The Carver School of Social Work

Bachelor of Social Work

BSW PROGRAM HANDBOOK

Revised as of 1-25-18
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Congratulations on your acceptance into the social work program at Campbellsville University! We are pleased and excited about your interest in social work as a profession and look forward to providing you with a generalist social work education. The faculty of the Carver School of Social Work welcomes you.

You are receiving this handbook to help acquaint you with the program policies of the baccalaureate social work program. It is important that you become familiar with this handbook, the University catalog and the University student handbook.

If you have any questions about your educational pursuits the social work faculty will be pleased to assist you. We welcome your comments, ideas, and suggestions regarding the social work program and this manual. We hope to make your experiences with this program as educational and enjoyable as possible. God bless you and thank you for your willingness to learn and serve.

Sincerely,

Helen Mudd

Helen Mudd, Ph.D., MSSW
Dean, Carver School of Social Work
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, and master’s degrees.

In the spring of 2010, the University had 128 full-time and approximately 183 part-time faculty. Sixty-seven percent of the full-time faculty held terminal degrees in their disciplines. The Fall 2010 enrollment of approximately 3,431 students included individuals from 37 states and 33 foreign countries. The student/faculty ratio in 2010 was 13/1.

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 the associate’s, bachelors and master’s 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 (CCCU), 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.

Carver School of Social Work Baccalaureate Program 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 CU 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 of education 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 (assessment through termination).

The BSW student has an opportunity to practice knowledge acquired in three practice courses, a field seminar course, and numerous 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 throughout the curriculum.

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 and the social environment, 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. Using these models within a Christian/Social Work value base, students will be prepared to provide assessment and intervention transactions 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.
Social Work Program Mission, Goals, & Competencies

University Mission Statement
University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

Baccalaureate Mission Statement
At Campbellsville University’s Carver School of Social Work, the program stresses academic excellence, Christian leadership, and personal growth within a nurturing, caring environment. The program expands the University mission in advancing students toward continued learning in all aspects of life with a special emphasis in the professional application of generalist social work practice. As a facilitator of change, the program prepares students to serve diverse communities, organizations, groups, families, and individuals, particularly in a rural environment, at all levels of social work practice.

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 for practice with diverse populations, particularly in rural settings;
3. Provide content about the social work practice, the changing nature of that context, the behavior of organizations and the dynamics of change;
4. Prepare graduates to demonstrate values, ethics and beliefs which are universal in the social work profession and helpful in preparing students for leadership and Christian service;
5. Prepare graduates that are aware of their responsibility to continue their professional growth, development and education.
6. To prepare competent and effective generalist level social work professionals to lead, and
serve as practitioners, service coordinators, policy advocates and service developers.

**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 as appropriate to context;
   1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   1.3 Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication;
   1.4 Use technology ethically and appropriately to facilitate practice outcomes; and
   1.5 Use Supervision and consultation to guide professional judgment and behavior.

2. **Engage Diversity and Difference in Practice**
   2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
   2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences, and
   2.3 Apply self-awareness and self-regulations to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. **Advance Human Rights and Social, Economic, and Environmental Justice**
   3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
   3.2 Engage in practices that advance social, economic, and environmental justice.

4. **Engage in Practice-Informed Research and Research-Informed practice.**
   4.1 Use practice experience and theory to inform scientific inquiry and research;
   4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
   4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. **Engage in Policy Practice**
   5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services;
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks to engage with clients and constituencies; and
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
9.1 Select and use appropriate methods for evaluation of outcomes;
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Admissions Requirements for the Social Work Program

Entrance Criteria

Students seeking admission 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 2.5 or higher (GPA ≥ 2.25 will be considered for conditional acceptance)
4. Completion of SWK 210 with a grade of C or better;
5. Application form (see Appendix C) and brief essay completed and submitted to the Carver School Admissions Committee.
6. An official transcript containing all college credits obtained at institutions previously attended;
7. Three letters 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)
8. Applications will be reviewed by the Carver School Admissions Committee; The Admissions Committee may request a face-to-face interview with any applicant.
9. Signed statement on application of understanding affirming the support for NASW Code of Ethics (Appendix A) and the standards of this BSW program.

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 C) to the BSW Program upon satisfactory completion of course SWK 210, Introduction to Social Work. The application includes a brief essay requiring self-examination and self-assessment identifying the student’s motivation for majoring in 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. Reasons an interview may be requested include a GPA that is
less than the requirement, missing information, a question about academic performance or for
application information clarification.

