-to-face classes, or will you be enrolling in the BSW program fully online?
(check appropriate box)

____ Face-To-Face (Campbellsville Campus)

____ Online

Field Practicum

Students seeking a degree in social work from Campbellsville University must conduct 450 hours of direct field practice at an approved agency and complete an online Field Instruction course. In order for the social work field director to help the student select an appropriate fieldwork placement, the following information is needed. This information is for the purpose of:

- protecting clients
- enabling the Program to respond to certain agency requirements for persons working in the agency. (Some agencies may also require specific background checks/disclosures, urine or blood analysis; these will be addressed on an individual basis.)

Disclosure of this information will not in and of itself preclude admission to the Social Work Program. Instead, program faculty will discuss your individual situation with you in order to help both you and the Program determine whether it is likely that you will meet the professional and ethical responsibilities of social work education and practice.

No student will be accepted in the Social Work Program prior to completion of this statement and its submission to the program director.

1. Have you ever been convicted of violating any law or have any pending criminal charges (omit minor traffic violations)? If yes, please list conviction(s)/pending charges, date(s), place(s) and an explanation.

YES _____ NO _____

If yes, please explain. _____

2. Is there any information about behaviors, conditions, illnesses, or addictions, which could impair your ability to function in a social welfare agency in a social work capacity? This could include, but is not limited to, drug or alcohol abuse, domestic violence, child abuse.

YES _____ NO _____

If yes, please explain. _____

3. I agree to notify the BSW Program Director of any criminal charges/convictions that I may experience while enrolled in the BSW program at Campbellsville University.

YES _____ NO _____

Statistical Information: Admission into the social work program is not based on information below. Your admission will not be affected if you do or do not answer the following questions. (It is for statistical purposes only).

Date of Birth	Gender	Race	Marital status	children ages (If applicable)
---------------	--------	------	----------------	----------------------------------

I declare all information listed above to be true and correct to the best of my knowledge.

Signature

Date



Reference for Admission to the Bachelor of Social Work Program

To be completed by applicant:

Name _____

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. This law also permits the student to sign a waiver relinquishing the right to read this reference. Please indicate your choice.

I waive my right to read this reference. _____
Signature Date

I do not waive my right to read this reference. _____
Signature Date



Reference for Admission to the Bachelor of Social Work Program

To be completed by reference:

Name _____ Date _____

Occupation or Title _____

Name of Applicant _____

What is your relationship to the applicant? _____

Address _____

City _____ State _____ ZIP _____

Please rate the applicant on the following qualities. Circle the appropriate number. 5=excellent, 4=above average, 3=average, 2=below average, 1=poor and #=No Knowledge.

Assumes responsibility for own behavior and learning	5	4	3	2	1	#
Intellectual curiosity	5	4	3	2	1	#
Written communication skills	5	4	3	2	1	#
Responsibility/dependability	5	4	3	2	1	#
Ability to work collaboratively	5	4	3	2	1	#
Ability to succeed in undergraduate studies	5	4	3	2	1	#
Values and moral character	5	4	3	2	1	#
Potential to practice advanced social work	5	4	3	2	1	#

Please respond to the following items:

Please comment as to the applicant's ability to succeed in the undergraduate level studies.

Briefly describe this applicant's strengths and weaknesses as a potential social worker.

Please comment on the values and moral character of the applicant.

How long have you know this applicant and in what setting?

Additional comments

Recommendation:

- ☐ Recommend highly
- ☐ Recommend with reservations
- ☐ Recommend
- ☐ Do not recommend

Printed Name of Respondent _____ Title _____

Signature of Respondent _____ Date _____

Please return to:
Campbellsville University
Carver School of Social Work
Bachelor of Social Work Program
1 University Drive UPO 855
Campbellsville, KY 42718

Appendix F

Social Work Professional and Technical Standards

MASTERS AND BACHELOR'S DEGREE PROGRAMS

The technical standards outlined below are required for completion of programs from the Carver School of Social Work at Campbellsville University. These standards describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum.

