MASTER OF SOCIAL WORK STUDENT HANDBOOK 2025-2026

EKU Social Work

**Eastern Kentucky University
College of Letters, Arts, and
Social Sciences
Department of e-Campus Learning
Department of Social Work**

*EKU is an Equal Opportunity/Affirmative Action institution
that values diversity and difference.*

**The Social Work Master's Program is accredited by the
Council on Social Work Education (CSWE).**

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On Behalf of the MSW Program Faculty and Staff

Welcome to the Master of Social Work (MSW) Program at Eastern Kentucky University. Your desire to pursue a graduate education places you in an elite minority. The attainment of a graduate degree requires significant commitment and academic ability. This handbook provides essential information to inform your progression through the MSW Program. Here you will find information about the mission of the MSW Program, course of study, course descriptions, program policies and procedures, and related resources for self-development, lifelong learning, and future employment. Please take a few minutes to review this important information. I also encourage every MSW student to review Section 4 of the Graduate School Catalog as well as the applicable section in the Catalog for the MSW Program for additional details. If you have any questions or concerns about this information, please contact me. I am always happy to talk with you.

We hope your educational experience is challenging and rewarding as we look toward supporting your personal and professional growth through the MSW Program at EKU.

Dr. Stefanie Binion
MSW Program Director and Assistant Professor

MSW Program Faculty and Staff

More information about MSW faculty can be found in Appendix I.

Full-time faculty

Dr. Stefanie Binion, MSW Program Director and Online Coordinator

Dr. George Ashley, MSW Practicum Director

Prof. Stephanie Saulnier, EKU Dept. of Social Work Chair

Dr. Ann Callahan

Dr. Karen Martin

Dr. Dawn Higgins

Part-time faculty

Dr. Dorothy Farrel

Dr. April Viverette

Dr. Ashlee Jones

Dr. Sara Reichert

Krysten Munn

Dr. Cheryl Talbert

Lora Magness

Dr. Rhea Hill

Dr. Tara Starwalt

Staff

Mrs. Bailey Bird, Enrollment Advisor

Mrs. Evelyn Jones, Administrative Assistant

Ms. Amanda Stoddard, Academic Advisor

Ms. Melissa Griffin, Practicum Coordinator

Purpose of this Handbook

Members of helping professions, like social work, are held to high standards. So are our students. The Graduate School has specific policies and procedures that are in many cases, very different from those required of undergraduate students. The primary goal of the MSW Student Handbook is to help you learn about the privileges, regulations, policies, procedures, and resources applicable to you as a graduate student.

While this Handbook is a major source of information, it does not contain all policies and statements that a student needs to know. Please reference the Graduate Academic Catalog at https://catalogs.eku.edu/#Graduate%20Catalogs, and Graduate Student Handbook at Dean of Students - Eastern Kentucky University. Additional information is in the Social Work Student Portal and course syllabi on Canvas.

This Handbook is available at Department of Social Work - Eastern Kentucky University and in an alternative format upon request. The university reserves the right to change any provision, offering, or requirement to be effective when determined by the university. These changes will govern current and readmitted students. Students should reference the current Graduate Academic Catalog to ensure they are aware of and satisfying regulations governing their work at the university.

Nevertheless, it is imperative that students thoroughly read through all information provided by MSW Program and related documents to help you stay informed. Students will be assigned an academic and faculty advisor at the time of admission. MSW students must strive to maintain regular contact with their academic advisor and with other members of the MSW Program as these relationships are part of a quality educational experience and future success.

MSW faculty and staff are happy to help students access any information or assistance they need. Social work administrative offices are in Keith Hall. Ms. Evelyn Jones, our Administrative Assistant, is in Room 223. During the fall and spring semesters, office hours are 8am - 4:30 pm Monday-Friday (summer and winter hours may vary). You can also make a virtual appointment with specific

MSW faculty or staff.

The Master of Social Work Program

University Mission and Goals

Eastern Kentucky University (EKU) is one of eight public universities in Kentucky and serves a student population from our service region of 22 rural Appalachian counties in southeastern Kentucky and worldwide through our diverse program offerings at every level.

EKU was founded in 1906 as Eastern Kentucky State Normal School, a teacher's college. In 1922, the college first began offering four-year degree programs. It was first accredited by the Southern Association of Colleges and Secondary Schools (SACS) and renamed Eastern Kentucky University in 1930. In 1935, the first graduate program (Education) was offered. The university has continued to grow in degree programs offered as well as students enrolled..

EKU strives to be a premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world articulated by EKU's mission which is as follows:

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world. **Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.**

Eastern Kentucky University's values shall permeate the mission and will be the fiber of the institution for it to achieve its vision.

- *intellectual vitality,* which is characterized by knowledge, scholarly inquiry, creativity, critical thinking, and curiosity, all with a global perspective;
- *sense of community,* which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;
- *cultural competency*, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse

peoples and ideas;
- *stewardship of place*, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;
- *accountability,* which is characterized by fiscal responsibility, operational transparency, and responsiveness to the needs of internal and external stakeholders; and
- *excellence*, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.

Given social work's compatibility with EKU's mission and values, social work education has received strong support over the years. Social work courses were first offered in 1967, which led to the formation of a BSW Program which has been continuously accredited by the Council on Social Work Education since 1977. BSW courses have been offered at extended sites to support student access with an online BSW Program added in 2017 and, now, an online MSW Program.

The MSW Program is in the Department of Social Work which is part of the College of Letters, Arts, and Social Sciences (CLASS). Congruent with social work education, the mission of CLASS is to cultivate skills vital to the contemporary workplace - teamwork, critical thinking, communication, and leadership. These skills help social work students cultivate the creativity and critical thinking needed to adapt to diverse environments, and resolve society's most challenging problems in a culturally competent and ethical way.

The MSW Program also operates through the Office of Online Learning and the Graduate School. Eastern Kentucky University offers more than 35 graduate level programs from six academic colleges.. Over half of the graduate programs allow for 100% online completion, creating greater access for working professionals to take advantage of advanced technology and quality instruction.

As part of "a school of opportunity," the MSW Program creates new opportunities to transform the world. The MSW Program conveys respect for intellectual vitality, sense of community, cultural competency, stewardship of place, accountability, and excellence. The MSW Program enables working professionals to take advantage of advanced technology and quality instruction. It is in this spirit that the MSW Program prepares interprofessional advanced generalist social workers to contribute to the success and vitality of our communities, the Commonwealth, and the world.

MSW Program Mission
The mission of the EKU MSW Program is to prepare students to be social workers who can mobilize the power of interprofessional teams in a manner that promotes social welfare, respect for human rights, and social, economic, and environmental justice. Students learn how to balance the breadth and depth of social work

expertise with the expertise of other professionals for culturally inclusive interprofessional practice. This includes the use of critical thinking and scientific inquiry to support interprofessional teamwork congruent with social work values and ethics in response to shared concerns.

MSW Program Goals

The EKU MSW program employs a cumulative process of building student capacity to engage with complex systems. A traditional generalist program curriculum informs the type of generalist courses offered and rationale for how these courses are sequenced, while students are held to high standards for professional and academic performance as part of completion.

The EKU MSW Program enables students to develop an increasingly robust capacity to apply social work theory and research as generalist social workers. Building on the Council on Social Work Education's (CSWE) 2017 definition of generalist practice, the generalist practice course sequence promotes mastery of generalist competencies. The specialized practice curriculum further enables students to develop a robust capacity to apply social work theory and research as interprofessional social workers. In keeping with CSWE's (2017) definition of generalist practice, the specialized practice course sequence enhances the performance of generalist competencies as reflected by the following six program goals. The following goals guide the EKU MSW Program:

Goal one: Ground students in a liberal arts and person-in-environment framework so they can draw from diverse perspectives to inform culturally inclusive practices.

Goal two: Prepare students who will apply best practice, guided by scientific inquiry, ethical principles, and critical thinking to build on social work theory.

Goal three: Prepare professionals with self-knowledge and cultural humility, who are able to engage diversity and difference in practice that includes advocacy for human rights and social, economic and environmental justice.

Goal four: Recognize and build upon the strengths of all human beings, inspiring resilience through prevention and intervention methods congruent with expertise.

Goal five: Reflect the breadth and depth of social work values, ethics, and practice principles while mobilizing the power of interprofessional teamwork and partnerships.

Students are concurrently enrolled in an Interdisciplinary University Certificate (IUC) program. This means they take elective courses outside of the MSW Program, although they may choose social work electives that correspond with their IUC program. IUC electives enhance the general foundation of knowledge and required social work courses support the utilization of this knowledge. Student IUC program participation supports interprofessional social work practice competency further developed in the classroom and practicum.

Generalist Practice

The EKU MSW program mission emphasizes the integration of social work expertise with the expertise of other professionals similar to that of what occurs through the experience of a liberal arts education. The program mission recognizes that social workers operate as agents of change in the larger world, utilizing a person-in-environment framework that focuses across all system levels: individuals, families, groups, organizations, and communities.

The program mission acknowledges that social workers are responsible for promoting social welfare,respect for human rights, and social, economic, and environmental justice. Social workers are expected to work within the community, engaging partners to mobilize the power of the collective as well as being open to the expertise of other professionals to address shared concerns. This includes shared prevention and intervention efforts, including team leadership when necessary and emphasizes the application of social work practice competency with diverse systems of all sizes. Social workers intervene with and on behalf of diverse clients and constituencies of all sizes; and specifically acknowledge the importance of scientific inquiry and critical thinking. This product is "integrated" as part of the reserve of knowledge referenced for application in practice.

The program mission necessitates applying ethical principles and critical thinking for clarity in providing culturally inclusive practice congruent with social work values and ethics in response to shared concerns.

The program mission asserts the importance of other professionals who may use different approaches to address shared concerns. This assumes social workers engage diversity in practice. It is also part of the program's mission to prepare students in a manner that promotes social welfare, respect for human rights, and social, economic, and environmental justice. The program mission assumes systems of all sizes have inherent strengths that our work can build upon for the resiliency of all human beings.

The program mission necessitates the collection of data for research-informed practice. The program mission emphasizes the dynamic processes involved in drawing from the breadth and depth of social work expertise and the expertise of others to inform professional practice, proactively respond to the impact of context on professional practice.

Area of Specialized Practice: Interprofessional Social Work Practice

Social workers typically work on the frontlines in a range of host settings (i.e., hospitals, schools, criminal justice facilities) but need the expertise and knowledge of allied professionals to address complex social problems. Based on the work of Iachini, Bronstein, and Mellin (2018), the term interprofessional collaboration is

used to reference this professional-to-professional engagement. Interprofessional collaboration is defined as "an effective interpersonal process that facilitates the achievement of goals that cannot be reached when individual professionals act on their own" (Bronstein, 2003, p. 299). The EKU MSW's program concentration in interprofessional social work practice prepares social workers to mobilize the power of interprofessional teams.

Social workers have been viewed as a minority voice in a host setting, but as a member on an interprofessional team social workers have the capacity to gain credibility when they advocate for shared concerns as team leaders. Social workers inherently have a breadth of knowledge, values, skills, cognitive and affective processes to intervene with clients on the micro, macro, and mezzo levels. Specialized practice knowledge in interprofessional social work positions enables social workers to serve clients as well as team members who may need intervention to ensure team processes and outcomes are supportive of the conditions to facilitate social work practice. Therefore, this concentration defines clients in a broad sense to be inclusive of interprofessional team members and the team as a whole.

Interprofessional social work education builds on generalist education across micro, mezzo, and macro levels. While generalist coursework draws from a wide range of social work and related theories for evidence-informed generalist practice, specialized coursework focuses on this application with additional materials specific to interprofessional social work practice. Our program relies upon Bronstein's (2003) Model for Interdisciplinary Collaboration as a foundation for our specialized practice course sequence. In the process of building student competency in interprofessional social work practice, MSW students apply micro-mezzo-macro level skills/interventions on interprofessional teams in an interprofessional practicum placement.

Holistic Competence in Interprofessional Social Work Practice

By the end of the specialized practice course sequence, MSW students are expected to demonstrate holistic competency in interprofessional social work practice. This includes the ability to facilitate the five components of interprofessional collaboration as outlined by Iachini et al. (2018) and Bronstein (2003) (see Figure 1). These components include interdependence, newly created professional activities, flexibility, collective ownership of goals, and reflection on process which are further defined as follows:

- Interdependence: To practice interdependently, social workers must understand the distinction between one's own professional role and role of collaborators to use each other's expertise appropriately. Characteristics of interdependence include formal and informal time spent together, oral and written communication among

professional colleagues, and respect for colleagues' professional opinions and input.

● Newly Created Professional Activities: High-quality interprofessional collaboration can lead to organizational developments that occur unexpectedly. This could be new approaches or strategies, protocols or structures that are created in working together. Each collaborator contributes something unique, non-duplicative, to this process that has potential to fundamentally change the way services are designed and delivered.

● Flexibility: Although each profession has its own expertise and role based on professional training, a small amount of role-blurring, when it is strategically and thoughtfully employed, signifies a high level of collaboration. For example, a hospice social worker may be able to answer a patient's basic question about a physical health matter but refers the patient to a nurse or physician for more specific information.

● Collective Ownership of Goals: The most significant component of strong collaborative relationships is shared involvement in goal setting, goal implementation, and goal evaluation. This may entail socialization and increased involvement in team processes, which require client advocacy that leads to being in conflict with collective team goals but does not compromise the power of collaborative relationships.

● Reflection on Process: Collaborators need the ability to discuss their own behaviors and interactions with each other thoughtfully and regularly. This includes thinking and talking about their working relationship, openly addressing intra-team conflict, and incorporating feedback to strengthen collaborative relationships and effectiveness. For example, a procedure may need to be established for how collaborators examine ethical dilemmas.