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 reference letters. 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 he/she is unable to address these topics of diversity, he/she 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 9 previously listed. Students accepted into the BSW Program are
notified of their acceptance in a letter mailed to the address provided on their application. In the
notification letter, students are provided a web-link 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-Bulletin).

Students not accepted to the social work program are also notified in writing of the denial
and referred to the Director of the Center for Educational Enhancement for advising toward a
more suitable major. The written notification letter contains the grievance and appeal procedures
as outlined in the Handbook available on the website.

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 BSW Program 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 his/her 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 for 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 BSW Program Committee for issues such as program acceptance, continuance or termination the student is directed to file a written grievance with the BSW Program Committee and schedule a hearing with the respective student and the committee members. The student is encouraged to include a fellow student or
faculty member of their choice to accompany the student to the hearing. No legal council is necessary or permitted. The BSW Program Committee will send 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, but is generally requested at the end of the first semester of full-time social work program enrollment (typically the end of the first semester of the junior year) and documented using the Student Performance Review Evaluation Form (PREF, see Appendix E of BSW Student Handbook). 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. This conference between the BSW student and the Committee typically occurs toward the end of the first semester of a student’s junior year.

Students are expected to exemplify the attitude and behavior that becomes a professional social worker (truthfulness, ethical behavior). The PREF is completed by faculty providing instruction during the review academic term. The Committee review is conducted to evaluate the students’ professional behavior and aptitude in performing generalist level social work practice and make suggestions for improvement if warranted. The evaluative criterion includes:

- 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 PREF, 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 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 E of the BSW Student Handbook.

**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 his/her social work advisor 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.

Student Rights & 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 pg. 16, Academic Policies and Standards found in the BSW Student Handbook
- To be and 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, he/she will be referred to his/her academic advisor. Students must have a GPA of 2.5 to enter Field Instruction (SWK410).
Course Policies

1. **Student class participation and attendance.** Social work students are required to attend ALL class sessions. 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 is mandatory.** Students will be excused from class for approved school function. It is student’s responsibility to provide faculty with documentation of absence, i.e. athletic schedule from coach, or field trip letter of attendance. If you have perfect attendance you will receive a 2 percent bonus on your final grade.

For classes meeting once a week

- 2 absences 5% off grade
- 3 absences 9% off grade
- 4 absences or more WA

For classes meeting twice a week

- 4 absences 3% off grade
- 5 absences 5% off grade
- 6 absences 7% off grade
- 7 absences 9% off grade
- 8 or more WA

For classes meeting three times a week

- 6 absences 3% off grade
- 7 absences 4% off grade
- 8 absences 5% off grade
- 9 absences 6% off grade
- 10 absences 8% off grade
- 11 absences 9% off grade
At times catastrophic circumstances do occur that might prevent you from following this policy. In the event that you feel you should have an exception, you will be required to present a written request outlining the circumstances and reasons for the desired exception to policy. Exception will have to be approved by BSW faculty consensus.

2. **Classroom behavior** - Student social workers 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. **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 will be returned without a grade. Papers demonstrating serious deficiencies in common English usage also will be returned without a grade. The required writing style is that of the *American Psychology Association* (APA).

4. **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 will 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 you do for this course must be your own and must be exclusively for this course, unless the professor stipulates differently. Pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices you use in your assignments. If you have any questions about plagiarism, please ask your professor. If you plagiarize, your professor reserves the right
to grant you a failure for the assignment or the course, and your case will be reported to
the Dean of the Carver School of Social Work.

5. **Late assignments and exams**- Students are required to submit assignments at the
beginning of the classroom period on the identified due date. Late work policy will be
determined for each course by the course professor. The policy of course will be outlined
on the course syllabus. Catastrophic circumstances that might occur on an exam day will
be individually evaluated by the classroom professor.

6. **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 F pg.
65) 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.

**Outstanding Social Work 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.
Program Outcomes Assessment

Carver School of Social Work faculty members have selected the following five measures to examine the overall effectiveness of the program: comprehensive examination, field rating scale, exit interview, self-efficacy scale, and alumni survey. Each of these instruments will be administered at key points in the students’ matriculation through the curriculum.

Comprehensive Examination

The comprehensive examination is a direct measure that occurs once a student has successfully completed all courses in the curriculum. The examination questions are linked to the practice behaviors and the practice behaviors are linked to the course in which the content is delivered. Thus, all questions assess practice behaviors and deliver outcomes used to inform faculty about curriculum content, knowledge acquisition and practice behaviors of BSW students.