1. Observation: Students must be able to:

- Accurately observe clients to effectively assess their situations.
- Have the sensory and motor abilities to carry out effectively the necessary assessment activities.

2. Communication: Students must be able to:

- Communicate effectively with other students, faculty, staff, clients, and other professionals, and exemplify a willingness and ability to listen to others.
- Demonstrate effective communication in presentations, written assignments, small group settings, and through electronic means.
- Perceive and interpret nonverbal communication.
- Use spoken and written English to understand the content presented in the program.
- Comprehend reading assignments and search and evaluate the literature.
- Demonstrate competency in writing skills.

3. Sensory and Motor Functions: Students must have sufficient sensory and motor abilities to:

- Attend/participate in class and complete the required number of hours during their field practicum.
- To attend and perform safely and satisfactorily in the classroom/online setting and in social work agency settings.

4. Intellectual, Conceptual, Integrative and Quantitative Functions: Students must have the ability to:

- Think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. These skills allow students to make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.
- Demonstrate cognitive ability to effectively use and apply program's knowledge/skills.

5. Self-Awareness: Students must exhibit:

- Knowledge and openness to learning how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.

6. Emotional and Mental Stability: Students must demonstrate the ability to:

- Deal with current life stressors through the use of appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

Professional Performance Standards

The Carver School of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The program expects students to exhibit behaviors that are consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and the larger community. Some specific examples of professional performance standards are outlined below.

Students must demonstrate:

- A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- The essential values of social work including the respect for the dignity and worth of every individual and their right to a just share of society's resources (social justice).
- Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, field and community.
- Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
- A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

I have read, understand and acknowledge receipt of the Social Work Professional and Technical Standards.

Signature of Applicant _____ Date _____

Technical Standards may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Requests for accommodations should be directed to the Office for Disability Accommodations (ODA) and follow established university policies and procedures. For more information, contact ODA at 270-789-5450 or visit <https://www.campbellsville.edu/academics/academic-affairs/academic-support/disability-services/>.

Based on Mississippi State University document

Appendix G

Statements of Understanding

(sign and complete with application)

I have read the Campbellsville University Social Work Student Handbook in its entirety.

I understand the requirements of a social work student and the requirements of a professional social worker as stipulated by this handbook and the National Association of Social Workers (NASW). By signing below I am confirming my agreement to abide by the requirements of the social work program at Campbellsville University and by the Code of Ethics applicable to the practice of social work as stipulated by NASW.

Student Signature

Date

Appendix H

CAMPBELLSVILLE UNIVERSITY CARVER SCHOOL OF SOCIAL WORK WRITING & ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Proposed Revision: 1/1/2026

PURPOSE AND VALUES

Campbellsville University's Carver School of Social Work is committed to providing a **high-quality education that supports student developmental learning and preparation to deliver competent, ethical, and compassionate social work services in alignment with the NASW Code of Ethics**. In keeping with the profession's core values—including integrity, competence, and respect for human relationships—the Carver School affirms that AI be used responsibly, transparently, and in ways that uphold authenticity, accountability, and academic honesty.

The Carver School acknowledges the potential benefits and valid uses of AI in social work education and practice, particularly as a writing aid that supports clarity, communication, and professional skill development. At the same time, the Carver School maintains a high-stakes investment in ensuring student learning, and applying AI ethically and with the utmost integrity. AI may not be used to generate a product—including ideas, concepts, or substantive content—that is misrepresented as original student work.

The Carver School offers the following guidance to students and faculty to support responsible, transparent, and reflective AI use while navigating emerging technologies and their implications for social work education and practice.

ACCEPTABLE USES OF AI

All AI use must be **acknowledged, transparent, and accurately represented** to uphold academic honesty and professional integrity. Students may use AI in coursework **only when use is permitted in the item of student work's expectations**. All AI use must be **transparent, ethical, and aligned with the NASW Code of Ethics**. Students are responsible for consulting with the instructor, prior to using any AI technology, if there are any questions, or they are unsure of the expectations for the item of student work.