Figure 1

Components of an Interdisciplinary Collaboration Model

Interdependence

Newly Created Professional Activities

Flexibility

Collective Ownership of Goals

Reflection on Process

INTERDISCIPLINARY COLLABORATION

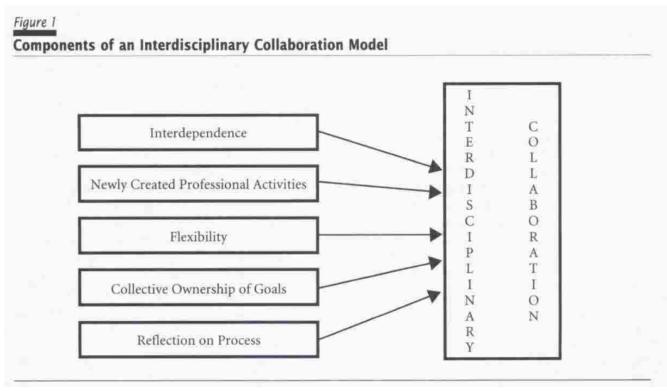Adapted from Iachini, A. L., Bronstein, L. R., and Mellin, E. (Eds.). (2018). *A guide for interprofessional collaboration.* CSWE Press.

MSW students are also expected to recognize factors that influence interprofessional collaboration (see Figure 2) and how to intervene to ensure quality interprofessional collaboration. These factors include professional roles, structural characteristics, personal characteristics, and a history of collaboration which are further defined as follows:

● Professional roles: Professional roles positively influence collaboration when collaborators can articulate and implement the values, knowledge, and skills of one's own profession as well as the relevance of other professionals' expertise. This requires reciprocal respect regardless of the profession's status in the setting.

● Structural characteristics: It is important to have the time to collaborate, physical space for team meetings, and administrative support for collaboration. This may require agency leaders to advocate for the conditions that are supportive of interprofessional collaboration and the agency funding necessary to subsidize teamwork.

● Personal characteristics: The ways collaborators view each other as people, outside of their professional role is believed to have the strongest influence on collaboration. Relevant personal characteristics include trust, respect, understanding, and informal communications but what is most

valued may depend somewhat on the professional.

● History of collaboration: The experience of a positive previous experience of collaboration is also more likely to relate to the potential for other positive collaborative experiences. This includes positive experiences with interdisciplinary collaboration in paid and internship settings.

Figure 2

Influences on Interdisciplinary Collaboration

Adapted from Iachini, A. L., Bronstein, L. R., and Mellin, E. (Eds.). (2018). A guide for interprofessional collaboration. CSWE Press.

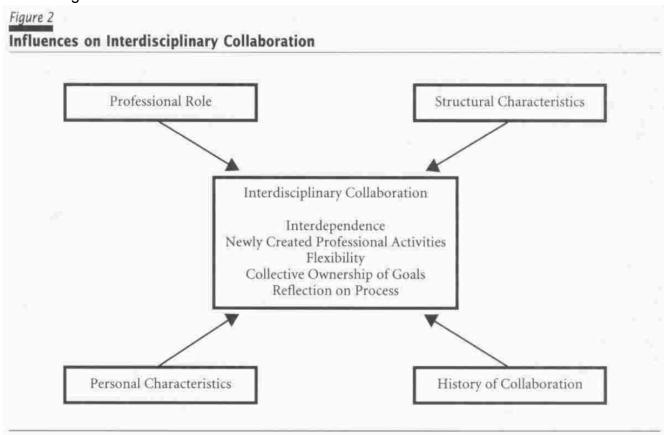The goal of the EKU MSW program is to prepare interprofessional social workers who can engage in collaborative practice with and on behalf of diverse clients and constituents. Students learn how to use generalist practice to facilitate interprofessional collaborations throughout the specialized practice course sequence which consists of interdisciplinary university certificate electives, interprofessional practice courses, and practicum (placement and seminar). Generalist practice is a foundation for interprofessional social work practice as students apply micro, mezzo, and macro level skills/interventions to engage in interprofessional social work practice. As part of this specialization, the interprofessional team is not only a partner for intervention but also a target for intervention to maintain social work values and ethics.

Interprofessional collaborations are a strength and source of resilience that social workers can draw upon to advocate for human rights and social and economic

justice across the micro, mezzo, and macro levels. Interprofessional practice allows social workers the opportunity to grow in collaboration with a diverse body of professionals. Since interprofessional teams and partnerships also provide a context for intervention, social workers are responsible for employing and building upon generalist practice to ensure related interventions are evidence-based and align with social work values and ethics. Specialized practice courses build on generalist social work practice for the delivery of interprofessional social work practice:

Students admitted with advanced standing status and students in the generalist program who have already completed the generalist practice course sequence are eligible for the interprofessional social work practice course sequence. This course sequence occurs in tandem with the interprofessional practicum and ends with the interprofessional capstone course. Each course in the interprofessional practice course sequence year is "integrative," in that all four generalist content areas (practice, HBSE, policy, and research) are infused within and throughout micro, mezzo, and macro practice courses with assignments that require direct application in the student's interprofessional practicum placement. This challenges students to consolidate a mass amount of information. In addition, the micro macro-mezzo practice approach allows for three "different" ways to approach interprofessional social work practice.

Each interprofessional micro, mezzo, and macro practice course challenges students to think about the application of interprofessional social work practice from a different perspective, that is, how interprofessional social work practice is applied relative to practice skills and systemic level then process this experience through a paired interprofessional practicum course assignment. This pairing is central to the didactic experience as it allows students to think about interprofessional social work practice differently relative to system size and gain this experience in applying related generalist skills for a well-rounded approach; however, expertise comes with continued practice as part of an interprofessional team around a shared concern as a student progresses through the specialized practice course sequence to successful completion.

Practicum and required social work courses contain assignments that are aligned with each interprofessional social work practice competency as noted in the curriculum matrix. Students must demonstrate satisfactory performance "S" in practicum or earn a "B" or above in required social work courses in order to begin to master interprofessional social work practice competencies. Students must maintain academic good standing with an overall grade point average of 3.0 or above in order to proceed to the next course and remain in the program. Students must also attain a 3.0 in order to graduate from the MSW program successfully. Each course in the core curriculum has a prerequisite and/or corequisite with exit criteria students must satisfy in order to graduate from our program.

CSWE Competencies and Behaviors as Expected Learning

Outcomes

The generalist practice course sequence addresses behaviors indicative of generalist competencies and the specialized course sequence addresses behaviors indicative of interprofessional social work practice. Below is a review of CSWE Core Competencies with practice behaviors that further define these expected student learning outcomes:

Core Competency	Generalist Behaviors	Interprofessional Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1. Manage ethical dilemmas specific to interprofessional team-based intervention with clients and constituencies
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	2. Reflect on individual and interprofessional team performance for individual, as well as team, performance improvement
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	3. Respect the dignity and privacy of clients while maintaining confidentiality in the delivery of interprofessional team-based care
	4. Use technology ethically and appropriately to facilitate practice outcomes	4. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance interprofessional team function
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	5. Use supervision and consultation to guide professional judgment and behavior	5. Maintain competence in one's own profession appropriate to scope of practice
	1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual	1. Respect and advocate for the rights of all people and understand the impact these factors can have on diverse clients and Constituencies
	2.Engage in practices that advance social, economic, and environmental justice	2. Place interests and rights of clients and constituencies at center of interprofessional care delivery and related programs and policies

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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	1. Apply ADEI practices to advocate for human rights at the individual and system levels	1. Apply ADEI leadership practices that support interprofessional team collaboration and effectiveness that honors human rights at the individual and systemic levels

	2. Engage in ADEI practices that advance social, economic, and environmental justice	2. Communicate the importance of ADEI in practices, programs, and policies
Competency 4: Engage in Practice- informed Research and Research informed Practice	1. Use practice experience and theory to inform scientific inquiry and research	1. Use experience, theory, and research to describe the process of interprofessional team development and the roles and practices of effective teams
	2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	2. Use process improvement to increase the effectiveness of interprofessional teamwork and team-based services, programs, and policies
	3. Use and translate research evidence to inform and improve practice, policy, and service delivery	3. Express one's knowledge and opinions to team members with confidence, clarity, and respect, working to translate research evidence that informs and improves related practice, policy, and service delivery
Competency 5: Engage in Policy Practice	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1. Identify how interprofessional team members interpret social policies related to the client well-being, service delivery, and access to social services
	2. Assess how social welfare and economic policies impact the delivery and access to social services	2. Assess how interprofessional team members respond to social welfare and economic policies in service delivery
	3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	3. Engage team members and other professionals in shared problem solving to address policies that advance human rights and social, economic, and environmental justice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1. Apply knowledge of human behavior and social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1. Develop a trusting relationship with clients, constituencies, and interprofessional team members

	2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	2. Listen actively and encourage ideas and opinions of interprofessional team members

		3. Communicate information with clients, constituencies, and interprofessional team members in a form that is understandable, avoiding discipline-specific terminology when possible
		4. Perform effectively on interprofessional teams and in different team roles in a variety of settings
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1. Engage team members and other professionals who complement one's own professional expertise, as well as associated resources, to develop mutually agreed-on intervention goals and objectives specific to clients and constituencies
	2. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	2. Use the full scope of knowledge, skills, and abilities of team members and other professionals to select appropriate intervention strategies that are safe, timely, efficient, effective, and equitable
	3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
	4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1. Communicate one's roles and responsibilities clearly to clients, constituencies, interprofessional team members, and other professionals who contribute to or support care delivery

	2. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	2. Communicate with interprofessional team members about each member's responsibility for specific components in interventions with clients and constituencies
	3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	3. Facilitate collaboration between clients, team members, and others who contribute to or support care delivery to achieve beneficial practice outcomes
	4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	4. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among team members with and on behalf of diverse clients and constituencies
	5. Facilitate effective transitions and endings that advance mutually agreed-on goals	5. Facilitate effective transitions and endings associated with interprofessional team-based care that advance mutually agreed-on goals with clients and constituencies
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1. Select and use appropriate methods for evaluation of outcomes	1. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others
	2. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	2. Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships
	3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	3. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict
	4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	4. Engage in continuous professional and interprofessional development to enhance team performance and collaboration
		5. Share accountability with other professions, clients, and constituencies for outcomes

		6. Recognize one's limitations in skills, knowledge, and abilities

Note: Interprofessional team members include professionals with whom social workers collaborate with and on behalf of clients and constituencies.

References: Council on Social Work Education (2022). 2022 Educational policy and accreditation standards for baccalaureate and master's social work programs. Alexandria, VA: Author. https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf and Interprofessional Education Collaborative. (2023). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Author. https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf

EKU MSW students are, therefore, expected to demonstrate holistic competence in generalist behaviors which are extended to support interprofessional behaviors. Holistic competence is measured by the appropriate application or "integration" of social work knowledge, values, skills, and cognitive and affective processes (called "dimensions") which are expected to inform behaviors associated with each competency. Student learning outcomes are evaluated in the classroom and in the practicum to determine student and program success.

Practicum Placements
There are two practicum courses in the MSW Program: SWK 850 Generalist Practicum and SWK 890 Interprofessional Practicum. Prior to the semester of enrollment in each course, MSW students are responsible for identifying an agency in proximity to their home for the completion of in-person practicum experience. MSW students will receive additional information on securing a practicum placement prior to registering for SWK 850 and SWK 890.

The grade is either "satisfactory" or "unsatisfactory." The Core Competencies define the minimum level of satisfactory performance, which is evaluated by the student's practicum placement instructor. Practicum seminar is a part of each practicum course. Therefore, a satisfactory performance in both the seminar and the agency placement is necessary to earn the grade of "satisfactory." If a student receives the grade of "unsatisfactory," the course may be repeated one time at the discretion of the MSW Program Director and the student may potentially be dismissed from the program if the course is not approved for re-take.

Degree Requirements
Requirements are a minimum of 63 graduate hours for the full program and 31 graduate hours for advanced standing. Students must maintain an overall GPA of 3.0 or better on all graded courses and maintain a satisfactory performance in practicum courses. Departmental approval is required for student progression in the program if they do not earn at least a "B" in required courses. Students must

also maintain conduct that is congruent with the *Code of Ethics* of the National Association of Social Workers. Students must maintain a minimum GPA of 3.0 in order to graduate from the MSW program.

Capstone

Students must earn at least a "B" in SWK 855 Generalist Capstone course and SWK 895 Interprofessional Capstone. A capstone project is required in SWK 895 that demonstrates competency in the ability to integrate social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based advanced generalist practice.

Certificate

In consultation with a student's MSW academic advisor, each student is required to complete at least three elective courses, SWK 890, and SWK 895 as part of an approved certificate program. The capstone project and practicum must relate to the topic of the certificate program and demonstrate competency in interprofessional advanced generalist social work practice.

Catalog

Students will be governed under academic standards and policies found in the current *Graduate Catalog* (https://catalogs.eku.edu/graduate/)). Students who change their major or readmit to the university will be held to the graduation requirements of the current academic catalog.

Course Descriptions

SWK 800 The Social Work Relationship. (3) A. Introduction to generalist social work practice including the importance of self-care, professional ethics, and respect for diversity with the opportunity to build skills in facilitating therapeutic relationships.

SWK 801 Interprofessional Social Work Practice. (2) A. Students are introduced to the different models of interprofessional collaboration and the importance of interprofessional social work practice. Students study the role of the social worker, as a member of an interprofessional team, across different settings and populations.

SWK 810 Human Behavior/Social Environment I. (3) A. Applies current research and various paradigms to explain how biopsychosocial-spiritual development across the lifespan and in relation to the social environment shape individual functioning and family interactions.

SWK 815 Human Behavior/ Social Environment II. (3) A. Prerequisite: SWK 800 with a minimum grade of "B" or departmental approval. Corequisite: SWK 810. Applies current research and various paradigms to explain how social

norms, cultural forces, and institutions shape group, organization, and community interactions.

SWK 820 Social Work Practice I. (3) A. Prerequisite: SWK 800 and SWK 810 with a minimum grade of "B" or departmental approval. Corequisite: SWK 825. Foundation for social work practice with individuals. Draws from current research and various paradigms with the opportunity to practice facilitating the generalist intervention method to develop skills in ethical, culturally inclusive micro practice.

SWK 825 Social Work Research Methods. (3) A. Prerequisite: SWK 800 and SWK 810 with a minimum grade of "B" or departmental approval. Prerequisite or Corequisite: SWK 820. Foundation for qualitative and quantitative research with the opportunity to critically evaluate research methodology and plan a research study for ethical, culturally inclusive social work practice across client systems.