Field Rating Scale

The Field Rating Scale rates students on their performance on all practice behaviors. This instrument is administered at mid and final points in the field practicum. Each competency and practice behavior is assessed by the Field Site Supervisor. Each competency has a list of practice behaviors that the Field Site Supervisor uses to measure the student’s performance. The competencies are scored for performance. Results are shared with the students via conference between student, supervisor and field director. Results are shared with faculty for program assessment during the spring faculty retreat and assessment outcomes meeting.
Exit Survey

An exit survey is planned for every student leaving the program, either through graduation, dismissal or withdrawal. In addition to measuring program outcomes, the exit survey will assess how the program and institution may improve academic and support services to students. The instrument is planned as an online survey. The exit survey is an indirect measure but we intend to use this instrument to measure some of our identified learning outcomes. The survey 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 to conduct mission or volunteer activities in their future.

Alumni Survey

The program uses an alumni survey to assess graduates. The alumni survey provides information as to how the student is practicing social work, what position graduates hold within their agency/organization, their current volunteer/mission activities, and their rating of their BSW preparation, and whether they have pursued MSW studies.

Grievances and Appeals

Academic grievances regarding a grade the student feels he/she received unjustly should follow the expected grievance procedure documented in the University Catalog . For your convenience the grade appeal process is included within this handbook and reads as follows:

A student may appeal the fairness of a course grade to the Academic Council following consultation with his/her professor, advisor, and the appropriate department chair and/or dean. Such an appeal must be submitted in writing to the Vice President for Academic Affairs within one academic semester for the time the course is completed. The Academic Council will then determine whether a hearing is necessary. If a hearing is
necessary, the Academic Council with the inclusion of the SGA president or the designee of the SGA president will hear the appeal. The decision of the Academic Council is final.

Field Practicum placement issues and concerns and/or appeals should be submitted to the Director of Field Education in writing. The previous procedure is to be followed if the student wishes to pursue the grievance to an advanced level.

If a student has a grievance with his/her course grade the student is expected to write an appeal to the instructor of the respective course. If the student does not feel a satisfactory resolution was obtained then they are requested to write an appeal to the BSW Program Director and respective faculty who will confer with the student. If a satisfactory resolution is not obtained the student may proceed with a written request to the Academic Dean of the University. The final step is to appeal to the Academic Council. The decision of the 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 must complete ENG 111, with a “C” or better to enroll in Social Work Core Classes.
3. 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 day 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 on the first day of class.
4. Students are assigned a Social Work Program Advisor after their decision to obtain a Social Work degree. Students are then requested to sign a Change of Advisor Form (Appendix E) that may be obtained from the Center for Educational Enhancement.
student will then complete the form and return it to the Center for Educational Enhancement.

5. The student must schedule an advising conference with his/her advisor at least one week prior to pre-registration. A student should present the following information at this conference:
   - A list of courses pre-selected by the student that will fulfill the curriculum requirements. An application for graduation from the Office of Student Records (required for student within 40 hours for graduation).

6. Students wanting to study social work may choose the Social Work Area leading to a Bachelor of Social Work Degree

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

**Baccalaureate 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. Upon meeting admittance criteria, the student will be assigned a Social Work Faculty Advisor. Each student is responsible for scheduling an appointment during advising week to schedule classes for the next semester. Students are advised to adhere to the following sequence plan. Students may take social work electives throughout their course of study.
Course Sequence

Students are advised to follow this sequence beginning their Junior year of study:

SWK 210 may be taken any semester prior to beginning the Junior. SWK 210 is offered in July/August for students entering the program who have not had the opportunity to take SWK 210 and in January for those entering the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 210</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 220</td>
<td>Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Social Policy &amp; Planning</td>
<td>3</td>
</tr>
<tr>
<td>SWK 320</td>
<td>Theory and Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SWK 335</td>
<td>Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SWK 340</td>
<td>Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 342</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWK 373</td>
<td>Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWK 455</td>
<td>Practice IV</td>
<td>3</td>
</tr>
<tr>
<td>SWK 410</td>
<td>Field Instruction *</td>
<td>12</td>
</tr>
<tr>
<td>SWK 420</td>
<td>Extended Field Instruction I*</td>
<td>6</td>
</tr>
<tr>
<td>SWK 421</td>
<td>Extended Field Instruction II*</td>
<td>6</td>
</tr>
<tr>
<td>SWK 450</td>
<td>Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SWK</td>
<td>Social Work Electives</td>
<td>9</td>
</tr>
<tr>
<td>SWK</td>
<td>Total Hours for Area</td>
<td>51</td>
</tr>
</tbody>
</table>

