

Kentucky Christian University

SOCIAL WORK PROGRAM STUDENT HANDBOOK



Kentucky Christian University

KENTUCKY CHRISTIAN UNIVERISTY
SOCIAL WORK STUDENT HANDBOOK
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Kentucky Christian University practices equal opportunity policies in both admissions and employment and does not discriminate on the basis of race, national or ethnic origin, sex, color, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act which deals with exemptions for religious corporations with respect to employment of individuals with specific religious convictions.

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Welcome to Kentucky Christian University's Social Work Program!

The purpose of this handbook is to orient you to KCU's Social Work Program's policies and procedures. Included is information about application and admission requirements, as well as other pertinent information which should help guide you.

KCU's Social Work Program strives to educate our students to become effective Social Workers in secular settings. As Christ calls us to love our neighbor as ourselves, our initial task is to help our students to learn to accept themselves by genuinely identifying their own strengths and areas for growth. When we can honestly allow Christ to work in us and love us to our full potential, we will be better able to offer this same love to those people placed in our lives. Self-awareness and examination is as critical to becoming a competent Social Worker, as it is to being the person God made us to be.

Once the process of self-examination has begun, the knowledge base and skills are added to create an environment which, hopefully, will foster a learning experience for you both professionally and personally. The aim of the Social Work Program is to allow you to become a competent entry level Social Worker. Our prayer is that you will grow stronger in your walk with Christ, and we are blessed with the privilege of walking with you for this season in your journey.

We hope this handbook will be useful, and may the peace of Christ be with you.

In His Name

Margaret McLaughlin

Margaret McLaughlin, MSW, CSW
Dean, School of Social Work and Human Services
Social Work Program Director

CONTACT INFORMATION

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GENERAL INFORMATION

The Student Social Work Handbook is the primary reference tool for current policy and procedure for the Social Work Program. Program changes indicated in this Handbook reflect the most current requirements and serve as updates of any previously published requirements. Changes in the Bible Major and General Studies requirements impact this program.

ACCREDITATION

The Baccalaureate Social Work Program at Kentucky Christian University is accredited by the Council on Social Work Education (CSWE).

LIFE EXPERIENCE CREDIT (EP 3.2.5)

Academic credit for life experience and previous work experience **will not** be given, in whole, or in part, in lieu of field practicum or for courses in the social work professional foundation.

TRANSFER STUDENTS (EP 3.2.4)

Transfer credits for Social Work courses will be accepted by the KCU Social Work Program for comparable coursework from other CSWE accredited programs. Only C+ or higher work will be accepted. All transfer students must have a minimum cumulative grade point average of 2.5 on a 4.0 scale at the last institution attended. Official transcripts from all previous colleges attended are necessary.

Students wishing to transfer Social Work course work to KCU from a non- CSWE accredited program should submit course syllabi for comparison and evaluation by Social Work faculty, along with documentation of instructors' credentials. (See Advisor for procedure.)

No practice courses or Practicum experience will be transferable.

BREACH OF ETHICS

A breach of the NASW's (National Association of Social Work) Code of Ethics by a student during practicum will require an immediate interview with the faculty and may result in dismissal from KCU's Social Work Program.

CRIMINAL RECORD / DRUG TESTING

Many practicum agencies require a Criminal Record Check and students must comply with the practicum agencies requirements for Drug Testing. Having a criminal record or testing positive for drug use could negatively impact potential practicum placements and future employment.

SOCIAL WORK STUDENT HONOR CODE

As a student in the Bachelor of Social Work Program at Kentucky Christian University and in keeping with the National Association of Social Workers' Code of Ethics, I agree to the following:

Academics: I understand that completing my academic work with integrity means:

- I agree to complete my own work without any unauthorized aid on any assignment.
- I agree to encourage others to complete their own work with integrity as well;
- I will give credit through proper APA citation of work that I quote or summarize.
- I understand that I may be asked to submit my academic assignments through Turn It In or other plagiarism software at anytime.

Professionalism and Confidentiality: I understand that developing as a professional means:

- I will protect as confidential any identifying or sensitive information of clients to which I have access while in my field practicum experiences or as a volunteer; as long as I am working in conjunction with academic pursuits at KCU.
- The only exception to maintaining confidentiality is if a person is a danger to self or others. If this occurs, I will seek immediate consultation with an agency supervisor or Field Coordinator.
- In keeping with the spirit of the NASW Code of Ethics, I will maintain the privacy of clients, supervisors, colleagues, as well as professors and other students by not communicating in any way that might breach confidentiality.
- This includes refraining from posting any comments on any social network that might be viewed as divulging identifying information or showing disrespect to others. (This includes such social network venues such as: Facebook, Twitter or other electronic forms of communication like email or instant messaging)
- I understand that respect is also a major part of developing as a professional. I will conduct myself professionally in the classroom as well by showing respect to fellow students and professors. (This includes issues such as cell phone use, drawing, sleeping in class, playing games on computers and generally not engaging in the learning process).
- When it is necessary to communicate via cell phone, or any electronic means with a supervisor or field coordinator, I will protect confidentiality by not divulging identifying information about a client and will communicate only non-identifying general information.

Supervision and Consultation

- If I have question or concern about any issue specifically addressed or implied in this honor statement, I will consult the Social Work faculty at KCU.
- If I become aware of any breach of this honor code by any social work student, I understand I have a duty to report the alleged breach to the Social Work Faculty.

I understand that violations of this Honor Statement may result in my dismissal from the Social Work Program. If I believe I have been treated unfairly, I know I may bring an appeal to the Social Work Advisory Council using the procedures noted in the Social Work Student Handbook.

Student Signature_____

Date_____

KCU MISSION STATEMENT

The mission of Kentucky Christian University is to educate students for Christian leadership and service in the church and in professions throughout the world.

BACHELOR OF SOCIAL WORK DEGREE (BSW)

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Mission Statement

The Social Work Program at Kentucky Christian University, a Christian faith-based institution of higher education in rural Appalachia, exists to offer students

- **An Opportunity** to learn and practice the values, skills, and knowledge of an entry level generalist social work practitioner.
- **A Safe Place** for students to assess their own personal values in light of Biblical and Social Work values; and
- **Empowerment**, in light of the university mission statement, to feel competent in their ability to value diversity and practice social work within the context of the profession's values and ethics.

Program Curriculum Goals

1. *Graduates will practice entry level social work from a knowledge base which integrates the following areas: Social Work Values and Ethics (including NASW's 6 value elements: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, as well as human rights and scientific inquiry); Diversity; Promotion of Social and Economic Justice; Populations at Risk; Human Behavior in the Social Environment; Social Welfare Policy and Services; Social Work Practice; Scientific Inquiry; Field Practicum.*

Graduates will master graduation competencies in the following areas:

- ❖ Know the Social Work profession's history. (GC 1a)
- ❖ Know the Social Work Profession's mission, and it's core values. (GC 1c)
- ❖ Know the value base of the profession, its ethical standards, and relevant law. (GC 2a)
- ❖ Recognize and manage personal values in a way that allows professional values to guide practice (GC 2c)
- ❖ Tolerate ambiguity in resolving ethical conflicts (GC 2e)
- ❖ Apply strategies of ethical reasoning to arrive at principled decisions (GC 2f)
- ❖ Know about the principles of logic, scientific inquiry, and reasoned discernment. (GC 3a)
- ❖ Use critical thinking augmented by creativity and curiosity. (Critical thinking also requires the synthesis and communication of relevant information.) (GC 3b)
- ❖ Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (GC 3c)
- ❖ Analyze models of assessment, prevention, intervention, and evaluation (GC3d)
- ❖ Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (GC 3e)