SWK 830 Social Work Practice II. (3) A. Prerequisites: SWK 815 and SWK 820 with a minimum grade of "B" or departmental approval. Foundation for social work practice with families and groups. Draws from current research and various paradigms with the opportunity to practice facilitating a group to develop skills in ethical, culturally inclusive mezzo practice.

SWK 840 Social Work Practice III. (3) A. Prerequisite: SWK 815, SWK 820, and SWK 830 with a minimum grade of "B" or departmental approval. Prerequisite or corequisite: SWK 845. Foundation for generalist social work practice with organizations and communities. Draws from current research and various paradigms with the opportunity to practice facilitating a community intervention to develop skills in ethical, culturally inclusive macro practice.

SWK 845 Social Policy Analysis and Advocacy. (3) A. Prerequisite: SWK 800 with a minimum grade of "B," admission to EKU Graduate School or departmental approval. Engages students as change agents starting with policy analysis, formulation, modification, and evaluation at administrative, judicial, and legislative levels. Emphasis on personal and social empowerment to foster policies and practices that support a just society.

SWK 850 Generalist Practicum. (3) A. Prerequisite: MSW Program Admission, Practicum Director approval of placement, SWK 800 and SWK 810 completed with at least a "B" or departmental approval. Supervised practice in a social agency and seminar to discuss the application of social work knowledge, skills, competencies, behaviors, ethics, and values necessary for ethical, culturally inclusive, and evidence-based generalist practice. May be retaken to a maximum of six hours.

SWK 855 Generalist Capstone. (2) A. Prerequisite:All generalist courses completed with a minimum grade of "B" or departmental approval. Opportunity to review, integrate, and apply knowledge for the demonstration of proficiency with all nine competencies in generalist practice as a foundation for ethical, culturally

inclusive, and evidence-based interprofessional social work practice.

SWK 860 Interprofessional Micro Practice. (3) A. Prerequisite: Admission to Advanced Standing or all generalist courses completed with a minimum grade of "B" or departmental approval. Opportunity to integrate micro-level social work and relevant theories, skills, and research for the delivery of ethical, culturally inclusive, and evidence-based interprofessional social work practice.

SWK 870 Interprofessional Mezzo Practice. (3) A. Prerequisite: Admission to Advanced Standing or all generalist courses completed with a minimum grade of "B" or departmental approval. Opportunity to integrate mezzo-level social work and relevant theories, skills, and research for the delivery of ethical, culturally inclusive, and evidence-based interprofessional social work practice.

SWK 880 Interprofessional Macro Practice. (3) A. Prerequisite: Admission to Advanced Standing or all generalist courses completed with a minimum grade of "B" or departmental approval. Opportunity to integrate mezzo-level social work and relevant theories, skills, and research for the delivery of ethical, culturally inclusive, and evidence-based interprofessional social work practice.

SWK 890 Interprofessional Practicum. (3) A. Prerequisite: Admission to Advanced Standing or all generalist courses completed with a minimum grade of "B," and practicum director approval of placement. Corequisite: SWK 860, SWK 870, and SWK 880. Supervised practice in a social agency and seminar to integrate social work and relevant knowledge for ethical, culturally inclusive, and evidence-based interprofessional social work practice. May be retaken to a maximum of nine hours.

SWK 895 Interprofessional Capstone. (2). A. Prerequisite: All generalist and advanced courses completed with a minimum grade of "B" or departmental approval. Opportunity to review, integrate, and apply knowledge for the demonstration of proficiency with all nine competencies that inform ethical, culturally inclusive, and evidence-based interprofessional social work practice.

SWK 899 Independent Study in Social Work. (1-**3) A.** *This elective is only available to those students who have obtained prior approval*. Students must consult with a faculty project advisor and have the independent study proposal form approved by their faculty project advisor, program director, and department chair prior to enrollment. Course may include intensive reading in a specialized area, synthesizing literature on a topic, completing a research project, or other assignment arranged with a faculty advisor. May be retaken to a maximum of nine hours.

Social Work Electives (not including IUC Program electives outside of social work)

SWK 761 Alcohol and Drug Assessment. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Provides clinical and scientific knowledge about the history and range of consequences associated with alcohol and drug addiction. Students having received credit for SWK 561 may take this course for a maximum of six hours, including the undergraduate credit.

SWK 762 Alcohol and Drug Treatment. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Provides clinical and scientific knowledge about the treatment of alcohol and drug addiction. Students having received credit for SWK 562 may take this course for a maximum of six hours, including the undergraduate credit.

SWK 863 Stress Management and Self-Care. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Addresses what supports a healthy lifestyle that includes stress management and perceived quality of life. Emphasis is on evidence-based approaches and experiential learning to inform the development and maintenance of a plan for self-care.

SWK 864 Child and Family Services. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Critical appraisal of societal values underlying services to children. Examines a range of social and child welfare services, impact of public policies, and interventions to support children and families.

SWK 865 Social Gerontology. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Applies current research and various paradigms to describe factors that shape the aging process. Class activities inspire new insights that can be used to better support older adults and their families.

SWK 866 Crisis Intervention. (3) A. Prerequisite: Admission to EKU Graduate School or departmental approval. Examination of current theories pertaining to the fundamentals of trauma and traumatic stress that can lead to crisis. The implications of crisis intervention to modify, manage, and cope with trauma will be addressed.

Generalist Practice Curriculum

The EKU MSW Program believes that interprofessional social work practice requires practitioners to balance breadth and depth of social work knowledge rooted in professional values and ethics and a commitment to culturally inclusive and evidence-based practices. This includes conveying respect for diverse perspectives in the process of mobilizing the benefits of interprofessional teamwork and related partnerships that promote individual and collective resilience.

Students in the full program start with a generalist practice course sequence to

help them master generalist social work practice competencies. This includes generalist social work courses in theory (i.e., diversity, values and ethics, and human behavior I/II theories), practice (i.e., generalist social work practice roles and application), and research (i.e., methods, data collection, and analysis). The generalist practice course sequence ends with the generalist practicum and the generalist capstone course is a bridge to the specialized practice course sequence.

Our courses provide the intended scaffolding necessary to build on each other with increasing difficulty relative to system size and theoretical application and traditional practice sequence 1, 2, and 3 that coincides with generalist practicum practice and research methods course for evidence-based generalist practice. These generalist program options start with the SWK 800 The Social Work Relationship course. Here is an **example** of the generalist practice course sequence in 8-week sessions:

Generalist Practice Course Sequence				
Fall A (6)	**Fall B (6)**	**Spring A (6)**	**Spring B (6)**	**Summer A/B (8)**
SWK 800 The Social Work Relationship. (3) SWK 810 Human Behavior/Social Environment I. (3)	SWK 815 Human Behavior/ Social Environment II. (3) SWK 825 Social Work Research Methods. (3)	SWK 820 Social Work Practice I. (3) SWK 850 Generalist Social Work Practicum. (3) (AB)	SWK 830 Social Work Practice II. (3) SWK 845 Social Policy Analysis and Advocacy. (3)	SWK 840 Social Work Practice III. (3) SWK 850 Generalist Social Work Practicum. (3) (AB) SWK 855 Generalist Capstone. (2)

Students admitted to the program start with the micro level course sequence. This includes generalist social work courses in theory (i.e. Social Work values and ethics and human behavior I/II theories), practice (i.e., generalist social work practice roles and application), and research (i.e., methods, data collection, and analysis). MSW students need the first two required social work courses (SWK 800 The Social Work Relationship, SWK 810 Human Behavior in the Social Environment I) to master the dimensions, i.e., a frame of reference shaped by relevant social work knowledge, for success in later courses. Unless there is a basic understanding of concepts such as social welfare, the generalist perspective, and multiple dimensions of human behavior, MSW students cannot implement a social work perspective in assessments and interventions needed for assignments in subsequent courses.

MSW students further need to complete their first practice and research courses (SWK 820 Social Work Practice I) prior to entering their generalist practicum placement to engage in multidimensional assessments and apply the generalist intervention model (GIM). Students are exposed to the practice, human behavior, policy and research on the micro, mezzo and macro levels while also engaging in

the generalist practicum. This allows for real-time application of knowledge, skills, values, and cognitive and affective processes in the professional environment. The sequence starts at the micro level and continues to mezzo and the more advanced macro practice and policy courses. Research is incorporated in the first semester to allow students to embed those skills at each system level and in practice.

Equally important is the capacity to engage in research-informed practice and practice informed research (SWK 825 Social Work Research Methods). Furthermore, students will begin to recognize what it means to be a professional social worker after having at least one semester interacting with other social work students and faculty.

Students begin their generalist practicum course in the first semester, allowing them to practice the knowledge, skills, values, and cognitive/affective processes they are learning in the classroom. Ideally, students will continue in the same practicum through the year, allowing them to focus on the different system levels within the context of the same agency. This structure reinforced the generalist practice approach that practice occurs across micro, mezzo and macro levels regardless of our job title or role.

Second Semester Content
In the second semester, students continue integrating course content from the first semester into practice and in practicum. They begin to look at larger systems (SWK 815 Human Behavior in the Social Environment II and SWK 830 Social Work Practice II). Using their experience from their first practicum, students draw from theories to explain how a group, family, organization and community they encounter is functioning.

By the time students start taking generalist courses related to larger systems, they are in their second semester of generalist practicum course (SWK 850). Taking these courses concurrently allows for more immediate application of classroom content to agency practice and the opportunity to draw from supervision as needed to make this transition in application with more complex systems. Additionally, the practicum seminar component provides opportunities for students to make direct connections between course content and application in the practicum placement.

Third Semester Content
Students apply theories from SWK 830 Social Work Practice II to develop macro practice skills in SWK 840 Social Work Practice III and SWK 845 Social Policy and Analysis. This information, again, is concurrently integrated into their final generalist practicum. At this point, students need the independent capacity to consolidate all facets of generalist practice in a manner that demonstrates mastery of the generalist competencies. Successful performance thus suggests student readiness for continued growth through the specialized practice course sequence.

Therefore, student activities across the generalist practice course sequence reflect

a gradual progression from orientation to application in the classroom and then in the practicum placement. Students start by learning from their own experience in class, then plan how they would assist a simulated client, and finally intervene with an assigned client in the practicum placement. Generalist practice courses are sequenced in order of increasing difficulty to allow students to build on the material learned in previous courses. SWK 800 The Social Work Relationship and SWK 810 HBSE I do not require requisite social work knowledge and so provide the basic foundation for subsequent social work courses.

Specialized Practice Curriculum

The EKU MSW program's area of specialized practice is *interprofessional social work practice*. What makes this specialized practice course sequence "advanced" is the student's demonstrated capacity to practice social work independently and interdependently through interprofessional teams in a setting related to their certificate program.

Interdisciplinary University Certificate Programs

In the specialized practice course sequence, MSW advanced standing students join full program students in the interprofessional social work practice course which is designed to help students start building upon the generalist curriculum. Students also start taking guided electives with graduate and non-degree seeking students across disciplines as part of an Interdisciplinary University Certificate (IUC) Program. IUC Program options include **Addictions Intervention, Mental Health, Child & Family Services, Social Advocacy & Justice, and Leadership & Management.**

IUC Program elective courses allow MSW students to access different perspectives on a shared area of concern. This provides students an opportunity to cultivate interprofessional partnerships, which will be referenced as part of interprofessional practice coursework and practicum placement. IUC Programs are based on popular national MSW certificate offerings, employment trends, and certificates in other Kentucky programs. The EKU MSW Program relies on the following interprofessional partners across the University to support elective course delivery:

- Child and Family Studies
- Occupational Science and Occupational Therapy
- Public Health
- Political Science
- General Experimental Psychology
- Industrial and Organizational Psychology
- Safety, Security and Emergency Management
- Homeland Security
- Justice, Policy & Leadership

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- Public Administration
- Education
- Counseling

Each course's description, objectives, and/or syllabi were reviewed in association with representative faculty members when being considered for inclusion in the curriculum. IUC Program courses vary in timing of being offered, but students have a number of course options. They can also submit a petition to request a course be counted toward an IUC Program. This enables MSW students the opportunity to engage in timely degree completion.

Social work faculty and staff assist students in the integration of elective course content with social work theory and research to inform micro, mezzo, and macro practice. Students will broaden and deepen social work knowledge so they can transfer their skills across settings. MSW students also participate in an interprofessional practicum that is congruent with the student's IUC Program in coordination with the MSW Practicum Director, Practicum Placement Instructor, and Course Facilitator/Practicum Liaison. A practicum seminar supports advanced practice with final demonstration of mastery through an interprofessional capstone course.

Therefore, IUC Program courses count toward both the MSW degree and certificate if students fulfill the requirements of both programs. The certificate will be awarded the same semester as the degree. The completion of a certificate is formally noted on the student's transcript and indicates to prospective employers that, in addition to training within a particular discipline and degree program, additional formal training has been obtained that lends further expertise and preparedness to engage in interprofessional work around a shared area of concern.

Here is an **example** of the specialized practice course sequence in 8-week sessions:

Specialized Practice Course Sequence				
Fall A (5)	Fall B (6)	Spring A (6)	Spring B (6)	Summer A/B (8)

| SWK 801 Interprofessional Social Work Practice. (2) Elective 1 (based on certificate program) (3) | SWK 860 Interprofessional Micro Practice. (3) SWK 890 Interprofessional Social Work Practicum. (3) (AB) | SWK 890 Interprofessional Social Work Practicum. (3) (AB) Elective 2 (based on certificate program) (3) | SWK 870 Interprofessional Mezzo Practice. (3) SWK 890 Interprofessional Social Work Practicum. (3) | SWK 880 Interprofessional Macro Practice. (3) SWK 895 Interprofessional Capstone. (2) Elective 3 (based on certificate program) (3) |

Interprofessional Practice Courses

Interprofessional practice courses help MSW students apply generalist practice skills across micro, mezzo, and macro levels to assist social work clients through interprofessional social work practice. In each interprofessional practice course, students revisit materials related to all four generalist content areas (practice, HBSE, policy, and research) to further integrate those materials with specialized practice content to information and then practice application in the classroom and practicum placement. Students draw from and build on the generalist intervention method to engage in micro mezzo-macro level skills/interventions for interprofessional social work practice. While MSW students may seek additional training for clinical licensure or certification, our program remains focused on interprofessional social work practice.