SWK210 1st Semester Jr.  2nd Semester Jr.  1st Semester Sr.  2nd Sem. Sr.*
SWK 220    SWK 310    SWK 450    SWK 410
SWK 320    SWK 340    SWK Elective
SWK 335    SWK 373    SWK Elective
SWK 342    SWK 455    SWK Elective

*Field Instruction may be taken full time (32 hours in agency per week) over a 16 week semester, or it may be taken part time (16 hours in an agency per week) over two 16 week semesters.
Electives of Interest (Must take at least 3 hours)
SWK 315 Crisis Intervention ..................................................3
SWK 331 Marriage and Family.................................................3
SWK 350 Values and Ethics in Social Work Practice..................3
SWK 360 Child Abuse and Neglect...........................................3
SWK 370 Child Abuse and Interventions.................................3
SWK 414 Introduction to Counseling....................................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
SWK 486 School Social Work................................................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 needs and gain skills in methods of assessment and intervention.

Social Work Minor Minimum Hours required 21

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 210</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 220</td>
<td>Practice I</td>
<td>3</td>
</tr>
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<td>SWK 310</td>
<td>Social Policy &amp; Planning</td>
<td>3</td>
</tr>
<tr>
<td>SWK 320</td>
<td>Theory and Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SWK 335</td>
<td>Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>SWK 342</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SWK</td>
<td>Social Work Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours for Minor** 21

Elective of Interest (Must take at least 3 hours)
SWK 315 Crisis Intervention ..................................................3
SWK 331 Marriage and Family.................................................3
SWK 350 Values and Ethics in Social Work Practice..................3
SWK 360 Child Abuse and Neglect...........................................3
SWK 370 Child Abuse and Interventions................................. 3
SWK 414 Introduction to Counseling........................................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
SWK 486 School Social Work.................................................... 3
SWK 490 Independent Study in Social Work.............................. 3

Online Course Sequence

<table>
<thead>
<tr>
<th>Prior to Accept</th>
<th>1st Semester Jr</th>
<th>2nd Semester Jr</th>
<th>1st Semester Sr.</th>
<th>2nd Semester Sr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 210 Intro to SW</td>
<td>1st 8 weeks</td>
<td>2nd 8 weeks</td>
<td>1st 8 weeks</td>
<td>2nd 8 weeks</td>
</tr>
<tr>
<td>SWK 320 Theory &amp; Human Devel.</td>
<td>SWK 342 Human Diversity</td>
<td>SWK 340 Practice II Families</td>
<td>SWK 455 Practice IV Groups</td>
<td>SWK 455 Practice III</td>
</tr>
<tr>
<td>SWK 335 Human Rights</td>
<td>SWK 220 Practice I Individuals</td>
<td>SWK 310 Social Policy</td>
<td>SWK 373 Research Methods</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*Summer Semesters are not included in the chart. We will offer social work electives during the summer semester. Students may also complete field instruction during the summer.*

**Public Child Welfare Certification Program (PCWCP)**

An application selection process will be used to choose a select number of students each academic year at each of the participating universities who show interest in pursuing a career in child protective services. Please contact the Carver School of Social Work to schedule an appointment with the PCWCP coordinator for application details. Those selected receive a financial stipend and tuition assistance in exchange for years of employment with the Kentucky Cabinet for Families and Children.

Eligibility Requirements - To apply for the PCWCP, the student must:

- Be enrolled full time and pursuing a Bachelor of Social Work
- Have an overall cumulative GPA of 2.5
- Have a cumulative GPA of 3.0 or a “B” average in all Social Work courses
- Have at least three semesters and not more than four of undergraduate Social Work courses left to take
Course Description

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 profession as well as help them decide if they wish to pursue social work as an area of emphasis. Prerequisite: ENG 111 (at least grade of C)

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 alternative, 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 area or minor

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 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. Prerequisite: ENG 111 (at least grade of C)

SWK 320 Human Development 3 credit hours
This course provides content about theories and knowledge of human bio-psycho-social development from birth through death within micro, mezzo, and macro systems. Topics include life-cycle theories, developmental tasks, normal-abnormal behavior, models of development, learning theories, etc. Values, ethics, and spiritual issues related to development are also explored. Pre-requisite courses include PSY 111, ENG 111 (at
least grade of C), BIO 110, and SOC 110. Students declaring the areas of social work are also pre-required SWK 210