- ❖ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. (The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.) (GC 4a)
- ❖ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. (GC 4b)
- ❖ Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (GC 4c)
- ❖ Understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. (GC 5a)
- ❖ Recognize the global interconnections of oppression (GC 5b)
- ❖ Demonstrate knowledge about theories of justice and strategies to promote human and civil rights. (GC 5c)
- ❖ Understand the forms and mechanisms of oppression and discrimination (GC 5e)
- ❖ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. (GC 6b)
- ❖ Know about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. (GC 7a)
- ❖ Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. (GC 7b)
- ❖ Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (GC 7c)
- ❖ Critique and apply knowledge to understand person and environment (GC 7d)
- ❖ Understand that policy affects service delivery, and actively engage in policy practice. Know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. (GC 8a)
- ❖ Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (GC 9c)

2. *Graduates will use generalist practice skills with diverse client systems of all sizes and with specific emphasis on work with people of the Appalachian geographical region.*

Graduates will master graduation competencies in the following areas:

- ❖ Serve as representatives of the Social Work profession (GC 1b)
- ❖ Advocate for client access to the services of social work (GC 1e)
- ❖ Conduct themselves ethically and to engage in ethical decision-making. (GC 2b)
- ❖ Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (<http://www.ifsw.org>) (GC 2d)
- ❖ Develop an understanding of the Appalachian culture and people. (GC 4ai)
- ❖ Understand how the Appalachian culture uniquely shapes the human experience and is critical to the formation of identity (GC 4aii)
- ❖ Understand how oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim present themselves in Appalachia (GC 4bi)
- ❖ Develop self-awareness to eliminate the influence of personal biases and values in working with people from Appalachia (GC 4di)

- ❖ Recognize and communicate their understanding of the importance of difference in shaping life experiences (GC 4e)
- ❖ View themselves as learners and engage those with whom they work as informants. (GC 4f)
- ❖ Understand theories of justice and strategies to promote human and civil rights for people in Appalachia. (GC 5ci)
- ❖ Demonstrate an understanding of how to incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. (GC 5d)
- ❖ Advocate for human rights and social and economic justice (GC 5f)
- ❖ Engage in practices that advance social and economic justice (GC 5g)
- ❖ Use practice experience to inform research, employ evidence –based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. (GC 6a)
- ❖ Use practice experience to inform scientific inquiry (GC 6c)
- ❖ Use research evidence to inform practice (GC 6d)
- ❖ Analyze, formulate, and advocate for policies that advance social well-being. (GC 8b)
- ❖ Collaborate with colleagues and clients for effective policy action. (GC 8c)
- ❖ Be informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. (GC 9a)
- ❖ Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. (GC 9b)
- ❖ Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (GC 9d)
- ❖ Understand that professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. (GC 10a)
- ❖ Demonstrate knowledge and skills to practice with individuals, families, groups, organizations, and communities. (Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.) (GC 10b)
- ❖ Engaging client system by (GC 10c)
 - i. Substantively and affectively preparing for action with individuals, families, groups, organizations, and communities.
 - ii. Use empathy and other interpersonal skills.
 - iii. Develop a mutually agreed-on focus for work and desired outcomes.
- ❖ Assess client system by (GC 10d)
 - i. collecting, organizing, and interpreting client data
 - ii. assessing client strengths and limitations
 - iii. developing mutually agreed-on intervention goals and objectives
 - iv. selecting appropriate intervention strategies
- ❖ Demonstrate intervention skills including: (GC 10e)
 - i. initiation of actions to achieve organizational goals
 - ii. implementation of prevention interventions that enhance client capacities
 - iii. helping clients resolve problems
 - iv. negotiating
 - v. mediating
 - vi. advocating for clients
 - vii. facilitating transitions and endings.
- ❖ Demonstrate knowledge and skills necessary for Evaluation by

critically analyzing, monitoring, and evaluating interventions. (GC 10f)

3. *Graduates will develop and practice self-awareness of their responsibility as Christians and Social Workers to continue their spiritual, personal, and professional growth and development.*

Graduates will master graduation competencies in the following areas:

- ❖ Commit to the profession's enhancement and to their own professional conduct and growth. (including participation in entrance, continuance, and exit interviews with Social Work faculty to identify personal strengths and growth areas. (GC 1d)
- ❖ Practice personal reflection and self-correction to assure continual professional development (GC 1f)
- ❖ Attend to professional roles and boundaries (GC 1g)
- ❖ Demonstrate professional demeanor in behavior, appearance, and communication (GC 1h)
- ❖ Recognize the need to engage in career-long learning (GC 1i)
- ❖ Use supervision and consultation. (Including through Field Placement the ability to utilize supervision and/or other means to dialogue issues related to social work practice and its impact on self and clients. (B5.7.11 and B5.7.12 - supervision) (GC 1j)
- ❖ Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (GC 4d)
- ❖ Self evaluate one's own spiritual life and identify personal growth areas. (GC 1fi)
- ❖ Understand and accept differences in one's own spiritual beliefs from the beliefs of one's clients. (GC 1fii)
- ❖ Develop a basic foundation for a life long pursuit of understanding Biblical (restorative) justice (GC 1ii)

Programs Offered

Bachelor of Social Work

Admission Requirements (EP 3.2.1)

The Bachelor of Social Work Program at Kentucky Christian University is accredited by the Council on Social Work Education (CSWE).

1. Enrollment in Introductory Social Work courses (EP 3.2.6)

All students who wish to be a part of the Social Work program will be impartially considered. Students who declare their professional choice to be that of Social Work will be assigned a Social Work faculty advisor who will assist the student through the Admissions process.

2. Application for Admission to the Social Work Program (EP 3.2.2)

Students apply for admission to the Social Work program after successful completion of HSW 200 and HSW 201. Upper class transfer students may make application with permission of the Program Director. Application forms are in the *Social Work Student Handbook* which is given to students in HSW 201. Students may also obtain it on the Social Work Program page of the KCU website (www.kcu.edu) or from the Social Work Program office.

The admission process will begin when the student petitions the Social Work Program Director for admission. Consultation with the Social Work advisor must be completed. Completion of the following criteria is necessary before admission to the program can be granted:

- a. Minimum overall GPA of 2.5 in all coursework.
- b. ACT composite score of 18 or an SAT Verbal score of 450 and Math of 450. Provisional admission will be considered for students with a lower ACT or SAT score IF the student has a minimum GPA of 3.00 overall in 100 level and higher college course work completed.
- c. Completion of the program application form.

Students will be admitted to the Social Work program upon **successful completion of the admission process and informed of their acceptance in writing after the entrance interview**. Admitted students who drop out, or are dismissed, may be readmitted, providing that selected portions of the application procedure are repeated successfully.

Successful completion of the entrance interview, where student achievement of Graduation Competencies at the “Novice” level occurs, is evaluated and documented in the “Student Portfolio”. (For more information about Student Portfolio, see section entitled “Student Portfolio” in Social Work Program Student Handbook.)

3. Continuation in the Social Work Program (EP 3.2.7)

Although a student who applies for the Social Work program may meet admissions qualifications, he/she may later exhibit behaviors that would not produce an acceptable level of performance as a beginning professional social worker. Student performance is reviewed by Social Work faculty during three separate competency evaluations. Field Faculty input will also play a role in this process. The Social Work faculty make the final decision about whether a student should, or should not, continue in the Social Work program.

Continuance in the social work program requires the following:

1. Minimum over all GPA of 2.0
2. Minimum cumulative GPA of 2.5 in professional course work by the end of the junior year
3. Demonstrated personal qualities essential for working with people (as evaluated during competency reviews). These qualities include, but are not limited to:
 - a. Value orientation consistent with the Social Work profession
 - b. Sensitivity to the needs of people
 - c. Self-awareness
 - d. A sense of responsibility
4. Completion of Student Self-Clearing Statement.
5. **Successful completion of the continuance interview**, where student achievement of Graduation Competencies at the “Intermediate” level occurs, is evaluated and documented in the “Student Portfolio”.

4. Notification of Deficit Requirements (EP 3.2.8)

It is the student’s responsibility to be aware and notify his/her advisor of deficits in meeting program requirements. The student who proactively works with his/her advisor in identifying and addressing deficits has a much better chance of rectifying the problems. Failure to notify advisor of deficits may result in termination from the program.