The interprofessional social work practice concentration is woven most clearly throughout the required specialized practice course sequence which includes interprofessional practice, capstone, and practicum courses. This concentration drives the types of required and recommended readings, assignments, quizzes, and assessment of student learning outcomes. These choices are aligned with each interprofessional social work practice behavior as found in the interprofessional practice matrix and course syllabi. Interprofessional social work materials are shared across the specialized practice course sequence.

Interprofessional micro, mezzo, and macro practice course assignments rely heavily upon comprehensive papers and group discussions that are reinforced by an interprofessional practicum placement and seminar assignments which include reflection logs and group discussions to achieve student learning outcomes and program benchmarks. Most interprofessional practice assignments relate to student practicum work which requires faculty mentorship to direct students in filling knowledge gaps through literature reviews and other forms of data

collection, i.e., personal communications with a practicum instructor or colleagues. This results in assignments that are case-based, writing intensive, and application-oriented but relevant and timely. Building on the "interprofessional" concept, classroom experiences help students integrate what they have learned with specialized information and implications for practice in the practicum placement.

MSW students focus on the generalist intervention model and model for interprofessional collaboration with social work content from four areas (practice, HBSE, policy, and research). Students add new content specific to their experience on an interprofessional team in their interprofessional practicum placement. In the SWK 860 Interprofessional Micro Practice course, for example, students will consider the application of an empowerment-strengths perspective and the techniques involved with motivational interviewing for application as part of interprofessional teamwork. The SWK 870 Interprofessional Mezzo Practice course assists students in learning more about how theories of group development apply to their interprofessional team process and what group facilitation skills are most salient. The SWK 880 interprofessional Macro Practice course challenges students to critically assess the larger community and how they themselves operate within the community on a personal and professional level. They consider potential implications for operating at their full capacity on their interprofessional team.

While there are many things social workers can do in coordination with a diverse body of professionals, the collective skills/interventions of the team may not be enough to address immediate needs. Interprofessional social workers must be responsive to changing environments and be committed to lifelong learning. Likewise, to adequately ensure our curriculum meets the needs associated with interprofessional social workers, the EKU MSW program must be responsive to student needs by engaging in self-evaluation to ensure course content best supports interprofessional social workers. This includes verifying that students have timely access to information about salient topics such as nominal group processing, family group decision making, and dispute resolution to support knowledge and skill building. In time we may need to offer new elective courses or an interdisciplinary certificate program in areas such as mediation to enhance our curriculum.

To supplement course offerings, the MSW program promotes guest speakers, professional mentorship, networking opportunities, and periodicals specific to interprofessional practice. EKU's Social Work Day is an annual event where students are invited to network with social work and other professionals for continuing education. This networking also occurs through the MSW/IUC Student Portal in Canvas where MSW courses are also located. Numerous resources, opportunities, and discussion threads are posted there to encourage students to support professional growth that relate to interprofessional competencies. The Department of Social Work is continually seeking interprofessional collaboration opportunities within and outside of the University to join for student access and role

modeling. Student groups (Student Social Work Association and Phi Alpha) and the Social Work Advisory Board provide a hub for formal and informal student networking.

After completing the specialized practice course sequence, MSW students will have applied the generalist intervention model across the micro-mezzo-macro levels as part of an interprofessional team and will have processed this experience as well as implications for real-world practice with colleagues in the classroom and practicum. MSW students will have integrated a breadth of generalist classroom content, enhanced this generalist knowledge with specialized knowledge about interprofessional social work practice (which allows for a new depth of generalist knowledge), and processed how this content converges and diverges in a real-world setting as it relates to their interdisciplinary university certificate program. It is at this point that MSW students are prepared to independently consolidate their experience to articulate their own approach to interprofessional social work practice.

Interprofessional Capstone Course

Our MSW students enhance their expertise in interprofessional social work practice by learning more about what makes generalist social work unique when compared to approaches taken by other professionals they encounter in their elective courses and their interprofessional practicum placement. Since our MSW students work with different professionals in both the classroom and practicum, this enhances their potential to learn through educating others about what it means to be a professional social worker. By the time our MSW students enter the interprofessional capstone course, they are ready to demonstrate their capacity to distinguish generalist social work practice from interprofessional social work practice. Our MSW students are expected to develop an interprofessional project that demonstrates proficiency with all nine competencies.

Admission to the MSW Program

The process for MSW student application is outlined via the EKU website at https://www.eku.edu/admissions/. An enrollment advisor assists students throughout this process.

Admissions Timeline
MSW Program applications are accepted up to one year in advance and until approximately three weeks before the start date of the semester the student wants to begin their program.

***Application deadlines are as follows (subject to change):
December 5th (for a spring start)
July 15th (for a fall start)
May 1st (for a summer start - available for Advanced Standing and certificate

students only)

Application Procedure
To initiate the application process, we provide students directions on how to complete the required components below, including questions to be addressed in their professional statement:

Complete Graduate School application at https://www.eku.edu/info-for/graduate-students/

- A baccalaureate degree from an accredited institution (including those recognized by CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors).
  - Cumulative undergraduate degree of GPA of at least 2.7
  - Three references based on the criteria stipulated in this document.
  - Related work experience is preferred.
- Probationary admission may be granted on an application by application basis (i.e., GPA requirement not met but other aspects of applications are excellent/above average).
- Provisional admission may be granted on an application by application basis (i.e., undergraduate degree not yet conferred (must be conferred within 6 months or less).

Advanced Standing Admissions (BSW applicants only)

- A baccalaureate degree in social work obtained within the last five (5) years* from a CSWE-accredited program (including those recognized by CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors).
- Cumulative GPA of at least 3.0 on undergraduate social work courses and previous graduate work
- One of three references must be an academic reference from a social work professor or practicum placement supervisor.
- Submit final practicum evaluation (or most recent evaluation if in a baccalaureate social work program).
- Related work experience is preferred.

Official transcript(s) from any and all colleges and universities attended

- Faxed transcripts cannot be accepted. They must be official documents.
- Undergraduate degree must be from a regionally or nationally accredited college/university. You can check your school's accreditation here: www.chea.org/search. Have your official transcript(s) sent directly to EKU's Graduate School.
- EKU transcripts are provided automatically.

Email contact for three (3) recommendations

- Recommenders ideally have a graduate degree in social work and can address your capacity as it relates to the practice of social work.
- Recommenders must have supervised you through professional employment, volunteer service, or higher education.
- If you have been a student within the last two years, please include an academic reference provided they address your capacity in working with or advocating for vulnerable populations.
- EKU reserves the right to request additional supportive material from persons acquainted with the applicant's academic and/or practice capabilities.

Professional Statement

The MSW Admissions Committee considers your professional statement to be an essential part of your application. Your response demonstrates your capacity to be successful in our program as well as our program's alignment with your professional goals. We will be reviewing the content, application of critical thinking skills, and writing style. Your statement must be at least 5 typed, double-spaced pages with 12-point font. Use headings for each key area that is addressed so that formatting is congruent with APA formatting. *Addendum to Professional Statement is required for applicants who do not meet the minimum admission requirements.

Resume

Include all current/past employment, volunteer and internship experience.

Verification of the following:

- I agree to abide by the National Association of Social Workers Code of Ethics in all interactions with faculty, colleagues, administrators, and clients.

- I acknowledge that a past conviction for any offense other than a minor traffic violation could impact practicum placements and social work licensure in some states.

- I acknowledge that a MSW from a Council on Social Work Education accredited program is a requirement for licensure, but it is not a guarantee of social work board licensure.

- I acknowledge that I am responsible for checking with the state in which I intend to practice for information on licensure.

- I acknowledge that I may be asked to authorize a background check and/or drug screen and may be responsible for associated costs for practicum education.

- I acknowledge that due to the online nature of the program I may be required to submit recorded video of myself as part of program and/or course requirements.

- I acknowledge that I will need a working computer, reliable moderate-to-high speed Internet connection, software installed as provided by EKU, and basic computer skills.

Transfer Credit

Students are allowed to transfer courses into the EKU MSW Program. Transfer courses must be approved as having content equivalent to required courses taken for graduate credit and passed with a grade of "B" or better (or an "S" earned on an "S/U" system like in a generalist practicum). MSW transfer courses may be considered for the generalist practice course sequence or electives in the specialized practice course sequence. Transfer credits for coursework taken in another area may also be accepted as a substitute for elective requirements.

Transfer applicants must include the following for transfer request consideration:

- official transcript reflecting grade(s) earned for courses to transfer
- addendum to their professional statement about their request to transfer
- a course syllabus for each course to be transferred
- a copy of practicum/practicum placement work evaluation(s), if applicable
- a printout of the MSW program from the originating institution's catalog with course description for the relevant year
- a recommendation from their current or a former faculty advisor that speaks to their academic standing in their MSW program.

The applicant or original MSW program may be contacted for more information.

For full program or transfer students, students may request up to 18 credit hours for requirements in the generalist curriculum and electives in the specialized practice course sequence. Official copies of transcripts must be submitted with support documentation, i.e., course syllabus, as needed for review. Transfer courses must be determined as having content equivalent to required courses taken for graduate credit and passed with at least a "B" (or equivalent) from an accredited college/university. The applicant or original MSW program may be contacted for additional information or documentation, such as the course catalog description, assignments, tests, and/or the course text citation.

Life Experience

As required by the Council on Social Work Education (CSWE) standards, the EKU MSW program does not grant social work course credit for life experience or previous work experience.

The MSW Program recognizes the value of previous work experience and encourages all social work students to participate in worthwhile volunteer work. All life experiences can be made beneficial and the MSW Program believes social work education and social work practice can be enhanced when students assess their life experiences to find an effective use of self.

Application Review

MSW Program applications are reviewed on a rolling basis, meaning that every effort is made to inform students of their application status within three weeks of submission. Only completed applications are reviewed by the MSW Admissions Committee. A completed application consists of official undergraduate transcripts, three recommendations, resume, and a professional statement. At least two MSW Admissions Committee members, consisting of full-time BSW and/or MSW faculty, review each application to determine student's potential for success in the MSW Program. Additional information and consultation specific to the student's application materials may be solicited to facilitate the review process. Students may be conditionally admitted with probationary or provisional status.

***Application deadlines are: December 5th (for a spring start), July 15th (for a fall start), and May 1st (for a summer start - available for Advanced Standing and certificate students only).

Evaluation Criteria

At least two members of the MSW Admissions Committee, consisting of full-time social work faculty, review completed applications including official transcripts, three recommendations, resume, and a professional statement. A third reviewer is consulted as needed to help make a final determination on the admissions decision. Additional information and consultation specific to the student's application materials may be solicited to facilitate the review process. The MSW Admissions Chair (or designee) orients committee members to the application rubric.

A 5-point Likert scale is used to rate required application items from "Superior" (5) to "NA/Unsure" (0). The GPA requirement is ranked "no" (0) or "yes" (1). At least two MSW Admissions Committee members rate each element of the application which is summarized by overall score. The highest total possible score is 30. The highest scores are relative to overall strength of the application, alignment with student's professional goals, and quality of professional statement with demonstrated ability, i.e., to follow directions, think critically and creatively, empathic awareness of self and others, and graduate-level writing skills.

MSW Program applicants are recommended for clear, provisional, or probationary admission. Applicants with the score of 24 and above are offered clear admission unless one or more items is still required (i.e., unable to provide an official transcript showing the conferral of an undergraduate degree) and then provisional admission

is offered. Applicants are offered probational admission if they do not meet requirements for clear admission (i.e., low undergraduate GPA). Incomplete applications and those scored below 23 are rejected.

Notification of Admission Status

Each applicant is sent an email confirmation of receipt of their application, followed by an "Acknowledgement of Application" email from the Graduate School. In coordination with the Graduate School and EKU Online, students may be offered Clear Admission, Probationary Admission, or Provisional Admission. Conditions for MSW Program admission are detailed in the MSW Program acceptance letter so students are aware of what is necessary to maintain program admission status. Additional information about admission contingent conditions is available in the MSW Student Handbook, and MSW/IUC Student Portal on Canvas. New Student Orientation and individual academic and professional advising further helps students process contingent conditions for admission.

Admission Types

Graduate students are granted admission under one of three types: Clear, Provisional and Probationary Admission.

Clear Admission
Students who are granted clear admission have met all the admission requirements for their intended program and have been approved by the department in which they applied. They are permitted to register and will maintain eligibility for future registrations until graduation, or academic dismissal.

Provisional Admission
Students who are granted provisional admission have met all admissions requirements for the program but may be lacking one or more items required for clear admission. Examples include: unable to provide an official transcript showing the posting of an undergraduate degree and/or official entrance examination scores. The expectation is that all outstanding items required for clear admission are provided to the Graduate School prior to the student's first registration term. Prior to the opening of registration, a communication reminder will be electronically sent to the student to submit any items that remain outstanding.

Probationary Admission
Students who are granted provisional admission if they do not meet the requirements for clear admission. Typically, students receive probationary admission if they have low undergraduate GPAs or have low entrance exam scores. It is intended to provide an opportunity to demonstrate the ability to succeed in graduate studies. Students admitted on probation must achieve a graduate GPA of at least 3.0 at the end of the term in which the ninth graduate hour is completed. A Graduate Hold will be placed on the student's record until the grades are posted. Students are not permitted to re-register until existing grades are checked and approved by the Graduate School. Students who are unable to

meet the conditions for clear admission will be dismissed from the program with no opportunities for appeal *(other than an error in the assignment of a course grade - see Grade Appeals process on pg. 60)*.

Non-Degree Seeking Students

An individual wishing to take graduate courses at Eastern Kentucky University for personal or professional development, but who does not plan to pursue a graduate degree program, may be admitted as a non-degree student with the approval of the Graduate School. Non-degree students must hold a baccalaureate degree from an accredited institution and must have a minimum overall undergraduate grade point average of 2.0 (4.0 = A). A former or currently enrolled non-degree student may apply as a degree seeking student. The student must meet all criteria for clear admission as stipulated above. Students may be admitted as non-degree for the following reasons:

- The student is interested only in taking classes for personal enrichment and does not seek to attain a graduate degree
- The student was unable to meet the program application deadline but intends to enroll in a graduate degree program

Non-degree seeking students must be aware of the following conditions associated with this type of status:

1. Students admitted as non-degree are not eligible for some federal financial aid programs.

2. Students admitted as non-degree are not guaranteed admission into a graduate degree program rather must apply to change their status to degree seeking.