**SWK 335 Human Rights** 3 credit hours
This course provides the foundation in understanding that all persons, regardless of any element of diversity or difference, should be allowed basic human rights. Social workers should understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Unfortunately, there are currently numerous violations of human rights all over the world. This course provides basic human rights concepts and will give a roadmap for learning human rights within a social work or social welfare context. This course will present the interconnections of oppression and human rights violations. Thus, being able to identify human rights, analyze human rights violations, provide evidence to the importance of human rights, and offer real time examples will hopefully spawn a true realization, enthusiasm, accountability and passion for recognizing human rights violations and the desire to proactively change horrific human rights abuses for the better. Prerequisite: ENG 111 (at least grade of C)

**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 and groups 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 Diversity** 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 350 Values and Ethics in Social Work Practice** 3 credit hours
An overview of social work values and ethics with an emphasis on their application in professional practice. Special attention will be given to ethical dilemmas faced by social workers. This course examines Judeo-Christian values and ethics and how they interact, parallel or come into conflict with the ethics and values of the social work profession. Prerequisite: ENG 111 (at least grade of C)
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. Prerequisite: ENG 111 (at least grade of C)

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. Prerequisite: ENG 111 (at least grade of C)

SWK 370 Child Abuse and Interventions 3 credit hours
This course is the second of two specific requirements for the Public Child Welfare Certification available through Campbellsville University and the Department for Community Based Services. Students will learn about various practice skills and treatment interventions related to social work and abused/neglected children and their families. Students will have several opportunities to develop their own skills through a variety of teaching methods. Instructors will be a combination of University faculty, DCBS personnel, and guest lecturers. Open to non-majors. Prerequisite: ENG 111 (at least grade of C)

SWK 373 Research Methods 3 credit hours
This course demonstrates linkages between theory and research, the role of research in investigating theory, logic applied in the research process, stages of the research process, strategies and techniques in data collection, the major approaches to data analysis, and methods for preparing a research proposal. The primary focus is on quantitative methods. Prerequisite: ENG 111 (at least grade of C)

SWK 410 Field Instruction 12 credit hours
This course requires two hours of weekly classroom seminar. 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 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: ENG 111 (at least grade of C) and all social work courses except SWK 450 which can be taken concurrently. Social Work majors only.

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Revised as of 1-25-18
SWK 414 Introduction to Counseling  3 credit hours
This course examines the major theoretical orientations in the field of counseling and gives the student an introduction in the basic concepts and techniques of the profession. The variety of placement possibilities will be investigated along with the various skills that help students achieve introductory competencies. Open to non-majors.

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: ENG 111 (at least grade of C) and 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.

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: ENG 111 (at least grade of C) and 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 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. Prerequisite: ENG 111 (at least grade of C)

SWK 450 Practice III  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, spiritual and class backgrounds by using a strengths perspective for service development. Pre-requisite courses: ENG 111 (at least grade of C) and SWK 340
SWK 455 Practice IV (Groups)  
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. Prerequisites: ENG 111 (at least grade of C), SWK 220 & SWK 340

SWK 460 Aging  
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. Open to non-majors. Prerequisite: ENG 111 (at least grade of C)

SWK 480 Special Topics for Seminar  
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 480-83 Special Topics: Policy in Eastern Kentucky  
This online course will examine current policies in Eastern Kentucky and Appalachia. The course will explore how social workers can become agents of change at the local, state and national level. Historical stereotypes and culture will be reviewed to gain insight about the relationship between oppression and human rights. The course will highlight strengths of the region and grass roots empowerment. Course format will be interactive utilizing discussion forums and the use of creative assignments and the option to take a trip to Harlan County, Kentucky in the spring. Prerequisite: ENG 111 (at least grade of C)

SWK 481 Addictions  
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. Prerequisite: ENG 111 (at least grade of C)

SWK 482 Conflict Resolution  
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. Prerequisite: ENG 111 (at least grade of C)

**SWK 483 Foster Care and Adoption**

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. Prerequisite: ENG 111 (at least grade of C)

**SWK 485 Medical Social Work**

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. Prerequisite: ENG 111 (at least grade of C)

**SWK 486 School Social Work**

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. Prerequisite: ENG 111 (at least grade of C)

**SWK 490 Independent Study**

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 Director of the Carver School of Social Work. Prerequisite: ENG 111 (at least grade of C)
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.