Students may also be placed on **probationary status** if they do not successfully complete the requirements for continuance or graduation. Normally, this probation will be limited to one semester, although two semesters may be granted in a case with extenuating circumstances. Students who do not remediate their performance during the probationary period will be dismissed from the program.

5. Termination

KCU's Social Work program measures student outcomes in courses based on demonstrated competencies in knowledge, values, and skills of the social work profession. These competencies are documented in the interview process (admission, continuance, exit). Students are also expected to engage in behavior consistent with their Christian values and the National Association of Social Workers Code of Ethics. A breach of NASW's Code of Ethics could result in termination from the Social Work program at KCU.

When students are unable to achieve academic standards consistent with items listed for continuance in the Social Work Student Handbook, they will be dismissed from the Social Work Program and will be informed in writing. They will have the opportunity to meet with the Program Director to discuss their status. Readmission may be granted if deficiencies are corrected.

If a student is dismissed from Kentucky Christian University, then participation in the social work program is also terminated. If a student believes that he/she has been treated unfairly, she/he may appeal this decision as described in the appeals procedure in the Social Work Student Handbook.

6. Reapplying to the Program

The student is responsible for seeing that necessary forms are completed and formal evaluation conferences are scheduled to assure continuance. The student will work with his/her faculty advisor regarding any actions that result from competency evaluations.

- Any student who voluntarily withdrew, or was dismissed from the program and wishes to reapply, should:
- ✓ schedule an appointment with the Director of the Social Work Program.
 - ✓ repeat the application process with the appropriate referrals.
 - ✓ schedule an interview with the Social Work Faculty.

7. Due Process (EP 3.2.7)

Whenever a student believes that he/she has been treated unfairly or in a way that abridges his/her rights, the student may consider using the Appeals Process as outlined in this Social Work Student Handbook.

8. Graduation Requirements

Prior to graduation, each Social Work Major will:

1. Meet requirements for formal admission into the program.
2. **Complete the following courses with a minimum grade of C (C- is not acceptable).**

HSW 200 Social Problems	HSW 403 Generalist Practice III
HSW 201 Social Welfare: History, Services, Policy	HSW 439 Professional Transitions
HSW 202 Social Work Values & Ethics	HSW 444 Senior Seminar
HSW 301 Generalist Practice I	HSW 445 Practicum
HSW 322 Social Science Research Methods	HCP 401 Abnormal Psychology
HSW 341 Human Behavior in the Social Environment	HCP 201 Developmental Psychology
HSW 352 Human Diversity	HCP 222 Statistics
HSW 361 Social Policy	HSO 201 Introduction to Sociology
HSW 402 Generalist Practice II	ECO 232 Macroeconomics
	Focus Areas Electives

Complete the following Arts and Sciences courses with minimum grade of C (2.0):

ENG 100 or 101 and ENG 102, or ENG 103, and MAT.

3. Complete program exit testing
4. **Successful completion of the exit interview**, where student achievement of Graduation Competencies at the "Proficient" level occurs, is evaluated and documented in the "Student Portfolio".
5. Maintain the required GPA for continuation in the program (minimum over all GPA of 2.5; minimum cumulative GPA of 2.5 in professional course work).

6. Demonstrated personal qualities essential for working with people (as evaluated during competency reviews). These qualities include, but are not limited to:
 - * Value orientation consistent with the Social Work profession
 - * Sensitivity to the needs of people
 - * Self-awareness
 - * A sense of responsibility
7. Completion of Student Self-Clearing Statement
8. Meet all University requirements set forth for graduation as noted in the catalog in which the students enters the University

(KCU does not allow students to take more than 25% of their classes in a non-traditional format (e.g., internet or online classes). For a 120 hour program, no more than 30 hours may be in a non-traditional format.)

9. Student Portfolio

Through a "Student Portfolio", the student's achievement of each of the Practice Behaviors demonstrating mastery of the 10 Graduation Competencies of KCU's BSW program is documented. A copy of the documentation is given to the student at the end of the interview or sent to the student by campus mail. A copy of the documentation is filed in the student's file.

The student must demonstrate achievement of Graduation Competencies at 3 levels (Novice, Intermediate, and Proficient) and these levels of "Competence" are documented in the "Interview Process" (Entrance, Continuance, and Exit).

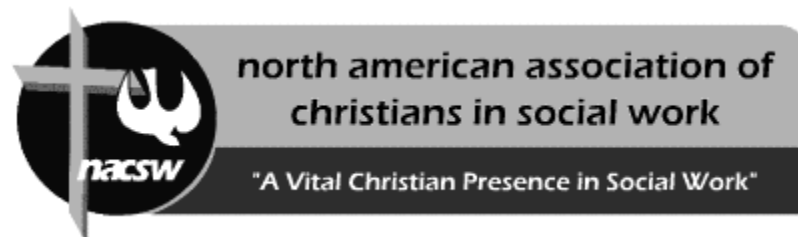
The Benchmark set by the program to demonstrate achievement of each Practice Behavior connected to its respective Graduation Competency is that the student, at each of level of evaluation, must achieve a 75% or higher achievement for each practice behavior in order to proceed in the Social Work Program. If a Benchmark is not successfully achieved, the student must remediate that practice behavior as agreed upon by faculty and documented in the respective interview (Entrance, Continuance, Exit).

The levels of evaluation are as follows:

At the "Novice level," students are evaluated by faculty to determine achievement of Practice Behaviors at the "Novice level". Students who demonstrate mastery of practice behaviors at the 'Novice level' will be admitted into the Bachelor of Social Work Program and this process is documented at the Entrance interview

At the "Intermediate level", students are evaluated by faculty to determine achievement of Practice Behaviors at the "Intermediate level". Students who demonstrate mastery of Practice Behaviors at the 'Intermediate level' will be continued in the Bachelor of Social Work Program and this process is documented at the Continuance interview

At the "Proficient level", students are evaluated by faculty to determine achievement of Practice Behaviors at the "Proficient level". Students who demonstrate mastery of Practice Behaviors at the 'Proficient level' will exit (graduate) from KCU's Bachelor of Social Work Program and this process is documented at the Exit interview.



SOCIAL WORK COURSE DESCRIPTIONS

HSW 200 SOCIAL PROBLEMS (3 hours)

Social problems focuses on major generalist practice areas such as individuals, groups, families, organizations and communities and highlights many of the following social problems: illness, health care, alcohol, crime, social control, family, poverty, work and unemployment, education, ethnicity, immigration, gender inequality, sexual orientation, youth and aging, population and urbanization, science and technology, social problems in rural Appalachia, conflict, war and terrorism and the stereotyping of America. The course takes a look at these problems at the local, state, national and international level and identifies strategies and solutions. All material is infused with Christian perspective on social dilemma. (Offered every spring)

HSW 201 SOCIAL WELFARE: HISTORY, SERVICES, POLICY (3 hours)

The history of social welfare is introduced in this course. Current social services with diverse populations are explored with an emphasis on the historical development of these services and the role of policy in shaping this development. Students are encouraged to examine the relationship between social work values and ethics and social welfare services provided. (Offered every fall)

HSW 202 SOCIAL WORK VALUES AND ETHICS (3 hours)

This course is an introduction to the social work profession's values and ethics, and state law governing the practice of social work. Systems Theory and the Generalist Intervention Model are briefly discussed. Students are challenged to examine their own values with respect to the professions. Students will also be given a library orientation specific to social work in order to facilitate future research in the field. (Prerequisite HCP 101, HSO 201, HSW 201 or instructor's consent. Offered every spring.)