Acceptable use usually includes:

- **Using AI for grammar and clarity editing** (e.g., Grammarly), with submission of **two clearly labeled documents**: an original draft and an AI-assisted revision.
- **Using AI to support—never replace—student learning**, including:
 - Brainstorming or idea generation
 - Concept review or clarification
 - Grammar or proofreading
 - Study questions or preparation

- Ethical comparison or analysis
- **Using AI when explicitly permitted** in item of student work instructions.
- **Citing AI tools appropriately** using APA in-text citations and reference list entries when AI contributes to understanding, shaping ideas, or generating text.
- **Following all documentation requirements**, including logs of AI prompts, reflections, or explanations of how AI output was evaluated and used.

UNACCEPTABLE USES OF AI

The following actions violate academic integrity and are prohibited unless explicitly allowed in the assignment's instructions:

- **Submitting AI-generated content as original work**, including having AI write or rewrite any portion of an item of student work.
- **Using paraphrasing or rewriting tools** to disguise AI-generated text or reword one's own or others' work to avoid detection.
- **Using AI to generate core ideas, concepts, analysis, or structure** for items of student work that require the student's own critical thinking, reflection, or application.
- **Copying and pasting student work instructions or prompts into AI** to generate ideas or content.
- **Fabricating references, data, interviews, case examples, field scenarios, or agency details** using AI.
- **Using AI on tasks designated as "AI Not Permitted,"** such as exams, quizzes, skills demonstrations, or any assessment requiring independent student work.
- **Failing to provide required AI documentation** (e.g., prompt logs, reflections, or draft comparisons) for the item of student work.
- **Using AI to replace required readings**, including relying on AI summaries instead of completing course readings, articles, case studies, policy documents, or textbook chapters.
- **Using AI to complete or shortcut engagement-based tasks**, such as generating discussion posts, study guide responses, online module activities, or other assignments intended to measure student participation, comprehension, or engagement with course material.

Unacceptable use of AI constitutes academic misconduct and is subject to Carver School and University academic integrity policies.

STUDENT RESPONSIBILITIES

It is assumed that social work education and practice require constant development of knowledge and skill; this is supported by the professional expectation of lifelong learning. Specific to AI use, every student is responsible for developing, and perpetually renewing, AI literacy as a foundation for their work and developing practice. Maintaining AI literacy within the context of the NASW Code of Ethics, prepares students for appropriate and effective use of AI in their coursework.

It is the student's responsibility to demonstrate when AI is used appropriately—or not used at all—based on the item of student work instructions. If AI misuse is suspected, students are to provide documentation (e.g., drafts, notes, logs, or version history) that clearly shows their

writing and thinking process. The following strategies support ethical, transparent, and policy-aligned AI use:

- **Review the item of student work instructions** and follow all related documentation requirements.
- **Ask the instructor for clarification, as soon as possible**, if the item of student work does not have specific guidance about AI use.
- **Ensure all submitted work reflects the student’s own analysis, critical thinking, and ideas**, even when AI is used for planning or refinement.
- **Use AI only for the types of support permitted in the instructions**, for each item of work, rather than for generating substantive content.
 - *When using AI for studying or concept review, students are encouraged to request information in **bullet-point or outline form** rather than paragraphs to reduce the risk of unintentionally duplicating AI-generated wording or structure.*
- **Maintain a record documenting AI use, including** prompt logs, notes on how AI-assisted planning occurred, or before/after drafts for grammar tools.
- **Work from original drafts and close AI tools when writing** to avoid unintentionally incorporating AI-generated material into the item of student work.
- **Retain drafts, notes, and revision history** to provide evidence of your writing process/progress. Examples include:
 - Using **Google Docs Version History** (“File → Version History → See Version History”)
 - Turning on **Microsoft Word AutoSave** when saving to OneDrive or SharePoint
 - Saving incremental drafts manually (e.g., “Draft 1,” “Draft 2”)
 - Keeping screenshots or exported logs of AI interactions as documentation
- If your submission flags with a Turn It In (TII) AI Probability Score of concern, your instructor will ask to meet with you to discuss the submission. Don’t panic. Reply to your instructor’s request immediately, schedule a meeting, and be prepared to discuss your submission.
- If your submission flags with a TII AI Probability Score of concern, be prepared to share any evidence you have (examples above) to your instructor to show that your work is your own.