Membership dues are decided at the first meeting of the academic school calendar. Officers are elected at the last meeting of the academic year and are expected to serve for one year minimum. The President of the social work club serves as a student representative to the Social Work Faculty Council. The student representative from the undergraduate and graduate programs are invited to attend the first meeting of the month to share information or concerns from the student body.

Members of the social work club are expected to attend the monthly meetings, participate in committee service, assist in fund raising and participate in service projects. The monthly meetings are held in the Carver School Building or Technology Center. Each meeting typically includes professional social workers as a guest speaker; a business meeting with discussion on various topics; refreshments and socialization. All social work majors are highly encouraged to join and participate in the social work club.

Advisory Board

The Social Work Program functions with the assistance of an advisory board. The board is composed of six social service professionals, four social work students (SWITCH club officers), the social work faculty, and the Program Director. The purpose of the advisory board is to guide the Social Work Program toward continued improvements in curriculum development, student education and mission fulfillment.

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 3.0 on a 4.0 scale.
4. Achieved a 3.5 grade point average in required social work courses.

**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 the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Field Eligibility Information**

1. Students conduct their field practicum during the last semester of their senior year. It is recommended that students who anticipate needing additional time to complete their practicum should choose a two semester practicum course. Students must be in good standing academically at the time they are ready to begin the process for their field
practicum and have taken all prerequisites. SWK 450 may be taken concurrently with practicum. The academic requirements include a minimum of a 2.5 GPA and a grade of C or better in all core curriculum courses or have permission of the Field Director where extenuating circumstances are present.

2. Students will meet with the Field Director the semester before their anticipated practicum and complete a Field Practicum Data Form. At that time, they will also be given the information to complete for their NASW membership and their Professional Liability Insurance. **Students must have obtained liability insurance before they start their practicum.**

3. Students will attend an online BSW field practicum webinar. Students will make contact with the Field Director regarding their chosen agency or consult the Field Director regarding recommended placements. After approval from the field director and agency confirmation, the student will register their practicum on the CSSW field website. Students shall email their NASW membership and Professional Liability Insurance upon confirmation of placement to the CSSW Field Education department. **Students must have submitted their malpractice liability insurance before they begin their practicum.**

4. A BSW field Calendar will be provided to all students regarding submission of documents, start dates, and other assignment deadlines.

5. 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. They are expected to track field hours through documentation and utilize journal writings to address course topics.
### Social Work Faculty & Staff

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Revised as of 1-25-18
Appendix A

NASW Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

1. The Code identifies core values on which social work's mission is based.

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. 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.

* For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

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

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

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

Value: Service

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

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

Value: Social Justice

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

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

Value: Dignity and Worth of the Person

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

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

*Ethical Principle:* Social workers recognize the central importance of human relationships.

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

**Value:** Integrity

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

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

**Value:** Competence

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

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

**ETHICAL STANDARDS**

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

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

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

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is
made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

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

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

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

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

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

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

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

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

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

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

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

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

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

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

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

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

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

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS
4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

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

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

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

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION
5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities
may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institution.

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

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
Appendix B

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 the NASW.

_________________________________________  __________________
Student Name                                      Date
Appendix C

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, ENG 112, PSY 111, SOC 110, and POL 110 with a grade of C or better;
_____ A cumulative grade point average of 2.5 or higher;
_____ Completion of SWK 210 with a grade of C or better;
_____ Completion of a BSW Program Application form submitted to the BSW Program Director (obtained from SWK210 Instructor);
_____ An official transcript containing all college credits obtained at Campbellsville University and institutions previously attended;
_____ Three letters of recommendation from community leaders, pastors, teachers, or professionals who have knowledge of your interpersonal and learning skills (no relatives please) Form attached.
_____ Personal Essay (See instructions attached.)
_____ Statement of Understanding

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 the social work practice curriculum beyond the Introduction to Social Work course (SWK 210). Materials for admission must be submitted to the BSW Program Director three weeks prior to the semester end. If you are unsure about the deadline, consult with the BSW Program Director.
BACHELOR OF SOCIAL WORK PROGRAM/FIELD 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

Field Practicum
Students seeking a degree in social work from Campbellsville University must conduct 450 hours of direct field practice at an approved agency. In addition, student will attend an on campus field seminar which will meet for two hours one day a week. 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

58
Revised as of 1-25-18
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

To be completed by reference:

Name_____________________________________________________________ Date________________

Occupation or Title________________________________________________________________________

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.