HSW 204 CRISIS MANAGEMENT: PREVENTION AND INTERVENTION (3 hours)

This course will examine crisis prevention strategies, safe physical management practices, development of crisis plans and policies, and the acquisition of practice skills for responding to crisis in the professional realm. Crisis is most often the impetus which catapults individuals into the need for intervention from those whose professional discipline lends itself to working with individuals, groups, families, communities, organizations, churches and the global community. This course will examine human dilemma and crisis at all levels and provide students with special knowledge, values and skills as they prepare to confront crisis as a professional. (Online or Independent Study Elective opportunity)

HSW 301 GENERALIST PRACTICE I (3 hours)

The purpose of this course is to begin an in-depth study and practice of values and skills in generalist social work. Knowledge of theory and the generalist practice model gained from previous and concurrent courses will be applied to practice situations. Students will learn and practice skills related to interviewing, developing social histories, problem solving, and establishing concrete goals with measurable outcomes. Issues related to values, termination, and the client-worker relationship will also be discussed. (Declared Social Work majors only. Prerequisites: HSW 201, HSW 202, HSO 201 and formal program admission. Offered every fall)

HSW 322 SOCIAL SCIENCES RESEARCH METHODS (3 hours)

An introduction to social science quantitative and qualitative research design. This course will include experience in: problem definition, survey and experimental methodology, single subject design, statistical applications, interpretation, writing research results, and program evaluation, as well as qualitative research methods with a particular focus on evaluation of practice interventions. (Same as HCP 322. Prerequisite HCP 222. Or instructor consent Offered Every Spring.)

HSW 341 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (3 hours)

The person-in-environment focus is the key component of the study of human behavior within the context of micro/mezzo and macro level social systems presented in this course. Special emphasis is

placed on understanding the relationship between biological, social, psychological, and spiritual-cultural systems as they impact and are impacted by human behavior. Human diversity factors and Social Work perspectives are examined. (Prerequisites: BIO108/L, HSW 201, HSW 202, and HCP 201 offered every fall.)

HSW 352 HUMAN DIVERSITY (3 hours)

This course explores the concept of “embracing diversity” as it relates to race, ethnicity, culture, class, gender, sexuality, religion, physical or mental abilities, age, and national origin. This course will provide content with similarities and differences in the experiences, needs and beliefs of people. Students are encouraged to struggle with personal values relating to any of these populations. (Offered Every Spring)

HSW 361 SOCIAL POLICY (3 hours)

This course presents policy making from the agency level to the legislative level. Special attention is given to understanding how social policy is developed and implemented. Several frameworks are presented by which policies can be analyzed. Society’s values demonstrated by economic, social, and political influences which shape social policy are presented. (Prerequisites: ECO 232, HSW 201 and 202. Offered Every Fall)

HSW 402 GENERALIST PRACTICE II (3 hours)

The purpose of this course is to continue applying social work values and developing the skills of a generalist practitioner presented in Generalist Practice I. Special attention will be given to practice with families and groups. Students will gain initial practical experience through 40 hours of volunteer service within a specific agency. Faculty supervision occurs during classroom discussion and individual consultation as needed. (Prerequisites: HSW 301 and formal program admission. Offered Every Spring)

HSW 403 GENERALIST PRACTICE III (3 hours)

This course gives students the opportunity to integrate social work values and skills learned in the classroom with an emphasis on macro-level practice. In addition, the generalist model is further applied to special issues related to race, gender, sexuality, and culture (including Appalachia). (Prerequisites: HSW 301, 322, 352, 402, and formal program admission. Offered Every Fall)

HSW 431 INDEPENDENT STUDY WITH INTERNATIONAL SOCIAL WORK FOCUS (3 hours)

This independent study may be taken while a student is in an international setting where he/she will engage in observation and assistance to local social work professionals outside of the United States. Students will engage in identifying: values and ethics within the culture, diversity within the culture, populations at risk, human behavior, social welfare history and policy and learn of the multiple systems from a global perspective. Students will also develop a self awareness, grow professionally and identify resources (or lack of resources) within the global community. It needs to be understood by the student that this is not a practice or practicum experience. (Elective opportunity)

HSW 439 PROFESSIONAL TRANSITIONS (1 hour)

Practical issues such as resumes, cover letters, professional interviewing, licensure, Workplace Safety, CPR and other concerns of a professional nature are examined. There is a lab fee attached to this course to cover the cost of CPR training and material, Workplace Safety Training and material, and Professional Membership and Malpractice Insurance for Practicum. Social Work students must be anticipating practicum placement in the spring, (Offered every fall.).

HSW 441, INDEPENDENT STUDY (1 to 3 hours)

442, 443 Individual study to enable students to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest. (Consent of instructor required.

Upper-class students only. Offered Every Spring)

HSW 444 SENIOR SEMINAR (3 hours)

This course serves as the capstone to the Social Work Program. Through a senior thesis, thesis experience paper and presentations, students will demonstrate learning related to research as it pertains to generalist Social Work practice, human behavior, policy, and professional values and ethics. Tools for continued self-insight and self-evaluation are also presented. Exit interview and testing are coordinated through this course. By the completion of this course, the student will have made the transition into the professional role of a beginning generalist social work practitioner. (Prerequisite: HCP 322, HSW 361, HSW 403. Taken same semester as HSW 445 or consent of Social Work Program Director. Offered Every Spring)
Lab fee of \$120 for license preparation. .

HSW 445 PRACTICUM / SEMINAR (12 hours)

Students will apply social work values, knowledge and skills from previous courses to actual client situations within a social service agency. Students must complete no less than 420 hours of practice experience within the designated agency (maximum of 35 hours per week). Additionally, students are required to participate in a one-hour practicum seminar per week, complete weekly logs, and participate in research, agency policy analysis, and related learning experiences beneficial to their agency. Students are expected to conduct themselves in a manner consistent with the profession of social work. Students are responsible to arrange transportation to and from their practicum agency. Students must also have liability insurance before beginning their practicum experience. Information about liability insurance and how to obtain it will be provided to students prior to their practicum placement. Only students who have been formally accepted into the Social Work Program and have completed all the Social Work course requirements, with the exception of HSW 444, with a minimum of a 2.5 grade point average may be admitted to the field Practicum. (Offered every spring)

Support Courses:

HSO 201 INTRODUCTION TO SOCIOLOGY (3 hours)

A survey of the principles of sociology, with special attention to the forces and laws which affect social life in modern times. (Offered every fall)

HCP 201 DEVELOPMENTAL PSYCHOLOGY (3 hours)

The study of life span human development, with special concern for the genetic and environmental factors which influence the mental, emotional, and moral development of a person. Each of the following stages of life-span development are included in this study: prenatal development and birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death and dying. (Same as EDF 251. Offered Every Semester)

HCP 222 INTRODUCTION TO STATISTICS (3 hours)

An introduction to quantitative methods in social science research. Topics covered will include: summation notation, probability, descriptive statistics, and parametric and non-parametric inferential statistics. (Prerequisite: MAT 220, 221, or successful completion of the Math Area Algebra Exam. Offered every fall and spring.)

HCP 401 ABNORMAL PSYCHOLOGY (3 hours)

A study of the major mental disorders, as defined by the most recent Diagnostic and Statistical Manual. This course will briefly survey both factors contributing to these disorders and treatment options. (Offered every fall.)