3. There are limits on the amount of coursework that can be transferred into a graduate degree program.

4. Non-degree seeking students are not assigned an advisor in a graduate program until admitted into a degree or certificate program.

Since the admission process for the MSW Program is more competitive and entails a more structured course of study, students admitted as non-degree students because of late admission or other reasons are strongly encouraged to seek admission to the graduate program in their first term of enrollment at EKU. This also applies to students who are admitted as certification only and then seek to change their status to degree seeking.

Repeating BSW Coursework

MSW Program admission criteria and careful review of applications ensure students do not duplicate BSW courses in the MSW Program. Using the student's

transcript, the MSW Admissions Committee (or designee) will ensure the student has a BSW or BASW from a CSWE-accredited program when considering eligibility for advanced standing status. If there are questions regarding content covered in courses, students are asked to provide additional information such as the course description, course syllabus, and/or practicum evaluation. The originating program may be contacted for more information. If students are approved for advanced standing status, competency in generalist social work practice is expected.

Any student who graduated with bachelors in social work degree from a CSWE-accredited program in the last five years with less than a cumulative 3.0 GPA on undergraduate social work courses can request a transcript evaluation. Individual generalist courses (Introduction to Social Work; HBSE 1 and II; Practice I, II, and III; Policy Advocacy; and the Practicum I and II) can be transferred in with a grade of "B" or better (or an "S" earned on an "S/U" system like in a generalist practicum). Students may request to test out of any course passed with a grade of "C" through a written assessment administered by the EKU MSW Program.

A course that has content considered equivalent to a required course but has only two credits may be accepted for transfer. In that case, the student is exempt from taking the course but has to make up the difference

All MSW students are required to take SWK 801 Interprofessional Social Work Practice (2 credits). This course is a bridge between the generalist and specialized practice course sequences. The SWK 801 course challenges students to independently consolidate generalist knowledge, values, skills, and cognitive and affective processes. Therefore, the purpose of SWK 801 is not to deliver BSW course content, but to ensure students can independently demonstrate holistic competence in generalist practice to build on for advanced practice. This is essential given immediate transition to interprofessional teamwork around a shared area of concern related to the student's IUC Program in the specialized practice course sequence.

Academic and Professional Advising

MSW/IUC Student Portal

After a student is admitted into the MSW Program and has registered for classes, they will be added to the MSW/IUC portal. It is a space where lots of information regarding the MSW program and certificates can be found.

There are no assignments associated with the portal The portal largely exists to provide MSW and IUC students a space to engage in a virtual community and access timely resources and announcements. For example, the MSW/IUC student portal includes important forms, course enrollment information, practicum paperwork, useful links, certificate orientations, scholarship information, and job announcements, among many other things.

Academic Advising

MSW students are assigned an academic advisor to assist them throughout their course of study. The academic advisor is available to assist in the following ways:

- Advising students on matters related to academic issues, including through the use of DegreeWorks, and proactively assisting them in completing all university requirements;
- Mentoring students through encouragement and by being available to discuss academic concerns;
- Providing or arranging tutoring services or any support services to help student be successful students;
- Serving as a liaison between students and the student services departments on campus on matters that help facilitate their needs (e.g., course articulation or registration issues);
- Interacting with students in a way that helps them feel supported and appreciated;
- Assisting students with any non-academic matters for which additional communication or expertise may be needed;
- Follow-up with students that have withdrawn from the program or dropped courses due to personal reasons to assess the reasons for their withdrawal and possibly support their continued education where appropriate; and
- Maintaining retention data and generating routine reports for the purposes of assessing student retention and engaging in continuous improvement efforts.

MSW students also have an assigned faculty advisor and course facilitators and practicum liaisons who provide advising through example and mentorship. Faculty also address specific course- and program-related questions. Depending on the size of the course, course facilitators are also contracted to assist in course delivery. They individually help students stay on track. The MSW Program Director/Online Coordinator plays a vital role in supporting all aspects of student advising and support. This entails critical analysis of program operations with the application of meaningful problem-solving strategies to address student needs. Among theses strategies that have been employed include:

- Working with the various student services units (e.g., admissions, registrar's office, advising, bookstore) on issues pertaining to online student's enrollment and retention; Reviewing courses with high DFW rates to assess if there are any issues;
- Collaborating with the advising team to identify high risk students and develop strategies to promote retention for this population;
- Actively promoting retention strategies with online faculty (e.g., use of tutoring services, EKU Gurus, Noel Studio consultants, etc.);
- Helping promote good pedagogy for online faculty to consider;

- Encouraging faculty to take advantage of professional development opportunities offered by the Instructional Design Center (IDC);
- Promoting appropriate referrals of life coach and/or tutoring options for students in need; Supporting students' employment interests and cultivating partnerships with social work-based agencies and companies for the purpose of co-ops and internships;
- Serving as an advocate for online students when they are having course issues; Communicating to advisors any faculty feedback regarding students and/or courses, as appropriate; and
- Exploring opportunities to include our online students in conferences, presentations, scholarships, clubs/organizations, etc.

DegreeWorks

At the time of admission, MSW students meet with their academic advisor to outline an academic plan that is documented in DegreeWorks. DegreeWorks is the University's official tool for degree completion requirements that lists all student information, program requirements, courses taken, grades, and credits earned by a student. All students should be familiar with their DegreeWorks and should meet with their assigned advisor to review their DegreeWorks as needed. Any electives taken outside the departmentally approved electives must be approved by their advisor. (See Graduate Catalog for approved electives). Students are responsible for reviewing their DegreeWorks at the end of each semester to ensure they are correct and up to date. For graduation purposes students are held to the requirements as they appear in the EKU catalog associated with a student's DegreeWorks degree audit. However, for all University wide policies and graduation requirements students are held to those published in the most recent academic catalog.

Applying for Graduation

After the MSW student completes their first semester and has full intentions of returning to EKU Online the next semester, they will work with their academic advisor to develop a graduation plan. Students are to notify their academic advisor if there are any changes to their graduation plan so adjustments can be made. Online students who meet graduation requirements are invited to participate in the on-campus graduation ceremony. Eligible students may apply for graduation through EKU Direct. More details on graduation will be provided to applicable students. EKU also offers career counseling. Resources can be accessed by going to: https://www.eku.edu/in/guides/career-services/

Professional Advising

Every student associated with the Master of Social Work program is assigned a professional advisor who is a full-time faculty member with experience in the student's interdisciplinary university certificate program area. Professional advising may also occur through consultation with a part-time faculty member including course facilitators and practicum instructors with whom students have shared

professional interests. Professional advising is likely to entail providing information about job opportunities, elective courses, continuing education, extracurricular activities, professional networking, research collaborations, and other opportunities. The MSW Program Handbook, MSW/IUC Student Portal, and Department of Social Work website provides more information about the professional interests of social work faculty and contact information. Students are strongly encouraged to build relationships with faculty so they can draw from this experience and when students need their recommendations for career advancement.

Throughout the semester, if a faculty member has an academic or professional concern about a student's potential to be successful, faculty are asked to complete a Performance Review Plan to establish performance improvement goals. This plan may include a referral to the Student Success Center. To initiate a referral to the Student Success Center, an Online Student Success Referral Form is available, and response is immediate. This information goes to the Senior Director of Student Success and the Director of the Student Success Center. The form https://cm.maxient.com/reportingform.php?EasternKentuckyUniv&layout_id=20 should be used to report students who appear to be troubled or troubling to elicit a response from University officials before the student's behavior reaches a crisis level. If a student is a danger to her/himself or others, contact the EKU Police: https://www.eku.edu/in/police/ immediately by dialing 911 or calling (859) 622-1111. These services may intervene concurrently to support a student.

Other Advising Support Services
The MSW Program encourages students to take full advantage of these and other advising support services:
- The Student Success Center provides free online tutoring and mentoring through an EKU Guru. Students can drop-in for assistance with no appointment necessary, email the successcenter@eku.edu, or visit https://www.eku.edu/in/student-success-center/.
- The Noel Studio for Academic Creativity provides face-to-face and online trained consultants to work with students on any piece of written, oral or multi-modal communication, at any stage in the process from brainstorming to finished product. Consultants can also help students develop effective research strategies. For more information, visit Noel Studio for Academic Creativity - Eastern Kentucky University
- EKU IT Services: https://www.eku.edu/in/it/ can help students address any technical problems or improve their computer skills. Contact IT at (859) 622-3000 or support@eku.edu to get them resolved.
- IT Service Request Form: https://form.asana.com/?k=nie2ebJmvfm3f7r9z-6xyA&d=978674317228910

Valuing Diversity and Difference

Being online, the EKU MSW Program spans across geographic distance and time. MSW students are likely to encounter diversity in the process. It is critically important that both faculty and students work together to create a safe and nurturing learning environment. This value of diversity and commitment to a safe learning environment is stipulated in the MSW Program mission, goals, and objectives. Interprofessional social workers are expected to value and respect diversity and difference as they operate as conduits for transformative relationships with diverse individuals, groups, families, organizations, and communities on a local and global scale.

The MSW Program selects faculty and staff who are committed to promoting the dignity and worth of all people and to advocate for social and economic justice. MSW faculty are charged with teaching MSW students to operate as servant leaders who build transformative relationships that inspire individual and collective resilience in communities and the world. In teaching through modeling and mentorship, MSW faculty convey the value of a safe and nurturing environment. A climate that is supportive of diversity allows students to flourish through self-reflection, rigorous academics, and experiential learning. Measures of knowledge transferred from the classroom to the practicum verify that students can serve in a similar capacity on interdisciplinary teams.

Program processes and decisions are finely attuned to the EKU MSW Program's emphasis on interprofessional collaboration. Therefore, an ongoing goal for program development is to convey respect for diversity and difference throughout MSW Program policies and practices and preserved by a body of people that reflect a commitment to diversity. This entails an essential value of diversity and difference as reflected by cultural competency, equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas in the composition and conduct of MSW Program faculty, staff, and students. Likewise, this includes a willingness to accept cultural humility and compassion as mistakes will inevitably occur.

The EKU MSW Program draws from the expertise of social work faculty and instructional designers across the University, including the Faculty Center for Teaching & Learning and the Instructional Design Center, to develop universal access to course content. All online courses go through rigorous review based on Quality Matters standards. Courses are revised until they meet these standards. Students with disabilities can solicit additional accommodations through the Center for Student Accessibility - Eastern Kentucky University. Directions for accommodations are in the master syllabus for every social work course. Student confidentiality is respected throughout the process of arranging accommodations.

There are numerous ways the university directly supports the MSW Program's

commitment to diversity, student development, shared governance, and adequate instructional resources. For example, the MSW Program works through the following organizations and initiatives to maintain a supportive and inclusive learning environment:

Diversity, Equity, and Inclusion

The Division of Student Affairs is charged with creating the conditions for an inclusive academic environment at EKU. The MSW Program looks to the Division to partner on programming and scholarships for minority social work graduate students. This office further provides an online professional development course about culturally responsive pedagogy and inclusive excellence workshops on topics such as cultural competency, implicit bias, microaggressions, and cultural and identity taxation. For EKU Social Work Day 2021, our annual community service event, the Department of Social Work partnered with the Division of Student Affairs to provide a virtual diversity training.

Center for Inclusive Excellence and Global Engagement

The Center for Inclusive Excellence and Global Engagement also engages in collaborative efforts with the Department of Social Work and the MSW Program to bring issues of cultural diversity to the forefront of campus conversation through educational programming and services geared specifically toward the study body. The MSW Program is continuously seeking opportunities to partner with the Center to engage students in intra-and cross cultural education, promoting leadership and diverse student development opportunities, participating in campus life, respecting cultural differences, encouraging tolerance and inclusiveness, and creating a safe space for cultural and identity development. This involves modeling the value of lifelong learning and self-organizing.

The Center hosts 14 multi-cultural student organizations available for student membership with the first two being specific to social work students:

- The Student Social Work Association provides opportunities for students to raise awareness about and challenge social injustices in and around the world.
- The Phi Alpha Social Work Honor Society fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work and work together to promote humanitarian goals.
- The African Students Association represents the African continent, its people, and cultures here at Eastern Kentucky University. The goal is to build awareness by exposing our peers, professors, and community to our cultures— thus educating them about Africa and its diaspora.
- The African & African American Studies Club seeks to positively promote and provide an education of diversity, unity, and encouragement among all students attending Eastern Kentucky University. They are dedicated to

celebrating all ethnicities and cultures with a focus on African and African American history. They strive to maintain an environment of perpetual learning, acceptance, encouragement, success, and recreation.

- The American Sign Language Association seeks to support the mission of the ASLIE Department by increasing the understanding, respect, and equality of Deaf, Deaf Blind, and Hard of Hearing people.
- The Latino Student Association provides education about the diversity of Latino culture, organizes and promotes Latino cultural events and holidays, and to actively engage in advocacy and activism that promote access to higher education for Latino students.

MSW faculty have focused on working with students to make inclusion a priority. The pressing need has been to develop new bylaws, meeting patterns, and other processes that support the inclusion of both undergraduate and graduate social work students as well as on campus and online students. Work with the Center for Inclusive Excellence and Global Engagement has also led to the CIEGE as a practicum placement.

Center for Student Accessibility (CSA)

MSW faculty members and students work directly with the Center for Student Accessibility to support full access to educational resources. The Center for Student Accessibility (CSA) assists students with disabilities by coordinating campus, program and academic accessibility. The office staff, and the CSA test proctoring service are located in the Charles Douglas Whitlock Building, room 361. Appointments are made by calling (859) 622-2933, coming to office, Whitlock Room 361, or emailing accessibility@eku.edu.

Individuals seeking services are required to provide CSA with a completed application for services and current disability documentation. Applications, guidelines for documenting a disability, and information on obtaining services and accommodations are available at the office and on the website at Student Accessibility - Eastern Kentucky University. Services are determined on an individual basis and may include but are not limited to test accommodations, note taking software, digital books, and use of assistive technology, equipment loan, and building accessibility information.