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<thead>
<tr>
<th>Quality</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>#</th>
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<tbody>
<tr>
<td>Assumes responsibility for own behavior and learning</td>
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<td>Intellectual curiosity</td>
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<td>Written communication skills</td>
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<tr>
<td>Responsibility/dependability</td>
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<tr>
<td>Ability to work collaboratively</td>
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<tr>
<td>Ability to succeed in graduate studies</td>
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<tr>
<td>Values and moral character</td>
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<tr>
<td>Potential to practice advanced social work</td>
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</table>

59
Revised as of 1-25-18
Please respond to the following items:

Please comment as to the graduate program applicant’s ability to succeed in graduate 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 known 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
Campbellsville, KY 42718-2799

Revised as of 1-25-18
Essay Instructions

Please attach a two-page double spaced essay answering the following questions as a part of the application process for admissions to the Social Work Program.

1) Why do you want to be a social worker? Please include events and/or experiences in your past that have helped you decide on a major of Social Work.

2) Describe any past or current personal community/civic/church or volunteer experience(s) which were directed toward serving others. Describe ways in which you both gave and received benefits from your involvement.

3) Describe your hopes and plans for your first entry-level position in your chosen career after receiving your degree from Campbellsville. What about this particular field of social work attracts you?

4) What challenges do you have in your life which could prevent you from being successful in this Social Work Program?

5) What support systems exist in your life and what personal qualifications do you possess to enable you to be successful in this Social Work Program?

6) At the current time where do you think you would like to complete your field practicum and why?

Your essay will be evaluated on the following:

Organization: essay begins with a brief introduction, followed by five major paragraphs related to 1-5 above, and ends with a brief summary & conclusion.

Grammar: Essay is grammatically correct and accurate

Spelling: Essay is free of errors in spelling
Appendix D

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: ________________________________

Professors contact information: ________________________
_________________________ is 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 E