ECO 232 MACROECONOMICS (3 hours)

Macroeconomics principles, such as national income, production, employment, the money and banking system, the modern theory of national income, economic growth, inflation, and the problems of economic stabilization are examined. (Offered Fall of odd years/Spring of even years)

Social Work Course Sequence by Semester **OVERALL TOTAL HOURS = 120**
(Revised 9-17-13)

FALL			SPRING		
Freshman			Freshman		
ENG 101	Composition 1	3	BIO ---	Life Science - (Human Biology Preferred)	3
FND 101	College 101	1	BIO ---	Lab	1
HCP 101	Intro to Psychology	3	HIS 1—	History Elective	3
BTH 103	Intro to the Bible	3	ENG 102	Composition II	3
HSW 201	Social Welfare, History, Services, Policy	3	HSW 200	Social Problems	3
			BTH 106	Christian Heritage	3
<i>Total Semester Hours</i>		13	<i>Total Semester Hours</i>		16
Sophomore			Sophomore		
MAT 220	Algebra or higher (OR demonstrate proficiency)	3*3	BNT 3—	Acts	3
BNT 2—	Gospel elective	3	ECO 232	Macroeconomics OR	3*5
BOT 211	Pentateuch	3	ENG 2--	Literature Elective	3
HSO 201	Intro to Sociology	3	PHI 301	Intro to Philosophy OR	3*1
HCP 201	Developmental Psychology	3	HSW 352	Human Diversity	3
			HCP 222	Statistics	3*2
			HSW 202	SW Values & Ethics	3
<i>Total Semester Hours</i>		15	<i>Total Semester Hours</i>		15
** Entrance Interview **					
Junior			Junior		
BTH 403	Ethics	3	ENG 2—	Literature Elective OR	3
BNT 3—	Pauline Elective	3	ECO 232	Macroeconomics	3*5
--- ---	Elective	3	PHI 301	Intro to Philosophy OR	3*1
HSW 301	Generalist Practice I	3	HSW 352	Human Diversity	3
HSW 341	Human Behavior Social E.	3	HSW 402	Generalist Practice II	3
HSW 361	Social Policy	3	HSW 322	Social Science Research	3*4
			--- ---	Focus Area Elective	3
<i>Total Semester Hours</i>		18	<i>Total Semester Hours</i>		15
** Continuance Interview **					
Senior			Senior		
BHT 410	Christ & Culture	3	HSW 445	Practicum/Seminar	12
HCP 401	Abnormal Psychology	3	HSW 444	Senior Seminar	3
HSW 403	Generalist Practice III	3			
HSW 439	Professional Transitions	1			
--- ---	Focus Area Elective	3*4			
<i>Total Semester Hours</i>		13	<i>Total Semester Hours</i>		15
			** Exit Interview **		

*1 Introduction to Philosophy is offered in the Spring of Even-Numbered Years

*2 Students wishing to take Statistics as a Math Elective must consult advisor for procedure.

*3 If a student demonstrates proficiency in algebra, 3 hours of electives must be taken.

*4 Focus Area Electives must be discussed with, and approved by Advisor.

Some courses must be completed with a minimum grade of C (C- is not acceptable).

See Social Work Requirements Check Sheet (pg. 18) for specific information.

Student is responsible to notify advisor of any courses where his/her grade is a C- or lower

*5 Macroeconomics class meets in the Fall of odd years and Spring of even years.

SOCIAL WORK COURSE CHECKLIST (CORE BREAKDOWN)*Total 120 hours*Revised 9-17-13**Suggested Sequence**

				Credit Hours	(Yr./Sem.)
Core Curriculum: (26 hours)					
___	FND	101	College 101	1	1A
___	ENG	101	Composition I *	3	1A
___	ENG	102	Composition II *	3	1B
___	ENG	2--	Literature Elective	3	2B or 3B
___	HIS	1--	History Elective	3	1B
___	MAT	220	Algebra * **	3	2A
___	PHI	301	Intro to Philosophy	3	2B or 3B
___	BIO	---	Life Science Elective		
___			(Human Biology Preferred)	3	1B
___	BIO	---	Life Science Lab	1	1B
___			Elective	3	3A
Bible Theology Major: (24 hours)					
___	BTH	1--	Introduction to The Bible	3	1A
___	BOT	211	Pentateuch	3	2A
___	BNT	3--	Acts	3	2B
___	BTH	106	Christian Heritage	3	1B
___	BNT	2--	Gospel Elective	3	2A
___	BNT	3--	Pauline Elective	3	3A
___	BTH	4--	Ethics	3	3A
___	BTH	410	Christ and Culture	3	4A
Social Work Major: (46 Hours)*					
___	HSW	200	Social Problems	3	1B
___	HSW	201	Social Welfare; History, Services, Policy	3	1A
___	HSW	202	Social Work Values/Ethics	3	2B
___	HSW	301	Generalist Practice I	3	3A
___	HSW	322	Social Science Research Methods	3	3B
___	HSW	341	Human Behavior & Social Environment	3	3A
___	HSW	352	Human Diversity	3	2B or 3B
___	HSW	361	Social Policy	3	3A
___	HSW	402	Generalist Practice II	3	3B
___	HSW	403	Generalist Practice III	3	4A
___	HSW	439	Professional Transitions	1	4A
___	HSW	444	Senior Seminar	3	4B
___	HSW	445	Practicum	12	4B
Support Courses: (24 hours)*					
___	HSO	201	Intro to Sociology	3	2A
___	HCP	101	Intro to Psychology	3	1A
___	HCP	201	Developmental Psychology	3	2A
___	HCP	222	Statistics**	3	2B
___	HCP	401	Abnormal Psychology	3	4A
___	ECO	232	Macroeconomics	3	2B or 3B
___	___	___	Focus Area Elective	3	3B
___	___	___	Focus Area Elective	3	4A

***All Social Work Major and Support courses, plus Core courses identified with an asterisk (*) must be completed with a minimum grade of C (C- is not acceptable).**

****Students wishing to take Statistics as a Math Elective must consult advisor for procedure.**

Social Work Requirements For Graduation Checklist (revised 3-6-12)

<p>CORE REQUIREMENTS (26hrs.)</p> <p>Enter Date Completed _____</p> <p><i>Written Language</i></p> <p>___ ENG 101 Composition I (2.0 required)</p> <p>___ ENG 102 Composition II (2.0 required)</p> <p>___ ENG 2-- Literature Elective</p> <p><i>Mathematics</i></p> <p>___ MAT 220 Algebra (2.0 required)</p> <p><i>Science</i></p> <p>___ BIO --- Life Science (Human Biology Preferred)</p> <p>___ BIO --- Life Science Lab</p> <p><i>Psychology</i></p> <p>___ HCP 101 Intro to Psychology</p> <p><i>History</i></p> <p>___ HIS 1-- History Elective</p> <p><i>Philosophy</i></p> <p>___ PHI 301 Intro to Philosophy</p> <p><i>Orientation</i></p> <p>___ FND 101 College 101</p> <p>BIBLE & THEOLOGY CORE (24 hrs.)</p> <p>(Complete Core & Bible Requirements with a 2.0 overall GPA)</p> <p>___ BOT 1-- Introduction to The Bible</p> <p>___ BOT 211 Pentateuch</p> <p>___ BNT 3-- Acts</p> <p>___ BTH 106 Christian Heritage</p> <p>___ BNT 3-- Pauline Elective</p> <p>___ BNT 2-- Gospel Elective</p> <p>___ BTH 4-- Ethics</p> <p>___ BTH 410 Christ and Culture</p> <p>ELECTIVE (3hrs)</p> <p>___</p>	<p>SW PROGRAM REQUIREMENTS (67 total hrs.)</p> <p>Enter Date Completed _____</p> <p><i>Entry Level Application to the Program</i></p> <p>___ 2.0 GPA overall in Core & Bible Requirements</p> <p>___ Completion of program application form</p> <p><i>Letters of recommendation:</i></p> <p>___ Personal reference #1</p> <p>___ Personal reference #2</p> <p>___ Personal reference #3</p> <p>___ Personal reference #4</p> <p>___ Letter of recommendation from non social work faculty</p> <p>___ Letter of recommendation from social work faculty</p> <p>___ Minimum of cumulative GPA of 2.5 in professional course work by the end of Junior year.</p> <p>___ Successful demonstration of personal qualities essential for working with people during competence reviews</p> <p><i>Graduation Requirements</i></p> <p>___ Successful demonstration of professional competencies for admission and continuance in the social work program.</p> <p>Complete the following Core (46 total hrs) & Support Courses (21 total hrs) with a Grade of C (C minus is not acceptable)</p> <p>___ HSW 200 Social Problems</p> <p>___ HSW 201 Social Welfare: History, Services, Policy</p> <p>___ HSW 202 Social Work Values/Ethics</p> <p>___ HSW 301 Generalist Practice I</p> <p>___ HSW 322 Soc. Science Research Methods</p> <p>___ HSW 341 HBSE</p> <p>___ HSW 352 Human Diversity</p> <p>___ HSW 361 Social Policy</p> <p>___ HSW 402 Generalist Practice II</p> <p>___ HSW 403 Generalist Practice III</p> <p>___ HSW 438 Professional Transitions</p> <p>___ HSW 444 Senior Seminar</p> <p>___ HSW 445 Practicum</p> <p>Support Courses</p> <p>___ SOC 201 Intro to Sociology</p> <p>___ HCP 201 Developmental Psychology</p> <p>___ HCP 222 Statistics</p> <p>___ HCP 401 Abnormal Psychology</p> <p>___ ECO 232 Macroeconomics</p> <p>___ ----- Focus Elective</p> <p>___ ----- Focus Elective</p>
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KENTUCKY CHRISTIAN UNIVERSITY
SOCIAL WORK PROGRAM
Application for Admission