CSA provides services to deaf and hard of hearing students to achieve their educational goals. The office provides and coordinates accessible services including but not limited to: note taking software, interpreters, and test accommodations which afford individuals equal opportunity to attain their goals. Students proceed through the same application for services documentation, and intake meeting. Services are determined on an individual basis.

MSW faculty are contacted by the CSA when a student is approved for appropriate reasonable accommodations as outlined in a confidential academic adjustment letter. MSW faculty are likely to receive this letter via email and are expected to

privately discuss accommodations or questions with the student. The CSA Office outlines the steps needed to comply with each accommodation.

University ADA/504 Compliance

Institutional processes also ensure disability accommodations extend to MSW faculty and staff for an accessible workplace. The ADA/504 Coordinator serves the University by coordinating the ADA/504 plan for the university and hearing individual ADA/504 appeals. Appointments with the Coordinator are made by contacting the ADA/504 Coordinator, Dr. John Dixon at john.dixon@eku.edu. Refer to Policy 1.3.4 Establishing Reasonable Accommodations Under the Americans with Disabilities Act ("ADA")/Section 504 of The Rehabilitation Act Compliance Regulation and Appeal Procedures.

Office of Equal Opportunity & Title IX

The EKU MSW Program further relies on the Office of Institutional Equity to ensure the learning environment remains free from sexual harassment and to uphold formal hearing of complaints of discrimination. The Office of Institutional Equity is charged with the University's compliance with Title IX of the Educational amendments of 1972. Sexual harassment and sexual assault are forms of sex discrimination that are prohibited by Title IX and may include off campus conduct of such nature. The Office of Institutional Equity is also charged with the University's compliance with Title VI and Title VII of the Civil Rights Act of 1964. Inquiries concerning compliance are coordinated through: Carlin Conway, Chief Equity Officer and Title IX Coordinator, and John Dixon, Director of Office of Institutional Equity. The Office of Institutional Equity enforces the Non-Discrimination and Harassment Policy (1.4.1P). More information in the Response to Non-Discrimination and Harassment Regulation (1.4.2R). Both documents may be accessed at https://www.eku.edu/in/official-policies/. MSW faculty and staff, as EKU employees, are required to regularly participate in institutional equity trainings.

Office of Military and Veterans Affairs

MSW faculty work with the Office of Military & Veteran Affairs (OMVA) to recruit and support MSW student veterans. For example, MSW faculty participated in the VETS|Ready Military and Cultural Awareness training provided by the OMVA and a number of guest speaker events sponsored by the Kentucky Center for Veterans Studies. These connections have led to initial planning for future MSW student practicum placements.

OMVA serves student veterans and dependents by serving as a "one stop shop": assisting with the application and admissions process, applying for Veterans Administration (VA) benefits, awarding credit for military training and experience, and serving as an advocate for issues affecting veteran and dependent students throughout the campus community. For more information, please visit the OMVA website at www.va.eku.edu.

Study Abroad Programs

Being online in nature, the MSW Program strives to reach beyond geographic bounds. The program is currently local, regional, and national in scope. Student practicum placements are likewise expected to be arranged within this geographic scope. This policy allows for international students but requires these students to live and complete a practicum placement within the United States.

Courses offered as part of the study abroad programs vary widely, including language and culture, business, literature and the arts, science and social science, philosophy and religion, and many others. Costs vary according to program. Refer to https://www.eku.edu/in/study-abroad/. Financial Aid (usually in the form of loans) and Scholarships are available. For additional Study Abroad information contact (859-622-8794). In addition, MSW faculty can provide professional mentorship for students who are interested in applying for a Fulbright scholarship to broaden their educational experience.

Meditation Chapel

The Chapel of Meditation is the realization of a dream that began in 1968 when the Eastern Kentucky University Alumni Association adopted the Century Fun Project to finance a non denominational chapel. The chapel stands as a testimonial of the love and devotion of the alumni, faculty, students and friends, to commemorate the 100th anniversary of higher education on the Eastern Kentucky University campus. The chapel is non-sectarian and is open to students, faculty, staff, alumni, and friends of the University for meditation, prayer, and spiritual reflection. Besides providing a peaceful and serene setting for prayer and meditation, the chapel is used to house various student organization meetings and services, weddings, and annual memorial services. Contact information: Meditation Chapel, Phone: (859) 622-1723

Shared Governance and Student Organizations

The MSW Program recognizes the importance of student organizations and offers support in various ways. A full-time faculty member is assigned annually to function as a faculty advisor for each student organization. MSW students can self-organize through the Student Social Work Association, Phi Alpha Social Work Honor Society, and Social Work Advisory Board. MSW students can also join the National Association of Social Workers (NASW) of which MSW faculty and staff are active. It is in this same way that students can influence academic and student affairs. Student representatives of the Social Work Advisory Board can be nominated by faculty and peers (self-nominations accepted) to serve a term of one academic year. All student groups provide MSW students the opportunity to inform program planning, faculty selection, and program policy. MSW students can engage with social work faculty who serve as group consultants. Student representative(s) are also invited to attend faculty and/or committee meetings. Therefore, it remains an on-going goal for MSW students to engage in active participation in all aspects of

university and professional life.

Department of Social Work Student Advisory Board (SAB)

The Student Advisory Board (SAB)'s goal is to strive toward deeper human connection within the MSW program, while contributing to the Provide consultation and support for steering program development opportunities that meet the needs of MSW students. Committee work entails program planning and evaluation to support high quality events, engage in shared governance, promote diversity and inclusion, and practice program leadership. Students may contact Dr. Stefanie Binion at stefanie.binion@eku.edu to contribute ideas and/or join the committee.

Student Social Work Association

EKU's Student Social Work Association (SSWA) has historically been very active. This organization has been in existence since 1972. SSWA typically meets weekly and is recognized as a formal student organization by the University's Office of Student Activities.

Membership to SSWA is open to all full-time EKU students who are interested in social advocacy and the social work profession. Membership dues for SSWA are $10.00 per year. SSWA officers are elected each academic year which include a President, Vice President, Secretary, Treasurer, Publicity Officer, and Historian. The inclusion of MSW students requires additional steps to ensure both BSW and MSW students are engaging in shared governance. The stated purpose of SSWA is to:

1. Provide students in social work with information about professional opportunities;
2. Increase communication among students and between faculty and students;
3. Ensure student voice and active participation in the BSW and MSW Program including planning, faculty selection, and program policy;
4. Encourage student participation in community services and social action programs; and
5. Participate in professional organizations by providing input to the Council on Social Work Education through National Federation of Student Social Workers and The Kentucky Conference of Student Social Workers.

SSWA gives MSW students an opportunity to further develop leadership skills through formal leadership positions and active membership involved in community projects that entail locating resources, organizing, coordinating, administration, and advocacy. Some activities the Association has been involved with include the collection of used Prom dresses for area high school students, canned food drive for Colonel's cupboard, and community advocacy for Hope's Wings Domestic Violence shelter. Students may contact Dr. Erin Stevenson at erin.stevenson@eku.edu to contribute ideas and/or join the organization.

Phi Alpha Honor Society

In 2013, BSW students organized themselves and started the Tau Xi Chapter of the Phi Alpha Honors Society. The purpose of the Tau Xi Chapter of the Phi Alpha Honor Society is *to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have excellence in scholarship and achievement in social work.*

MSW students are eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- Currently enrolled in the MSW Program;
- Completed 9 credit hours in graduate-level social work courses;
- Achieved an overall grade point average of 3.75 (on a 4.0 scale); and
- Complete a service requirement.

EKU's Chapter of the Phi Alpha Society strives to be actively involved in the community through various volunteer volunteering projects and activities. Contact Prof. Stephanie Saulnier at stephanie.saulnier@eku.edu for more information.

National Association of Social Workers (NASW)

Students are encouraged to join the NASW by going to: https://www.socialworkers.org/. NASW is the national professional organization of social work and welcomes into its membership students enrolled in CSWE accredited programs. Students joining NASW become a member not only of the national organization but also automatically gains membership in the Kentucky Chapter and Bluegrass Branch of the association. NASW maintains a membership fee structure that encourages early commitment to the profession by students who are in programs of social work. The student membership category fee is by comparison to other national professional organizations, quite low and brings the student member considerable benefits. In addition to being able to participate in the affairs of the national, state, and local organization, student membership includes the NASW Newsletter, national monthly journal *Social Work*, practice liability insurance, and reduced rates for workshops and seminars sponsored by the Association.

Standards for Academic and Professional Conduct

Academic Values

The members of EKU have shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. The Office of Student Conduct and Community Standards delineate the Student Code of Conduct which includes requirements for academic integrity, student rights, and procedures for handling student misconduct. The Student Code of Conduct

promotes EKU's core values of

- *Integrity*: University students exemplify honesty, honor and a respect for the truth in all of their dealings.
- Community: University students build and enhance their community.
- *Mutual Respect*: Students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They show positive regard for each other, and they act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others.
- *Responsibility*: University students are given and accept a high level of responsibility to self, to others and to the community.

Academic Integrity

These standards are embodied in the Eastern Kentucky University Academic Integrity Policy, which all students shall pledge to uphold by signing the Eastern Kentucky University Honor Code. Academic integrity is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

1. Plagiarism- Plagiarism occurs when a student represents work taken from another source as his/her own. It is imperative that a student gives credit to information, words, ideas, and images that are integrated into his/her own work. Acknowledgement of a source of information in any form should consist of complete, accurate, and specific references and, if verbatim statements are included, quotation marks as well. Examples of plagiarism include, but are not limited to:
    a. Using words, ideas, or images from another source (including the Internet); whether in quotation marks or not, without giving credit to that source in the form of a bibliographic citation;
    b. Using facts, statistics, or other supporting materials that are not clearly common knowledge without acknowledgment of the source.
2. Cheating- Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise. Cheating includes, but is not limited to:
    a. Giving or receiving assistance not authorized by the instructor or University representative; Participating in unauthorized collaboration on an academic exercise;

   b. Using unapproved or misusing electronic devices or aids during an academic exercise.

  3. Fabrication - Fabrication is a form of deception and occurs when a student misrepresents written or verbal information in an academic exercise. Fabrication includes, but is not limited to:

   a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;

   b. Listing sources in a bibliography and not directly used in the academic exercise;

   c. Submission in a paper, thesis, lab report, practicum log, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

   d. Submitting as your own any academic exercise (verbal, written, electronic, or artistic work) prepared totally or in part by another person.

Can you make this pledge?

I hereby affirm that I understand, accept, and will uphold the responsibilities and stipulations of the Eastern Kentucky University Honor code and Academic Integrity Policy.

If an incident of alleged violation of the Academic Integrity (AI) Policy is suspected, any member of the EKU community can initiate the process of review by reporting the incident to the Office of Student Conduct and Community Standards (SCCS) or to a faculty/staff member. If a faculty/staff member receives a report of an alleged academic integrity violation, they shall notify the SCCS Office. The SCCS Office is responsible for notifying the affected responsible faculty/staff member and the appropriate Department Chair/Unit Head of the alleged violations reported to the SCCS Office. The Office of Student Conduct & Community Standards outlines the process for reporting an alleged academic integrity violation as well as the process for appealing decisions for a sanction which is described in the AI policy (4.1.3P) at https://www.eku.edu/in/student-conduct-and-community-standards/

The complete Academic Integrity Policy, which includes university procedures for dealing with academic integrity cases can also be found in the *Appendix IV Core Values and Behavioral Expectations* and *Appendix V Dealing with Academic Integrity Cases*.

Email Policy

All students are provided with a university e-mail account. The MSW Program uses your university e-mail account as an official means of communication with all students. Official communication can include, but is not limited to, information and

notices about financial obligations, course schedules, canceled courses, and financial aid. Students are responsible for activating, maintaining, and checking their university-supplied account and for all official university communication sent to that account.

Syllabus Policy

Each course and each section of each course has a complete syllabus. A complete syllabus is placed on file in the office of the department chair and shall be distributed to students no later than the second meeting of the course. Multi-section courses have common course objectives. Some instructors or some departments may prefer to rearrange the order or combine certain elements; for example, E. and F. could be effectively combined in some cases.

Each course's master syllabus includes course title, credit hours, description, and objectives that align with specific work competencies (see CSWE EPAS below) as the expected student learning outcomes. Each course objective is aligned with each learning outcome. Course objectives are made possible through the completion of assignments, with the support of associated course requirements (i.e., readings, quizzes, etc.). The completion of each assignment requires the knowledge, values, skills and cognitive and affective processes associated with a specific social work competency or learning outcome. Therefore, if that learning outcome is achieved, the student will demonstrate behaviors specific to the social work competency aligned to that learning outcome.

Student Evaluation

To achieve the purpose of each course, a variety of methods are used to evaluate student academic and professional performance. Faculty use rubrics and apply a standard letter grading scale like the one below:

Letter	Percentage	Description
A	90-100%	Proficient – Comprehensive explanation, proficient writing skills, correct application of course content, consistent critical thinking, evidence of personal/professional insight, and no or very minor suggestions for improvement.
B	80-89%	Competent – Comprehensive explanation, good writing skills, largely correct application of course content, some critical thinking, some use of personal/professional insight, and a few suggestions required for improvement.

C	70-79%	Emerging – Adequate explanation, fair writing, some errors in application of course content or missing components, minimal critical thinking, minimal evidence of personal/professional insight, and numerous suggestions required for improvement.
D	60-69%	Benchmark – Insufficient evidence to demonstrate growth in mastery of required competencies due to, i.e., lack of sustained effort, poor attendance, and/or late work.
F	<59%	No participation and/or assignment submission.

In this way, students are graded on both their academic and professional performance in class. Practicum courses use a satisfactory/unsatisfactory grading system and practicum instructors employ a different rubric to evaluate student behaviors. Practicum evaluation provides another measure of student competency. Practicum evaluation addresses professional performance that is the product of and has implications for the student's academic performance.

The criteria for evaluating a student's academic performance are described in every course syllabus. The master syllabi include a course description, course requirements, and specific competencies as the expected student learning outcomes. Course content and activities are aligned with the knowledge, values, skills and cognitive and affective processes that inform behaviors specific to the expected student learning outcomes. Each assignment is described with links to support documents such as the assignment rubric and examples of exceptional work. There is a course schedule to outline course materials and when assignments are due. The course grading scale with a description of each letter grade is provided. University deadlines for major due dates and additional policies that address academic performance, like disabilities accommodation, are provided. The course shell in Canvas is updated with additional materials to clarify academic performance criteria as needed. Grades for assignments and exams are maintained under "My Grades" on Canvas and are generally updated no more than one week after assignments are submitted.