INSTRUCTOR RESPONSIBILITIES

Faculty members play a critical role in upholding academic integrity, professional standards, and competency-based expectations in the Carver School. Instructors are responsible for ensuring their own AI literacy, to support their teaching and mentorship, as well as their own social work practice. **Maintaining AI literacy within the context of the NASW Code of Ethics, prepares faculty to teach, practice, and evaluate student work appropriately, ethically, and effectively. Faculty use their own knowledge and skill to facilitate student** development of knowledge, skills, values, and ethical reasoning required for professional social work practice.

To protect the integrity of learning outcomes and maintain fairness across the program, instructors consistently implement the AI Policy, verify student use of AI, and intervene when use is inconsistent with expectations or professional standards. The following responsibilities guide faculty in supporting ethical learning, investigating student integrity in their submissions, and maintaining the rigor expected in BSW and MSW education.

Communicating Policy Expectations

- **Include the Carver School AI Policy in every syllabus and Moodle course**, and review expectations with students at the start of the course.
- **Provide specific guidance for each item of student work**, clarifying what types of AI use are permitted and what documentation must be submitted.
- Instructors may assign a brief **policy acknowledgment task** early in the course to ensure students understand expectations.
- Integrate **ethical AI use and AI literacy** into relevant assignments or class discussions when appropriate.
- Refer students to academic support services (e.g., **Tutor.com**, BASC) when appropriate and/or requested.

Reviewing AI Probability Scores and Assessing Concerns

- **Review any University-approved and LMS-integrated tools (example: TII) AI Probability Scores, for all written submissions. Provide copies of the report to the student.**
- If AI Probability Scores appear to be of concern, or inconsistent with the student's writing level, the instructor requests a meeting with the student to further investigate.
- **Written student consent is required** before uploading, submitting, or pasting student work into any external, third-party AI detection platform.
- If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.
- If AI Probability Score investigation is inconclusive or concerns persist, instructors **consult the Program Director**.

AI Probability Thresholds

AI Probability Scores are interpreted in the context of the item of student work instructions. If AI use is permitted, a higher score may be appropriate and not indicative of misuse if the student provides required documentation and the AI use aligns with expectations.

AI Probability Scores above 20% indicate a *potential violation* and require instructor follow-up. Faculty actions escalate according to the level of concern only when the AI Probability Score raises concern of possible misuse or when the student's documentation does not align with the items of student work's permitted level of AI use.

- **0–20%: Low Concern**
 - Typically consistent with minimal or no AI involvement
 - **No formal action** required unless writing substantially deviates from the student's known performance
- **21–40%: Moderate Concern — Potential Violation**
 - Indicates a possible instance of inappropriate AI use
 - Instructor:
 - **Requests and meets with the student**

- Shares and discusses the AI Probability Report
 - Reviews evidence provided by student: drafts, documentation, and version history
 - Provides corrective guidance
 - Arranges appropriate referral to resources
 - Reports corrective guidance to Program Director for inclusion in repository
- Treats circumstance as an **educational intervention**, unless intentional misuse is evident. If misuse is evident, follow formal reporting procedures.
- **41% and above: High Concern — Likely Violation**
 - Indicates a probability that AI generated substantial portions of the work
 - Instructor:
 - **Requests and meets with the student**
 - Shares and discusses the AI Probability Report
 - Reviews evidence provided by student: drafts, documentation, and version history
 - Provides corrective guidance; evaluates for likely violation
 - Reports corrective guidance as well as outcomes, grades, and other consequences to Program Director for inclusion in repository
 - Consequences follow the Academic Honesty Policy

If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.

Meeting With Students & Supporting Learning

Instructors will review AI Probability Score reports, along with Similarity Score reports, when grading student work. This step is critical in evaluating and scoring each student's performance in the item of student work. For score reports of concern, instructors will request to meet with students, discuss the situation, and offer supportive learning.