Name _____
(Last) (First) (Middle or Maiden)

School Box # _____ KCU Student ID # _____

Cell Phone # _____ Email Address _____

Home Address _____

Home Phone # () _____ Birth Date: _____

ACT SCORE _____ (OR) SAT SCORE: Verbal _____ Math _____

Reference letters will be needed from four persons familiar with you who would comment on your potential as a social worker. Letters may be from: parent(s), minister, boss, best friends. List names and addresses so that the KCU Social Work Program Director can send them reference requests.

_____ I *waive* my right to review any and all reference forms pertaining to my application to KCU's Social Work Program.

_____ I *maintain* my right to review any and all reference forms pertaining to my application to KCU's Social Work Program.

Reference One: _____
Mailing Address: _____

Reference Two: _____
Mailing Address: _____

Reference Three: _____
Mailing Address: _____

Reference Four: _____
Mailing Address: _____

Please write the name of one *non-social work member of the faculty or staff* who would be qualified to evaluate your potential as a social worker.

Name: _____ Box # _____

Please write the name of one *member of the social work faculty* who would be qualified to evaluate your potential as a social worker.

Name: _____ Box # _____

**PROGRAM USE
ONLY**

Mailed: _____

Received:
Ref 1 _____

Ref 2 _____

Ref 3 _____

Ref 4 _____

Essay _____

Other Mailing Dates:

Received:

Received:

Essay: To Be a Christian Social Worker

On a separate sheet, please type your reasons for pursuing social work as a career. The following questions may guide your writing:

1. What life experiences have influenced you to help people?
2. What strengths do you possess that can be used to help people?
3. What interested you in the profession of social work?

Background Experiences:

Work (paid or volunteer):

Type	Location	How Long?
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

KENTUCKY CHRISTIAN UNIVERSITY NON-DISCRIMINATION POLICY

Kentucky Christian University practices equal opportunity policies in both admissions and employment and does not discriminate on the basis of race, national or ethnic origin, sex, color, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act which deals with exemptions for religious corporations with respect to employment of individuals with specific religious convictions).

SOCIAL WORK PROGRAM NON-DISCRIMINATION POLICY

While the Social Work Program supports the right of the individual to self-determination, it also respectfully supports the institution's right to have policies that reflect its sincerely held Biblical beliefs. Within these parameters, the Social Work Program will confidentially support individuals as they work through issues in context of their own value system.

CRIMINAL RECORD CHECK / DRUG TESTING:

Many practicum agencies require a Criminal Record Check and students must comply with the practicum agencies requirement for Drug Testing. Having a criminal record or testing positive for drug use could negatively impact potential practicum placements and future employment.

I affirm that, to the best of my knowledge, all the information included on this application is true. I have read and understand the University and School non-discrimination policies and the criminal record check / drug testing clause.

Signature: _____ **Date:** _____

SELF CLEARING STATEMENT
to be completed at the time of Entrance/Continuance/Exit Interview (9-18-08)

Student Name: _____

Box # _____

Date: _____

Having a criminal record or testing positive for drug use could negatively impact graduation from the Social Work Program or any program of study at KCU, as well as future employment.

Falsely answering any question on this Self Clearing Statement will result in termination from the Social Work Program. Student will be referred to the Provost for determination of enrollment status at the university.

Student Self Clearing Statement: (If you answer yes to any of the following questions, your admission/continuance/graduation status will be put on hold until you present a written explanation. At that time, the Social Work Program reserves the right to seek counsel from KCU's Social Work Advisory Council as well as KCU's legal counsel before a final determination will be made regarding your admission/continuance/ graduation. Once a final determination is made, if you believe that you have been unfairly treated, you have a right to appeal this decision. (See appeals procedure in the Social Work Student Handbook.)

You will be required to pay for and participate in a formal background check prior to entering practicum. At any point in the Social Work Program, you may also be required to additionally pay for and participate in a formal background check and/ or random drug screen at the discretion of the Dean of the School of Social Work and Human Services.

- * Have you been charged with, convicted of, or did you plead guilty or *nolo contendere* (no contest) to violation of any state or federal, civil or criminal law? (Excludes minor traffic offenses) (If yes, attach a detailed explanation)
YES _____ NO _____
- * Have you ever had any professional license revoked, suspended, or placed on probation by any state? (if yes, attach a detailed explanation)
YES _____ NO _____
- * Have you within the past year or are you currently using drugs, chemical substances (including controlled substances obtained either with or without a valid prescription), or intoxicating liquors to the extent that it would impair your functioning as a social worker or the delivery of social work services? (If yes, attach a detailed explanation)
YES _____ NO _____
- * Have you been a participant in an alcohol or drug treatment or rehabilitation program within the past year in which you were monitored or supervised relative to your use of drugs or alcohol? (if yes, attach a detailed explanation)
YES _____ NO _____
- * Are there any other reasons that you are aware of where your participation in practice as a BSW student or as an entry level social worker would be perceived as endangering to potential agency clients or yourself? (If yes, attach a detailed explanation)
YES _____ NO _____

I hereby acknowledge that I understand the impact of my answers to the "Student Self Clearing Statement" and have addressed them honestly and truthfully.

Student Signature

APPEAL PROCEDURES

(EP 3.27)

GRADE APPEAL PROCEDURE:

Grievances concerning a course grade are resolved through conferences between the student and the faculty member who assigned the grade. If still dissatisfied, the student may appeal in writing to the Dean of the School of Social Work and Human Services. The Dean will conduct an investigation. If the instructor of the course also is the Dean of the School, the Vice President of Academics will handle grade appeals. Grades will be changed only if there is indication of error in calculation. However, the appeal must occur within 30 days from the end of the semester in which the grade was received.

PROGRAM APPEALS PROCEDURE:

All students have the right to appeal decisions made by faculty regarding student status in the Social Work program as well as any concerns regarding student evaluation in the admission, continuance, or exit interview process. The Appeal Procedure is as follows:

1. WRITTEN NOTICE TO ADVISOR

The student must submit a written notice of appeal to their Advisor stating the reason(s) for the appeal within 5 school days of notification of the action or the right to appeal will be forfeited.

The student must be able to present evidence and/or witnesses that would warrant an investigation of any issue in dispute. The advisor will review the policy with the student. Also, the advisor will review and verify the data upon which the decision was based. If a change is to be made, the advisor will contact the proper persons and provide appropriate documentation on behalf of the student

The Advisor will decide from the information provided whether the case warrants formal presentation to the Program Director.

If the student does not believe the matter was resolved to his/her satisfaction, he/she has 3 school days to take the written appeal to the Program Director. A copy of the action taken will go into the student's file.