Every course syllabus also provides the criteria for evaluating a student's professional performance. For example, the master syllabi include the following expectations for academic integrity and professional conduct:

Students are advised that EKU's Academic Integrity Policy: Academic Integrity 4.1.3 - Eastern Kentucky University will strictly be enforced in this course. Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. This involves student responsibility to submit assignments

through Canvas so SafeAssign may be used to check for plagiarism. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purposes of verifying information. Academic dishonesty can occur in different forms.

The academic integrity policy goes on to reference the link to the EKU Academic Integrity policy and examples of behaviors that reflect academic dishonesty. In addition, the following description of professional conduct is provided:

> Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to submit late work except in unusual circumstances. Respect for the opinions of others is expected. Opinions expressed in class discussions should be supported by data or carefully reasoned argument. Asking questions per se, or offering opinions, which do not reflect the readings assigned for the class do not constitute "prepared participation."

If a student is found to have violated the academic integrity policy, the syllabus states:

> If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam and may be dismissed from the EKU social work program due to committing a violation of the NASW Code of Ethics. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University's Student Disciplinary Board. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Questions regarding the policy may be directed to the Office of Student Conduct and Community Standards located in the Whitlock Bldg Rm. 237, or contact them by phone at (859) 622-1500.

The Office of Student Conduct & Community Standards details procedures that ensure due process to students allegedly responsible for violations of the General Regulations Concerning Student Behavior on their website. The procedures in student conduct cases strive to respect individual rights and privileges such as the right to notification, hearing, information, witnesses, silent advisor, written decision, and appeal. The University has the authority to impose sanctions on students who violate University regulations with the sanction being relative to the nature of the violation. Commonly imposed sanctions include administrative assessment, alcohol/substance abuse assessment, educational sanction, election withdrawal, eviction, expulsion, loss of visitation privileges, parental notification, reprimand, restitution, social probation, suspension, temporary suspension, university probation, and service work. Failure to comply with the alcohol and drug

assessment may result in additional parental notification, and referral to an outside agency, at cost to the student, and a requirement that the student must follow-up with the recommendations of that evaluation. Students reserve the right to appeal the hearing body decisions.

Students are also informed of the process through which they can report discrimination, harassment, or violence as follows:

> EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, your instructor will have to provide that information to University officials; consider this in choosing what you share in class. If you would like to obtain confidential help from someone who does not have to report the information, please go to https://www.eku.edu/equal-opportunity-title-ix/ for resources.

After the inclusion of this policy in the master syllabi, there are a number of various resources students can contact in case they need additional assistance.

Incomplete Policy

Students are expected to complete all work by the last day of class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or military service as outlined by University Policy. It is the responsibility of the student to request an incomplete by meeting with the instructor. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the appropriate paperwork for an Incomplete Grade, or who fail to complete the required work, will be assigned a default grade of "F".

Good Academic Standing

MSW students are required to maintain an overall GPA of 3.0 or better on all graded courses and maintain a satisfactory performance in practicum courses. MSW students are considered as making satisfactory progress so long as they remain in good academic standing and enroll in courses required by or allowed for in the MSW Program. If a student does not earn at least a "B" in required courses, up to one semester may be allowed for the student to return to good academic standing. One course with a "C" is allowed for generalist students and one with a "C" is allowed for advanced standing students; however, students must earn at least a "B" in practice and capstone courses and a "S" in practicum courses. If a student needs to repeat a course, the MSW Program Director is notified by the Academic Advisor. A performance plan is initiated by the student and processed

with the course instructor when a student must repeat a course. A required course can be repeated up to two times. If the student does not earn a B or above after the second attempt, they will be dismissed from the program. The grades "D" and "F" in any graduate course are considered failing grades and no course credit will be granted. The NASW and important University policies: University Policies - Eastern Kentucky University further articulate academic and professional performance expectations.

Academic Probation

If a student's GPA falls below 3.0, the student will automatically be placed on academic probation by the Office of Graduate Education and Research. The student will have one semester to remedy the situation by obtaining an overall GPA of 3.0. Refer to the Graduate Catalog: Graduate < Eastern Kentucky University for further information.

Grade Appeal Process

If a student wishes to appeal a course grade, the procedure below should be followed:

1. The student should consult with the instructor, seeking a satisfactory explanation.
2. If, after consulting with the instructor, the student believes that a grievance exists, the student may present a complaint in writing outlining the basis of the grievance to the department chair within 30 days after the beginning of the next semester, exclusive of summer session.
3. The department chair shall consider the matter in consultation with the instructor and the student and exercise influence towards mediation.
4. If the grievance remains unsettled, the department chair shall as soon as practicable refer the matter to the departmental committee on academic practices composed of the department chair, two members of the department elected by the faculty thereof (with one alternate member to serve in the event that one of the regular members is the person against whom the complaint has been lodged), and one student member chosen by the department chair. All members of the committee shall have voting privileges. In cases where the department has an insufficient number of faculty members to make the above procedure workable, the Senior Vice President for Academic Affairs and Provost and the dean of the college in which the course is offered shall appoint an appropriate committee.
5. Meetings of the departmental academic practices committee shall be scheduled at a mutually agreed upon time, when all relevant parties can reasonably be expected to participate. A student who has agreed to a time for a meeting of the departmental academic practices committee and who does not appear at that meeting may forfeit the right to present evidence beyond that furnished in the original letter of appeal.
6. After considering the evidence and any rebuttals submitted by the student and/or the instructor, the committee shall make a decision which shall be binding. All parties shall be informed of this decision within ten working

days.

7. Appeals from the committee's decision may be made on procedural grounds only and must be made within 20 days following notification of the departmental committee decision. Such an appeal should be made to the dean of the college in which the course is offered, and if necessary, then to the Senior Vice President for Academic Affairs and Provost.

Grade Change Process

All grade changes must be made by the following deadlines: for Fall semester grades - the last day of classes of the following Spring semester; and for Spring and Summer semester grades - the last day of classes of the following Fall semester.

Professional Code of Ethics

The process of exploration of what we believe and have learned and the conduct of our professional selves in relationship to the clients we serve is an on-going lifelong process of examination. That process begins in the social worker's education and training. A characteristic social workers share with other professions is that those who hold a degree in the practicum are directed in their activity by ethical standards. In the case of social work, that is the "Code of Ethics" developed by the National Association of Social Work (NASW).

It is important to read and understand the Code of Ethics as it affects your conduct within the program. Students in social work are bound by the Code of Ethics, and as they progress through the program are asked to affirm their pledge to conduct themselves in accord with the Code of Ethics upon formal application of admission to the program and as they move into the practicums. Significant departure from the Code of Ethics may serve as a basis for barring further progress towards the degree. Read the Code in *Appendix III The NASW Code of Ethics* and online at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English.

Applying the Code

The Code of Ethics and Academic Honesty
The MSW Program endorses and supports University policies related to academic honesty. Academic dishonesty in the form of cheating or plagiarism is deemed to be in violation of the Code of Ethics and reflective of unethical conduct sufficiently significant as to bar the offender from receipt of a professional degree. The MSW Program deems dishonesty as being in violation of the Code of Ethics as represented by falsification or failure to accurately complete various forms that students are requested to submit at various points in their progress towards a degree. This violation leads to serious consequences, including program dismissal (see "Student Retention and Conduct" on pg. 55).

The Code of Ethics and Reporting Violations
Conducting oneself in accord within the framework of an ethical code is one side

of the equation in learning professional values. The other side of the equation is the commitment to maintain and extend the standards of conduct that the Code sets forth. Operating in compliance with the Code of Ethics requires you to report violations by others who share the Code in classroom and practicum placement settings.

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

The Code of Ethics and Anti-Violence Goals and Weapons Policies
It is also important to bring to your attention the support of the program of the University's policy regarding the carrying of guns and other lethal weapons. A particular focus of the EKU MSW Program relates to its opposition to violence in the many forms that it takes within our society and the communities in which we live. The MSW Program has specifically adopted policies (consistent with its anti-violence goals and the policies of the University) that students in the MSW Program are not permitted to carry weapons to campus or at the practicum placement agencies, regardless of permit status.

Student Retention and Conduct

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

It is possible that a student may receive a passing academic grade and still have difficulty demonstrating the characteristics necessary to become an effective MSW practitioner. The MSW faculty has a professional and ethical responsibility to carefully consider any characteristics or behaviors which may influence work with client systems. Students are expected to develop ongoing ways of addressing personal issues, coping effectively with stressors as they arise without interference of professional functioning, expanding knowledge and skill, and taking full advantage of learning opportunities provided by supervision.

Termination Process
As a first step, when problematic student behavior is identified, it is recommended that a faculty member or practicum instructor work with the

student directly to attempt to discuss and educate about the behavior to address it and correct it informally.

Should the behavior continue or need to be addressed in a documented manner, a Student Performance Review Plan will be used by the student and a social work faculty member to define a problem area; develop clear goals and objectives; and set a timeline for follow up. See Appendix III for Student Performance Review Plan materials.

If this process effectively resolves the issue, then no referral to the Performance Review and Termination Committee is warranted. However, if for any reason, the student does not successfully resolve the problem, then a referral to the Performance Review and Termination Committee is warranted.

Development of Performance Plans

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

Performance Review and Termination Committee Referrals

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

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

The Committee has three purposes: (1) review a student's behavior after a student fails a Performance Review Plan to determine the potential for additional strategies to remediate the issues; updating plans of action to facilitate student

success or determine other outcomes necessary, which may result in program suspension or termination; (2) Develop a Last Chance Performance Plan for a student who had two previous Performance Plans that have been completed successfully; (3) review egregious behavior to make a determination on a student's ultimate suspension or termination from the program.

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

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

I. Academic Performance Concern(s)

MSW*
- Lower than overall grade point average of 3.0
- Unsatisfactory performance in the practicum course(s) (SWK 850 and SWK 890)
- Less than a "B" in capstone course(s) (SWK 855 and SWK 895)

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

Academic Integrity*
- Plagiarism
- Cheating
- Fabrication

II. Professional Performance Concern(s)

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

Mental Health/Substance Abuse
- Disruptive behavior when engaged in activities as a student

● Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice*

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

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

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

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

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

1. The chair of the Performance Review and Termination Committee must, as an initial step, make the determination that every effort has been made to resolve the problem between the student and person making the referral. The exception to this process may include situations that warrant immediate referral. In the case of a direct referral to the Performance Review and Termination Committee, the referral form will be completed

and sent to the chair of the committee.

2. Upon receiving the referral form, the committee chair, within five (5) business days, notifies the student (through their EKU email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member, along with any additional supporting documentation that was provided. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) business days of initial written notification to the student. The student will be given three (3) days' notice of the committee meeting, and the meeting will be scheduled at a time convenient with the student's schedule. It is the responsibility of the student to contact the committee chair to confirm their intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student's absence. In the event a scheduling conflict arises, the ten (10) business days may be extended by the committee chair for an additional five (5) days.

3. The student may elect to invite at least one supportive person to attend the meeting. The supportive person may not speak on behalf of or represent the student.

4. Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral and will be responsible for assuring that committee members are provided the materials regarding the student, and provide a copy to the student prior to the meeting.

5. During the meeting with the student, it is the committee chair's responsibility to facilitate the process. The chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained regarding the student's situation. The chair will then provide the student the opportunity to respond to the evidence presented or to present additional testimony and evidence.

6. Once all the evidence regarding the situation has been presented and discussed, the committee may convene without the student to deliberate. During this phase, it is the goal of the committee to arrive at a consensus as to the recommendations and plan of action.

7. Possible outcomes include, but are not limited to:
   a. The committee recommends that the student may remain in the program and no further action is required.
   b. The committee recommends a plan to remediate the problems identified (using designated form and procedures and monitored by the appropriate program coordinator).
   c. The committee decides that the student is to be dismissed from the Social Work Department.

8. Following the meeting, the committee chair will provide the student with a copy of the written recommendations no later than five (5) business days following the performance review meeting. A copy will also be provided to the Chair of the Social Work Department.

9. The committee, upon request of the Department Chair, may also meet periodically to review the progress of any students who have an active remediation plan in place that is being monitored. In the event that a student is not making satisfactory progress in relation to the remediation plan, the committee chair will reconvene the committee and meet with the student to make further recommendations.

Appeals Process of Committee Decision

Any student who appears before the Performance Review and Termination Committee may appeal the committee's decision. The first level of the appeal process is for the student to contact the Social Work Department Chair, outlining the reasons for the appeal.

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

University Review and Appeals Process

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

Academic Probation and/or Program Dismissal

The Graduate School will send the MSW student a letter regarding academic probation and/or dismissal. To petition a dismissal decision, students must follow the instructions stated in the letter. This includes filing a petition form that is included with the letter. A decision to overturn a dismissal decision must be approved by the student's Advisor, Chair, College Dean, and Graduate School Dean. Students may be eligible to continue attending classes outside of the MSW program at the University.

Appeals Process

Termination from the program may be appealed through the Social Work Department Chair and standard University appeals procedures. If the student believes there have been procedural errors in this process the student may appeal the decision. The following steps should be followed if the student decides to pursue an appeal:

1. Make an appointment to discuss your concerns with the MSW Program Director. The meeting should occur within 5 business days of contact. *If still not satisfied or resolved:*
2. Write a letter of appeal stating your procedural concerns and send the letter to the Department Chair. *If still not satisfied or resolved:*
3. Follow appeals procedures set forth in the Student Handbook and/or as described in the Graduate School notification of dismissal which includes completing the Graduate School dismissal appeal: https://success.eku.edu/register/GR_Dismissal_Appeal

Office of Budget and Financial Administration

This office coordinates the following areas of University operations: 1) Accounting and Financial Services; 2) Business Services; 3) Budgeting & Financial Planning; 4) Human Resources; 5) Center for the Arts; 6) Capital Planning & Facilities Services; 7) Sustainability; and 8) Public Safety. In addition, the Office of Finance & Administration coordinates with the Chief Information Officer in the administration and oversight of Information Technology for the University

Students can find out more about these areas and view the mission statement of each by visiting the Office of Finance and Administration web page at https://www.eku.edu/in/budgeting/.