- **Upon review of AI Probability Score, instructor requests a meeting with the student whose Probability Score is 20% or higher (unless the instructions explicitly permit extensive AI use), or whose submission is of concern. (Students have a responsibility to meet with the instructor to discuss concerns).**
- Share the AI Probability Report with the student and request documentation (drafts, logs, version history). Instructor will review and discuss the documentation in context of the concern with the student.
- If a student does not respond to the instructor's request for a meeting, or does not attend the meeting, point deductions will stand, AI use is assumed, and the violation is reported to the Program Director for documentation in the repository.

Documentation Requirements

Instructors collect and review documentation whenever AI is used on an item of student work—this includes minimal use such as Grammarly. Submissions for work where AI use is permitted are included in this review in order to verify and offer instructional support for appropriate and ethical use of AI.

Required documentation includes, but is not limited to:

- **Unedited drafts** and **AI-assisted drafts** (“before” and “after” files).
- **AI prompt logs**, notes, or reflections as required by the assignment instructions.
- **Version history** (e.g., Google Docs Version History, Microsoft Word AutoSave) when needed to establish authorship.
- Documentation of **student meetings**, clarifications provided, and resulting outcomes.

Documentation must be reviewed to determine whether AI use was appropriate, transparent, and aligned with the item of student work instructions.

Reporting Requirements

When a potential violation is identified, instructors **report the incident to the Program Director**, who enters information about the case into the Carver School’s Integrity Repository.

Instructors report, for each incident:

- **Student name and University ID number**
- **Disposition** (e.g., counseled, warning issued, zero on affected sections, zero grade on the item, zero grade in the course)
- The **AI Probability Report**
- Additional documentation reviewed (drafts, logs, version history)
- A summary of the meeting with the student and the instructor’s determination

The Carver School’s Integrity Repository is used to maintain institutional records of academic integrity concerns and inform future decisions regarding sanctions, trend analysis, and policy enforcement.

Grading and Consequences

- When inappropriate AI use is confirmed, instructors:
 - First instance:
 - Assign a grade of **zero** for the section(s) of the assignment produced through inappropriate AI use
 - Grade remaining sections according to demonstrated student performance
 - Provide feedback to support student learning, clarify expectations, and redirection for skill demonstration in future work.
 - If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.
 - For repeated or significant concerns, instructors notify the Program Director and follow the **Carver School Academic Honesty Policy**. Usual process follows more progressive consequences for repeated behavior or significant concerns, including second instance, zero grade for the submission, and third instance, zero grade for the course. More severe violations may progress through the stages at higher levels.

CONSEQUENCES FOR CONFIRMED AI USE

The Carver School of Social Work is committed to maintaining academic integrity and ensuring that all students meet the professional competencies required for BSW and MSW education. When AI is used in ways that violate items of student work expectations, course instructions, or the Carver School AI Policy, specific consequences are applied as a matter of upholding professional standards, protecting fairness, and equitable consequences.

The following actions describe what students can expect when instructors confirm unacceptable use of AI.

First Instance

Consequences for first confirmed unacceptable use:

- **All sections of the submission shading in the AI Probability Score report are scored with zero using the grading rubric or metric.**
- **All sections of the submission NOT shading in the AI Probability Score report are assumed to be the student's own work, and are graded** using the grading rubric or metric.
- **Mandatory meeting between student and instructor** reviews the AI Probability Score report, supplemental documentation provided by the student, and discusses the violation. Instructor reviews expectations, provides referrals as needed, and clarifies acceptable AI practices moving forward.
 - If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.
 - If the student does not provide requested documentation, does not meet with the instructor, or misses a scheduled meeting, within five (5) business days, the grade stands.
- **Formal report, with documentation, is submitted to the Program Director** for entry into the Carver School Integrity Repository. This submission includes any action that affects a grade because of AI misuse, including corrective guidance, in every course (i.e. there could be multiple courses with a first instance).