Reason for Appeal: (extra paper may be attached)

Advisor Signature: _____

I HAVE READ AND UNDERSTAND THE APPEALS PROCESS OF THE SOCIAL WORK PROGRAM OF KCU AND I WISH TO INVOKE MY RIGHT TO THIS PROCESS.

Date of Commencement of Appeal: _____

Student Signature: _____

2. CONTACT SOCIAL WORK PROGRAM DIRECTOR

The Program Director will again review the issue of appeal with the student. Also, the Director will review documentation prepared by the student's Advisor and verify the data upon which the decision was based. If a change is to be made, the Program Director will contact the proper persons and provide appropriate documentation on behalf of the student.

If the student does not believe the matter was resolved to his/her satisfaction, he/she has 3 school days to take the written appeal to the Vice President of Academics. A copy of the action taken will go into the student's file.

Disposition of Program Director:

Program Director Signature: _____

I HAVE CONFERRED WITH THE SOCIAL WORK PROGRAM DIRECTOR AND AT THIS TIME I:

_____ **Wish to Continue the Appeals Process** _____ **Am Dismissing My Appeal**

Student Signature: _____

Date: _____

KCU Box # _____ **Phone #** _____ **Email Address** _____

3. CONTACT THE VICE PRESIDENT OF ACADEMICS

The Vice President of Academics, in consultation with the Program Director, will review and verify the data upon which the decision was based. If a change is to be made, the Vice President of Academics will contact the proper persons and provide appropriate documentation on behalf of the student. A copy of the action taken will go into the student's file.

If the student does not believe the matter was resolved to his/her satisfaction, he/she has 3 school days to request the Vice President of Academics to convene a Social Work Advisory Council meeting within two weeks of this date.

At the time of the request, the student will submit, in writing, if he/she:

- A. Will or will not be present at the Social Work Advisory Council meeting.
- B. Will request one representative (parent, friend, attorney) and who that person will be.

Disposition of Vice President of Academics:

Vice President of Academics

Signature: _____

I HAVE CONFERRED WITH THE VICE PRESIDENT OF ACADEMICS AND AT THIS TIME I:

☐ **Wish to Continue the Appeals Process** ☐ **Am Dismissing My Appeal**

☐ **Invoke my right to present my petition before the Social Work Advisory Council**

☐ **I will be present at the Social Work Advisory Council Meeting**

☐ **I will NOT be present at the Social Work Advisory Council Meeting.**

☐ **I request the presence of one representative**

My representative will be: _____

☐ **I DO NOT request the presence of one representative**

Student Signature: _____

Date: _____

4. CONTACT THE SOCIAL WORK ADVISORY COUNCIL

The Program Director will call a meeting of the Social Work Advisory Council. The Council will review and verify the data upon which the decision was based. If a change is to be made, the Council will contact the proper persons and provide appropriate documentation on behalf of the student.

The Vice President of Academics will notify the student of the final decision. A copy of this action will go in the student's file.

THE DECISION MADE ON BEHALF OF _____
WAS AS FOLLOWS:

Social Work Advisory Council Chairperson Signature:

Date: _____

Student Notification Date: _____

Vice President of Academics Signature:

SPECIAL CIRCUMSTANCE REQUEST FOR PREREQUISITE ADJUSTMENT (EP 3.27)

All students have the right to appeal decisions made by faculty regarding student status in the Social Work program. The policy of the Kentucky Christian University Social Work Program is that all required introductory Social Work classes must be passed with a grade of "C" or better to be allowed to enter upper level courses. The following form will be used as:

- A. due process for students who have not successfully passed one of the required introductory courses mandated by the Kentucky Christian University Social Work Program and desire to enter an upper level course. (name course).
- B. due process for students who have transferred to Kentucky Christian University without having taken the introductory courses mandated by the KCU Social Work Program.

1. PETITION TO THE PROGRAM

The student must make a formal petition to the program, in writing, on a separate sheet of paper (to be attached to this form). The petition must include:

- A. the reason the introductory class was not successfully completed or not taken;
- B. how the prerequisite course work will be completed prior to, or concurrently with, the upper level course. (name course)

2. REVIEW OF PETITION BY SOCIAL WORK FACULTY

The Social Work Program faculty will review the petition and schedule a meeting with the student within 3 working days (of receipt of petition) to determine the level of the student's knowledge base of the missed material before a decision is made to allow the student to take the upper level course..

If the student is not satisfied with the outcome, they should refer to the Appeals Process as outlined in the Social Work Student Handbook.

I HAVE READ AND UNDERSTAND THE DUE PROCESS OF THE SOCIAL WORK PROGRAM OF KCU AND I WISH TO INVOKE MY RIGHT TO THIS PROCESS.

STUDENT

SIGNATURE: _____

KCU Box # _____ **Phone #** _____ **Email Address** _____

DATE OF COMMENCEMENT OF PROCESS: _____

DATE WRITTEN PETITION WAS RECEIVED BY SOCIAL WORK PROGRAM _____

DATE OF MEETING WITH STUDENT AND SOCIAL WORK FACULTY: _____

THE DECISION MADE ON BEHALF OF _____
WAS AS FOLLOWS: _____

SOCIAL WORK PROGRAM DIRECTOR SIGNATURE:

I HAVE CONFERRED WITH THE SOCIAL WORK PROGRAM FACULTY AND:

_____ **AGREE WITH THE DECISION**

_____ **DISAGREE WITH THE DECISION WISH TO COMMENCE A FURTHER APPEAL**

STUDENT SIGNATURE:

SOCIAL WORK FACULTY SIGNATURES:

DATE: _____

A Copy of this Petition will be placed in the students file.



Social Work Advisory Council Duties

The Social Work Advisory Council will be charged with advising the program faculty on program and policy issues in a consultant capacity, holding program faculty accountable to accreditation standards consistent with the CSWE Curriculum Policy statement and to community needs.

Advisory Council members connect to the Social Work students through participation in the Advisory Council / Student Open Forum, Senior Thesis presentations, and student appeals process. Advisory Council members contact information can be found on www.kcu.edu.

LAOS PROTOS

STUDENT SOCIAL WORK ORGANIZATION

MOTTO:

1 Peter 4:10:

"Each one should use whatever gift he has received to serve others faithfully administering God's grace in its various forms"

The Student Social Work Organization is a student-led service organization for all Social Work majors. All Social Work students are encouraged to be active in this organization as it provides extracurricular learning activities as well as a chance to develop social relationships with other future Social Work professionals.

Laos Protos is represented on the KCU Student Council, the student governing body which acts as an intermediary council between students, faculty and administration.

Laos Protos is also represented on the Social Work Advisory Council which has a voice in formulating and modifying program policies.

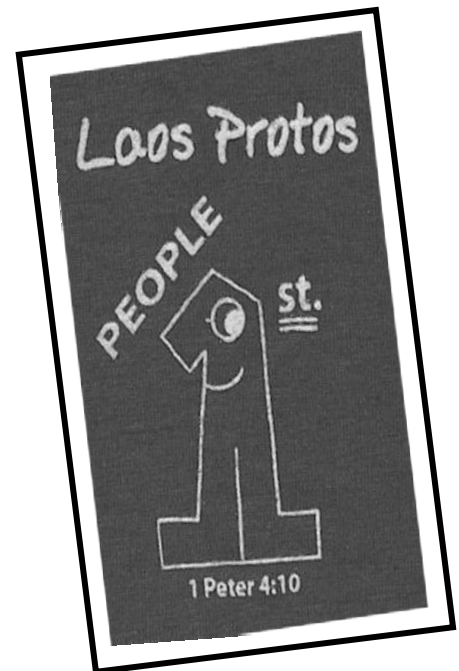


LAOS PROTOS MISSION STATEMENT



The mission of LAOSPROTOS of Kentucky Christian University is to develop a responsible concern about the present and future development of Social Work professionals. To fulfill this mission, we will:

- * Promote opportunities for the enrichment of the member's social and spiritual growth and the cultivation of individual talent;
- * Develop service projects which reflect a commitment to promoting both Christian and Social Work values;
- * Provide opportunities for exposure to diversity and to the many faces of the profession of Social Work.