Financial Aid and Scholarships

Financial assistance is available to help students offset the cost of their college education.

There are five types of financial aid: grants, loans, employment, entitlements, and scholarships. The grants, loans, and federal work study programs are need-based. To determine how much money and for which programs the student qualifies, he/she must complete the Free Application for Federal Student Aid (FAFSA) each year at www.fafsa.gov. Priority date to complete the FAFSA is November 1.

Entitlements include but are not limited to resources from the Veterans Administration and Vocational Rehabilitation. Scholarships are awarded from the University as well as outside sources. For information regarding entitlements, students should contact the Big E Central at (859) 622-2361. This office can guide the student to the proper source depending on the type of entitlement or

scholarship the student is interested in pursuing. Contact information: Whitlock Building, Room 251, Phone: (859) 622-2361, Fax: (859) 622-2019, email: bigecentral@eku.edu, website: https://www.eku.edu/bigecentral/

Scholarships
Sue Friedman Professional Development Award
The MSW Program's Sue Friedman Professional Development Award gives MSW student financial assistance for participation in a professional development event. Any student enrolled in the MSW program who has at least 9 credit hours in the social work curriculum and a GPA of 2.5 or higher may apply. The award must be used for expenses to participate in an approved professional social work event. The student is required to submit the abstract and acceptance notification from the conference committee to the MSW Program Director. The Sue Friedman Professional Development Award is explained in the MSW Student Handbook and on the Social Work Department website. Applicants must meet the following criteria for consideration:

● Be enrolled with at least nine credit hours and have an overall GPA of 2.5.
● The award must be used to help defray expenses incurred by the student during attendance at an approved professional social work meeting.
● The award is open to both BSW and MSW students.

Student Loans
The Federal Direct Unsubsidized Loan Program is a loan program available to students who are enrolled at least half-time. This loan is for post baccalaureate (Graduate) students. To apply for a Federal Direct Subsidized or Unsubsidized Loan, all students must complete a Free Application for Federal Student Aid (FAFSA). After the student is evaluated for all federal programs, his/her eligibility for loans is determined. The Office of Student Financial Assistance will originate the loan and electronically submit the information to the U.S. Department of Education (DOE). If the student has a signed Master Promissory note (MPN) on file at DOE, the loan funds will be sent to Eastern Kentucky University on the specified disbursement dates. If the student does not have a signed MPN on file at DOE, a MPN must be signed electronically at www.studentloans.gov.

Financial Appeals
Financial Appeals may be submitted if a student had an unforeseeable and unavoidable situation during the semester the charges were incurred that prevented them from attending classes and completing the semester. All appeal letters should be submitted by the student in writing clearly stating the reason for the appeal. Documentation should be attached to all appeal letters to validate the situation. If the appeal is due to a situation that is medical in nature, the Financial Appeal- Medical form must be completed by the physician and returned with the appeal letter. Circumstances that do not qualify for financial appeal include pre-existing conditions, routine pregnancy, employment opportunities and

financial hardship, including denial of financial aid. This appeal policy is also not intended to address issues with academic quality. In most cases, any refund that is the result of an approved appeal will be returned to the source of the payment, either the student, the financial aid lender, or a third-party entity. Financial Appeals must be submitted within one calendar year from the beginning of the term in question. Financial Appeals should be submitted to the Financial Appeals Committee at Whitlock Building CPO 60, 521 Lancaster Avenue, Richmond, KY 40475. Any student whose appeal is denied by the initial Financial Appeals Committee may ask to have their appeal reviewed by a second, escalated Financial Appeals Committee.

Advising and Career Services

Advising and Career Services helps students decide on a major/career, pursue co-op/internships and target job opportunities. Career development professionals at the Center help students identify or further explore their major and career of choice. A variety of assessments allow students to articulate their interests, skills, personality characteristics and work-related values, generating a list of major/career options to be explored in terms of reliable and factual information with the guidance of our staff. Through extensive one-on-one counseling sessions, the career development professionals help students make sense of the information gathered, to reach a meaningful decision and pursue it with a realistic action plan.

The Part-time Job Program https://www.eku.edu/in/oacs/ gives students the opportunity to obtain part-time, temporary and seasonal employment with local and regional businesses. Students who participate in the program gain real world experience in the workforce while networking in the community. The Part-time Job Program is open to all currently enrolled EKU students. Contact information: Kelly Taylor kelly.taylor@eku.edu.

Student Employment

The Student Employment Program: Eastern Kentucky University's careers! at Eastern Kentucky University serves three purposes:
- It provides employment for eligible students enabling them to earn a portion of their expenses while pursuing a college education.
- It is a part of the educational process whereby students acquire marketable skills.
- It provides academically related work experience, which may have vocational value in post college years.

All EKU student job openings are posted online at Eastern Kentucky University's careers!. Contact information: Human Resources Jones 203, Phone: (859) 622-5094, Fax: (859) 622-6667.

Vocational Rehabilitation (OVR)

EKU supports the efforts of the OVR: Vocational Rehabilitation - Kentucky Career Center to serve eligible individuals with disabilities. The OVR provides vocational rehabilitation services to eligible individuals with disabilities. Individuals receiving OVR services may also contact the Center for Student Accessibility (CSA) for academic accommodation. For more information about eligibility criteria call the Office of Vocational Rehabilitation toll free at 1-800-372-7172 or (502) 564-4440, or visit the website at https://kcc.ky.gov/Vocational-Rehabilitation/Pages/Kentucky-Office-of-Vocational-Rehabilitation.aspx.

Colonel's Cupboard

Colonel's Cupboard assists students who may be experiencing food insecurity and offers clothing and toiletry items. The Cupboard is located in Powell 212. If you have any needs, please contact us at https://www.eku.edu/in/colonels-cupboard/.

Academic Policies and Procedures

Registration

You may only register for classes after obtaining admission from the Graduate School. Students are required to register via the web at www.eku.edu under the OneLogin option " User instructions are available on the website. Policies regarding registration can be found in the Graduate Catalog. If you receive a registration error message when registering for classes, check the Graduate School's "Registration Guide" for most common issues along with their solutions.

Schedule Changes

Students are strongly encouraged to follow their graduation plan and to communicate with their advisor should changes be needed or desired; however, the University reserves the right to cancel a course when the registration is not sufficient to warrant its continuance, to divide classes if the enrollment is too large for efficient instruction, and to change instructors when necessary.

Course Load

A full-time course load is 9-12 hours. If you wish to take more than 12 hours of coursework during any semester, it must be approved by your department chair. The request must be submitted via email to the Graduate School for review. The policy regarding academic load can be found in the Graduate Catalog.

Course Withdrawal

The withdrawal deadline for all courses is printed in each course syllabus, published in the Colonel's Compass, and also may be obtained by contacting the Registrar's office. Refer to Section 3 of the Graduate Catalog for the University's tuition refund policy. Graduate students who need to withdraw from courses must do so through EKU Direct.You may drop/add courses up to the deadlines as stated in the Colonel's Compass. If you would like to withdraw from the University you should contact the Graduate School. The Graduate School will close your file and notify the program coordinator. *Note: You are still responsible for withdrawing from your classes through EKU Direct. Instructions for withdrawal from the University can be found in the Graduate Catalog.

Withdrawal from the University

Students finding it necessary to withdraw from the University may withdraw from all courses online using EKU Direct. A grade of "W" is assigned for each withdrawn class. Students who leave the University without an official withdrawal are subject to the grade of "F." Please refer to the Colonel's Compass for term specific withdrawal dates. A student who is the victim of extraordinary circumstances may petition to the Compassionate Withdrawal Committee through the Registrar's office. The deadline for filing a petition for withdrawal under extraordinary circumstances is the last day of the full semester following the term from which the student is seeking withdrawal. The student must complete a Compassionate Petition for Late Withdrawal Form and include justification and documentation for the withdrawal. If approved, the Registrar will assign grades of "W" for every class not yet completed and graded and will notify the instructors of the class. Refer to the registrar's website (https://www.eku.edu/in/registrar/) where more information can be found about various conditions for withdrawal and leave of absence.

Graduation Application

Students who wish to have their graduate degrees conferred must apply for graduation through EKU Direct. Late charges will be assessed for applications received after the deadline found on the Graduate Calendar. Visit the Graduation & Commencement website for FAQs regarding the graduation application. **Important: Students pursuing multiple degrees/certificates must submit an application for each degree type**.

Time Requirements

For degree programs of 40 or fewer hours, a graduate student is expected to complete the program in seven (7) years after beginning coursework. For degree programs of 41 or more hours, a graduate student is expected to complete the program in ten (10) years after beginning course work. Any course work falling outside of these time limits may not be counted toward your degree, requiring

you to retake, or take new courses to replace those that are too old. The policies regarding time limit requirements can be found in the Graduate Catalog. Graduate Students - Eastern Kentucky University.

Appendix I: Full-Time MSW Faculty Biographies

Stefanie Binion, MSW Program Director, Assistant Professor

BSW, Morehead State; MSW, University of Kentucky, PhD, The University of Alabama. *Email Address:* stefanie.binion@eku.edu

- *Teaching Areas:* Practice, Practicum, and Research Methods.
- *Research/Academic Interests:* Incarceration, mental health, SAVA Syndemic, re-entry, justice-involved youth, and youth aging out of foster care and into higher education
- *Professional Advisory Areas:* Advises all certificate areas.

Ann Callahan, Professor; BFA, MSW, PhD, University of Tennessee, Knoxville; Licensed Clinical Social Worker. *Email Address:* ann.callahan@eku.edu

- *Teaching Areas:* interprofessional Micro Practice, interprofessional Mezzo Practice, Stress Management & Self-Care, and Spiritual Sensitivity for Helping Professionals.
- *Research/Academic Interests:* Spiritually sensitive social work in hospice, palliative, and long-term care settings; Cultural competence, social work values/ethics, social welfare policy, and gerontology; Instructional technology/design/evaluation and organizational/educational leadership.
- *Professional Advisory Areas:* Mental Health.

George Ashley, **Associate Professor and MSW Practicum Director**; BSW, Oakwood University; MSW, York University; PhD, Walden University. *Email Address:* george.ashley@eku.edu

- *Teaching Areas:* Practicum Practice
- *Research/Academic Interests:* Health and wellness; minorities and mental health; sexuality, children, and families; spirituality and social behavior.

• *Professional Advisory Areas:* Leadership & Management.

Stephanie Saulnier, Associate Professor, Department Chair; MSW, BSW, University of Kentucky. *Email Address:* stephanie.saulnier@eku.edu

Teaching Areas: Macro Practice, Policy
• *Research/Academic Interests:* Foster care, child welfare policy, student basic needs & equity and access
Professional Advisory Areas: Social Advocacy & Justice and Leadership & Management.

Karen Martin, Associate Professor; BSW, MSW, PhD, University of Kentucky. *Email Address:* karen.martin@eku.edu

• *Teaching Areas:* The Social Work Relationship, Generalist Capstone, and interprofessional Macro Practice
• *Research/Academic Interests:* Social work in hospice, palliative, long-term care settings, and public guardianship; Social welfare policy; Gerontology; Instructional technology/design/evaluation; Social justice; Human rights; Environmental social work practice.
• *Professional Advisory Areas:* Social Advocacy & Justice

Dawn Higgins, **Assistant Professor**; BA, Mount St. Mary's University; MSW, The Catholic University of America; PhD, The Catholic University of America. *Email Address:* dawn.higgins@eku.edu

• *Teaching Areas:* Research Methods; Social Work Practice I/II/III; and interprofessional Micro Practice
• *Research/Academic Interests:* Traumatic loss, traumatic brain injury, vicarious trauma in qualitative research, on-line education and growth-mindset, and community gerontology.
• *Professional Advisory Areas:* Child & Family Services, Mental Health

Appendix II: The NASW Code of Ethics

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

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

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

Promoting high standards of practice and protecting the consumer of services are major association principles. Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017 and 2021.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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● competence

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

Furthermore, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances

when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict.

Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied. Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

own members.

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

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

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

Ethical Principles

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

Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw

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

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

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

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

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

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

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

Ethical Standards

Ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards. Visit The National Association of Social Workers to learn more.

Appendix III: Student Performance Review Plan

Eastern Kentucky University
Department of Social Work
Student Performance Review Plan

Date of Initial Review:_____

_____
Student Email

_____
Student Name

_____
Review Initiator Email

_____
Review Initiator

I. Academic Performance Concern(s): Please select relevant concerns:
MSW*
- Lower than overall grade point average of 3.0
- Unsatisfactory performance in the practicum course(s) (SWK 850 and SWK 890)
- Less than a "B" in capstone course(s) (SWK 855 and SWK 895)

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

Code of Conduct

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

Academic Integrity*
- Plagiarism
- Cheating
- Fabrication

II. Professional Performance Concern(s): Please select relevant concerns:

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

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

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

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

How do these concerns undermine student mastery of social work competencies?

How has the student responded to these concerns?

III. Performance Goals: Please strategize ways to remediate performance

concerns. Measurable Objective #1

Suggested Strategy

Date Objective #1 will be reassessed _____
Measurable Objective #2

Suggested Strategy

Date Objective #2 will be reassessed _____

Measurable Objective #3

Suggested Strategy

Date Objective #3 will be reassessed _____
Additional notes:

_____
Student Signature

_____
Faculty Advisor Signature

cc: Social Work Department Chair and Student

Eastern Kentucky University
Department of Social Work
Student Performance Review Plan

Please review the previous performance review plan and document how successful this student was in remediating performance concerns.

1. ___ All objectives outlined in the Performance Review Plan were met and there is no need to continue monitoring at this juncture (provide a brief account of outcome).

2. ___ Objectives are being met: however, it is recommended that the monitoring process be continued. (please complete a separate Performance Review plan for continuation of objective(s) and briefly state why the process of monitoring should continue).

3. ___ Objectives are not being met and it is recommended that the Performance Review and Termination Committee evaluate student performance and make further recommendations.

If a referral to the Performance Review and Termination Committee is required, note the date a referral form will be submitted to the committee chair: _____

_____
Student Signature

_____
Faculty Advisor Signature

cc: Social Work Department Chair and Student