Carver School of Social Work  
Rubric for Assessing Professional Development

<table>
<thead>
<tr>
<th>Professional Characteristics</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: Attend classes and meetings.</td>
<td>Student has missed 4 or more of total classes in one or more of their classes.</td>
<td>Student has missed 2 or 3 classes for reasons that are not necessarily rare or unusual, but rather for their own convenience.</td>
<td>Student has missed 2 or fewer classes</td>
<td>Student attends all classes.</td>
<td></td>
</tr>
<tr>
<td>2. Punctuality: Be punctual and engaged.</td>
<td>Student has been late to class or left early from class 4 or more times in any given semester.</td>
<td>Student has occasionally been late to class or left early from class, but no more than 3 per semester.</td>
<td>Student is on time and stays until the end for all classes except in 2 or less classes per semester</td>
<td>Student is always on time and stays until through the entire class</td>
<td></td>
</tr>
<tr>
<td>3. Manage communications and contacts</td>
<td>Student does not usually contact the instructor to inform him/her of their tardiness to or absence from class and, therefore, provides no rationale.</td>
<td>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.</td>
<td>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.</td>
<td>Student always contacts their instructor prior to the beginning of class (or Field) to inform him/her of anticipated tardiness, illness, etc.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate respect and support in relationships.</td>
<td>Student frequently is disrespectful to and non-supportive of classmates, staff, faculty, or clients.</td>
<td>Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, or clients.</td>
<td>Student is usually respectful and supportive of classmates, staff, faculty, and clients.</td>
<td>Student is always respectful and supportive of classmates, staff, faculty, and clients.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate self-awareness.</td>
<td>Student rarely shows self-awareness about the impact of their verbal and non-verbal communications.</td>
<td>Student only occasionally shows self-awareness about the impact of their verbal and non-verbal communications.</td>
<td>Student almost always maintains a high level of self-awareness about the impact of their verbal and non-verbal communications.</td>
<td>Student always maintains a high level of self-awareness about that impact of their verbal and non-verbal communications.</td>
<td></td>
</tr>
<tr>
<td>Professional Characteristics</td>
<td>1 Unacceptable</td>
<td>2 Needs Improvement</td>
<td>3 Acceptable</td>
<td>4 Exemplary</td>
<td>Score</td>
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<tr>
<td>6. Demonstrate awareness and responsiveness to diversity.</td>
<td>Student’s classroom interactions rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td>Student’s classroom interactions only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td>Student’s classroom interactions almost always reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td>Student’s classroom interactions always reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td></td>
</tr>
<tr>
<td>7. Demonstrate collegiality and collaborative interactions.</td>
<td>Student has not demonstrated collaborative skills in their work with others and their relationships with their classmates have been affected by this.</td>
<td>Student is reluctant to collaborate with others and struggles with maintaining positive relationships.</td>
<td>Student almost always works collaboratively with all team members while relating easily and positively with others.</td>
<td>Student always works collaboratively with all team members, while relating easily and positively with others.</td>
<td></td>
</tr>
<tr>
<td>8. Strive for a high level of Oral Expression.</td>
<td>Student consistently gets feedback from their instructors that their oral expression is unprofessional.</td>
<td>Student’s professional oral expression is challenging for others to understand. It may contain grammatical errors, contain slang words, or be poorly organized.</td>
<td>Student is usually articulate and professional in their oral expression.</td>
<td>Student is always articulate and professional in their oral expression.</td>
<td></td>
</tr>
<tr>
<td>9. Strive for a high level of Written Expression</td>
<td>Student consistently gets feedback from instructors that their oral expression is unprofessional.</td>
<td>Student’s written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly.</td>
<td>Student almost always expresses ideas/concepts clearly with very few errors and uses APA guidelines when required.</td>
<td>Student always expresses ideas/concepts clearly with an absence of errors and uses APA referencing accurately.</td>
<td></td>
</tr>
<tr>
<td>10. Demonstrate Self-Initiative, Reliability and Dependability</td>
<td>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.</td>
<td>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.</td>
<td>Student almost always takes initiative to plan their work and complete it in a timely manner.</td>
<td>Student always takes initiative to plan their work and complete it in a timely manner.</td>
<td></td>
</tr>
<tr>
<td>Professional Characteristics</td>
<td>1 Unacceptable</td>
<td>2 Needs Improvement</td>
<td>3 Acceptable</td>
<td>4 Exemplary</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------</td>
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<td>--------------</td>
<td>-------------</td>
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</tr>
<tr>
<td>11. Demonstrate evidence of growth toward becoming a professional social worker by responding to suggestions and feedback of others</td>
<td>Student has not demonstrated that they are receptive to suggestions and feedback from others and, therefore, make no effort to adjust their performance accordingly.</td>
<td>Student is usually receptive to suggestions and feedback, but does not adjust their performance accordingly.</td>
<td>Student is almost always receptive to suggestions and feedback and adjusts their performance accordingly.</td>
<td>Student is always receptive to suggestions and feedback from others and they adjust their performance accordingly.</td>
<td></td>
</tr>
<tr>
<td>12. Demonstrate knowledge of the BSW Program Handbook and conducts themselves accordingly</td>
<td>Student is unfamiliar with the BSW program handbook and is unaware therefore if they are conducting themselves accordingly</td>
<td>Student has skimmed the BSW Program Handbook, but has only limited knowledge of its contents and is uncertain if they are conducting themselves accordingly</td>
<td>Student has read the BSW Program Handbook, knows where to find the handbook and student generally conducts themselves accordingly</td>
<td>Student demonstrates exemplary knowledge of the BSW Handbook and student always conducts themselves accordingly</td>
<td></td>
</tr>
<tr>
<td>13. Show respect and use the NASW Code of Ethics (especially confidentiality)</td>
<td>Student is unaware of the NASW Code of Ethics.</td>
<td>Student’s knowledge of the NASW Code of Ethics is not evident in their thinking or behavior.</td>
<td>Student respects the NASW Code of Ethics, which is evident in both their behavior and thinking.</td>
<td>Student consistently demonstrates leadership with their colleagues in discussions of ethical issues.</td>
<td></td>
</tr>
<tr>
<td>14. Use Departmental communications</td>
<td>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.</td>
<td>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.</td>
<td>Student consistently checks their designated e-mail account (the one the Department has on record). Student consistently responds in a timely manner.</td>
<td>Student consistently demonstrates leadership with their colleagues in regards to e-mail and other methods of communication.</td>
<td></td>
</tr>
</tbody>
</table>
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, he/she 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, he/she will be terminated from the program. If the student wishes to reenter the BSW program, he/she 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, he/she will be referred to his/her 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                       Student             Date

_________________________ _  ________________
Faculty              Date                       Faculty              Date

Revised as of 1-25-18
APPENDIX F

INCOMPLETE GRADE AGREEMENT

Student Name: ____________________________________________________________

Student ID #: ___________________________________________________________

Instructor: ______________________________________________________________

Course Number: __________________________________________________________

Course Name: ____________________________________________________________

Course Requirements to be fulfilled: __________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date Requirements will be fulfilled: ________________________________

_________________________________  __________________________
Student Signature                Date                          Instructor Signature          Date