BY-LAWS FOR LAOS PROTOS SOCIAL WORK STUDENT ORGANIZATION

(Effective Date: March 1, 1997-Revised: January, 2009)

KENTUCKY CHRISTIAN UNIVERSITY SCHOOL OF SOCIAL WORK AND HUMAN SERVICES 100 ACADEMIC PARKWAY, GRAYSON, KY 41143 2205

CHAPTER I

LAOS PROTOS: DEFINITION, AIM, MOTTO

Section 1

The Student Social Work Organization is a student-led service organization for all Social Work majors. All Social Work students are encouraged to be active in this organization as it provides extracurricular learning activities as well as a chance to develop social relationships, with other future Social Work Professionals.

Section 2

The mission statement of Laos Protos of Kentucky Christian University is to develop a responsible concern about the present and future development of Social Work professionals. To fulfill this mission, we will: 1) Promote opportunities for the enrichment of the members social and spiritual growth and the cultivation of individual talent, 2) Develop service projects which reflect a commitment to promoting both Christian and Social Work values, 3) Provide opportunities for exposure to diversity and to the many faces of the profession of Social Work.

Section 3

Our motto is found in 1 Peter 4:10: "Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms."

CHAPTER II

OFFICERS OF THE EXECUTIVE COMMITTEE

Section 1

The officers of the organization shall consist of a President, Vice President, Secretary, Treasurer, and freshman Representative to be elected by majority vote of the active Laos Protos membership.

Section 2

The President shall serve as the official representative of Laos Protos in a respective manner that would gratify the organization, preside at all regular and special meetings of Laos Protos; call special meetings of Laos Protos; appoint committees with the approval of the Executive Committee; represent Laos Protos at all Student Council meetings (except in the case of another executive committee member that is already in student council) and serve on at least one committee of the Student Council; inform the faculty advisors of the business and events of Laos Protos; maintain contact communication with the sponsors of the organization; be involved with the orientation of new students for both fall and spring semesters; and promote the general welfare of Laos Protos.

Section 3

The Vice President shall perform all duties of the President in the latter's absence or disability; attend all regular meetings of the organization; act as chairperson/overseer of the committees established by the organization with concentration being placed on structuring committees and appointment leaders; send a notice to inform the other members of the time, date, and place of upcoming meetings; and represent Laos Protos and social work majors in

general to the Social Work Advisory Council.

Section 4

The Secretary shall keep minutes of all committee meetings and general meetings, a copy of which shall be forwarded to the Director of the Social Work program; make copies of minutes available in the School of Social Work office; put minutes in all officers mailboxes; review the minutes from the previous meeting at every meeting of the organization; obtain a copy of the current mailing list of all social work students from the Director of the Social Work program; keep a copy of all Laos Protos committee and general meeting minutes for the academic year in a cumulative file which will be maintain in the office of the Director of the Social Work program; and fulfill such additional duties as may be assigned by the President.

Section 5

The Treasurer shall collect and record the dues (if necessary) paid to the organization from each member; keep all financial records of the organization; submit to the Secretary a monthly report of the financial budget of Laos Protos which shall be attached to the secretarial report after submission; deposit and withdraw funds as needed in accordance with the policies of the Business Office of Kentucky Christian University; and fulfill such additional duties as may be assigned by the President.

Section 6

The Freshman Representative shall serve on at least one committee of Laos Protos; and serve as the Freshman/New Student Representative.

Section 7

The faculty members of the Social Work program shall serve as the Faculty Advisors to the organization and act as consultants.

CHAPTER III

ORGINAZATION AND PROCEDURES

Section 1

The Executive Committee shall consist of the President, Vice President, Secretary, Treasurer and the Freshman Representative.

Section 2

If needed, the Board of Leaders shall consist of one leader from each committee who shall represent his/her committee and inform Laos Protos with input on the current activities of the specific committee's progressiveness.

Section 3

The Faculty Advisors shall serve as consultants to the Executive Committee and to the organization as a whole when specified by the Executive Committee.

Section 4

The Executive Committee of Laos Protos shall meet once a month to discuss group business.

Section 5

Laos Protos shall meet in official sessions at least three times each semester of the academic year.

Section 6

Committees may be appointed by the President with the approval of the Executive Committee.

Section 7

Laos Protos shall operate from the beginning of school and end the last week of school.

Section 8

Laos Protos shall maintain adequate and accurate records of its membership, activities, and finances. Such records shall be kept in such a way as to serve as a permanent and historical record, and will be maintained in the office of the Social Work Program Director.

Section 9

Laos Protos maintains open membership to any social work major.

Section 10

Election of officers will be held before April 30 of each year with the exception of the Freshman Representative who will be elected during the month of September.

CHAPTER IV

DUES, IF NEEDED

Section 1

The initiation fee shall be of sufficient amount to provide for the basic needs of Laos Protos.

Section 2

Annual Laos Protos dues shall be established in accordance with the needs of the organization deemed by the Executive Committee.

Section 3

Special fees may be levied by the Executive Committee and a three-fourths vote of the membership present.

CHAPTER V

AMENDMENTS

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the active membership.

AFFIRMATIVE ACTION STATEMENT

Consistent with the policies of Kentucky Christian University, Laos Protos practices equal opportunities with regard to membership and participation and does not discriminate on the basis of race, national or ethnic origin, sex, color, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act which deals with exemptions for religious corporations with respect to individuals with specific religious convictions).

POSITION STATEMENT

With regard to the issue of sexual orientation, Laos Protos supports the individual who struggles with his/her sexual orientation and/or behavior and the right of that individual to self-determination. While the organization supports the individual's right to self-determination, it also respectfully supports the institution's right to have policies that reflect its sincerely held Biblical beliefs. Within these parameters, the organization will support individuals as they work through issues in the light of their own value system.



CHECK OUT THESE WEBSITES!

National Association of Social Workers (NASW)

Student Center

www.naswdc.org

<http://www.naswdc.org/students/default.asp>

North American Association of Christians in Social Work (NACSW)

JobNet Career Center

www.nacsw.org

www.nacsw.org/2008/2008_jobnet.html

The New Social Worker

THE place for social workers on the net

www.socialworker.com/home/index.php

Social Work Portal

A resource tool for social work

www.socialworkers.org/swportal/

National Conference of State Legislatures

Find your state

www.ncsl.org

Council on Social Work Education

Social Work Program Accreditation

www.cswe.org

US Department of Health & Human Services

Sites on grants and other informative issues

www.hhs.gov

Social Work Examination Services

Publishers of Social Work License Review Study Guides

www.swes.net

Social Workers: Help Starts Here

Great overview of the profession

www.helpstartshere.org

Social Work World

A world of resources for social work students.

lizrose.biz/socialworkworld/index.htm

The Pew Forum on Religious & Public Life

Issues at the intersection of religion & public affairs

www.pewforum.org

Brown School of Social Work Internet Resources

gwbweb.wustl.edu/careerdevelopment/jobsonline/Pages/InternetResources.aspx
Extensive job and service lists



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

2. Explicit Curriculum**Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

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

Educational Policy 2.1—Core Competencies

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

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

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

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

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³

- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

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

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

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

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

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

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

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and

knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

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

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's*

competencies.

- 2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation Admissions

B3.2.1 *The program identifies the criteria it uses for admission..*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

3.3.2 *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWEaccredited program and a doctoral degree, preferably in social work.*
B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*
B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
- 3.4.5** *The program identifies the field education director.*
3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*
B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
3.4.5(d) *The program provides documentation that the field director has a fulltime appointment to the social work program.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

- 3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

NASW CODE OF ETHICS

For the complete document, go to the NASW website at:
www.socialworkers.org/pubs/code/code.asp

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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

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.