Documentation includes:

- Student name and University ID number
- Summary of the meeting
- Disposition (e.g., counseled, warning, zero)
- AI Probability Report
- Relevant drafts, logs, or version history

Repeat Instances

If a student engages in **multiple instances of unacceptable AI use**, whether within the same course or across different courses, the consequences escalate to protect academic integrity, ensure equitable evaluation, and uphold competency-based standards in the Carver School of Social Work. Repeated unacceptable use indicate a pattern of misconduct that compromises professional

development and cannot necessarily be addressed through course-based educational intervention alone.

Within the Same Course

If a student has **two or more confirmed violations of the AI Policy in the same course**, the following consequences apply:

- For repeated or significant concerns, instructors notify the Program Director and follow the **Carver School Academic Honesty Policy**. Usual process follows more progressive consequences for repeated behavior or significant concerns, including second instance, zero grade for the submission, and third instance, zero grade for the course. More severe misuse may progress through the stages at higher levels.
- **Course failure may be assigned**, as repeated misuse prevents the student from demonstrating required competencies and constitutes a serious breach of academic and professional expectations.
- **Every confirmed inappropriate use of AI, regardless of how minor or major, is reported to the Program Director** for entry into the Carver School Integrity Repository, which maintains the official record of integrity concerns.
- **The Carver School Academic Honesty policy**, as outlined in the syllabus and program handbook, applies to AI misuse.

Across Courses

If a student accumulates **two or more violations across different courses**, the following procedures and consequences apply:

- **Automatic referral into the Carver School Academic Honesty Policy**, as this indicates a pattern of academic misconduct.
- **Review by the Program Director and/or the Student Review Committee**, which may impose sanctions.
- **Course-specific grade consequences** still apply.
- **Continued documentation in the Carver School Integrity Repository**, ensuring a comprehensive record is maintained for decision-making, academic integrity review, and program-level monitoring.

APPEAL

The Carver School of Social Work is committed to ensuring fairness, transparency, and due process in all academic integrity matters. Students have the right to appeal AI-related consequences, as with any academic integrity decisions, based in the academic integrity policy. Refer to the Academic Integrity Policy for full details. Additional details, related to AI issues, are provided for clarification.

Reasons for appeal (evidence provided):

- Review and/or grading did not occur within timely requirements, and affected other student work
- Instructor did not provide the AI Probability Score report to the student
- Review and/or grading did not follow the policy
- Review and/or grading was different than other students
- Review and/or grading did not take into consideration relevant documentation provided to the instructor

- Student questioned expectations for an item of work that were unclear, the instructor did not respond timely, and it affected student work
- In the case of repeated violations, student was not referred to academic support services (e.g., Tutor.com, BASC) when appropriate and/or requested
- Submission was reviewed and/or graded outside of the AI Probability Threshold standard in this policy

Reasons not supported in appeal:

- Not liking the instructor
- Not liking the instructor's decision
- Wanting a better grade
- Not having met with the instructor, or working through the process with the instructor
- Requesting grace because of life circumstances
- Making mistakes in submission
- Requesting to redo coursework
- Not following the policy procedures and/or timelines

Procedures:

- Instructor and student meet to discuss any concern within five (5) business days of identifying the concern.
- All requests for meeting and follow up planning, as well as documentation provided, are to be in writing, to create evidence of the process. Email is preferred so that both the instructor and student have the same evidence.
- When the effort between the instructor and student are completed without resolve, the student may request appeal in writing to the Program Director within five (5) business days of completed effort between the instructor and student. The written request includes a statement explaining the basis for the appeal, and documentation of what has occurred so far and evidence related to the concern (drafts, logs, notes, etc.).
- If the Program Director is not successful in resolving the appeal, documentation of the effort, along with all evidence received by the instructor and student, are forwarded to the Dean for review within five (5) business days of completing the review.
- If the Dean is not successful in resolving the appeal, documentation of the effort, along with all evidence received related to the case, are forwarded to the Provost for review within five (5) business days of completing the review.

If the Provost is not successful in resolving the appeal, documentation of the effort, along with all evidence received related to the case, are forwarded to Academic Council for review. Academic Council completes the final step in the appeal process and their decision becomes final and the appeal is