SOCIAL WORK MANUAL

UNIVERSITY OF PIKEVILLE
SOCIAL WORK PROGRAM
REVISED MARCH 2012
Welcome to the Social Work Program at the University of Pikeville! I am delighted that you have selected our Program for your undergraduate education and trust that you will find your studies and experiences in our Program both challenging and rewarding.

The University of Pikeville is committed to providing a learning environment that focuses on the development of the whole person (intellectual, spiritual, social, and physical dimensions), as well as providing Appalachian students with a challenging academic curriculum that will prepare them to address the various needs of Eastern Kentucky, rural Appalachia, and beyond. This deep commitment gave rise to the Social Work Program at the University of Pikeville and, in many ways; the Social Work Program is both an extension and a product of the University’s commitment to the Appalachian region.

The Social Work Program is dedicated to maintaining a rigorous curriculum that will produce entry level social work professionals educated in the generalist practice approach who can think critically, conceptualize and apply theoretical and practical solutions, understand policies and procedures of the profession, and collaborate with other social services providers to maximize effectiveness. The Program is also deeply dedicated to rural Appalachia and its people. The Program feels strongly that these two primary commitments combine to create a unique Program which affords the opportunity for Appalachian students to become engaged in a learning process, which empowers them and connects their experiences as a citizen of Appalachia who has experienced many of the social ills and injustices associated with life in rural Appalachia to the purposes of social work. Social work empowers these students by providing them with the tools (i.e. knowledge, values, and skills) to improve the quality of life for Appalachian people.

The Social Work Program Student Handbook has been designed to serve as a supplement to other University publications. The Handbook was developed to provide you with important information regarding the Program’s history, mission, goals, objectives, and curriculum and to help you understand the policies and procedures relevant to the Social Work Program. The Handbook will also provide you with additional tips and information, which we hope will enhance your experience as a social work student at the University of Pikeville. Please read this handbook carefully as you are responsible for its contents. The Program recommends you keep this handbook as a reference throughout your academic career at the University of Pikeville.

The Social Work Program’s faculty members look forward to getting to know you and working with you during your time in the Program. If you have a question or concern that is not covered in the Handbook, please feel free to drop by my office. I have an “open door” policy regarding all students and welcome your visits and questions.

Best wishes,

Genesia Kilgore-Bowling, ABD, MSW, CSW
Social Work Program Director
What is Social Work?

The Profession

Social Work is a dynamic, noble, and altruistic profession with a rich history of commitment to the needs of others, especially the most vulnerable in our society. To achieve this, social work has a dual focus: to assist the individual to function as effectively as possible in their environment and to work to create conditions in society that foster healthy growth and development, personal freedom, and human dignity. This unique dual focus allows social workers to become involved in activities and service provision that protect, promote, or restore the well being of all people. In essence, social workers are problem solvers who come to the aid of those in need (individuals, families, groups, organizations, and communities). As such, social workers are employed in areas such as education, healthcare, mental health, counseling, services to the aging, substance abuse services, corrections and criminal justice, child welfare services, services for the mentally and physically disabled, rehabilitation, veteran services, government, politics and social policy, community development, and other similar areas.

Generalist Social Work Practice

The Social Work Program at the University of Pikeville educates students in the generalist practice approach, with an emphasis on social work practice in rural Appalachia. Generalist social work practice, as defined by the University of Pikeville Social Work Program, is the application of a broad knowledge base representing a complex worldview drawn from appropriate theoretical constructs, frameworks and concepts. Thus, a wide range of skills associated with and derived from this broad but carefully selected approach supports generalist practice manifested in the multiple roles that are required.

Guided by professional values and ethics to effect change in a variety of human and social systems, generalist social work practice emphasizes a strengths-based/empowerment approach to promote change and requires the use of critical thinking, flexibility, and creativity in the planned-change process.

Generalist social work practitioners recognize the need to maintain a balanced focus on private issues and social justice; and are prepared to assume a wide range of professional roles to effectively intervene at all levels of the client system (individuals, families, groups, organizations, communities and society); and are able to move seamlessly throughout and between systems in order to promote individual and social well-being.

University of Pikeville Social Work Program

Many problems common to rural areas and those specific to Appalachian Areas, such as high rates of poverty, unemployment, and illiteracy, the economic decline of the coal industry, geographic barriers to travel, substandard housing and infrastructure, lack of adequate healthcare coupled with high rates of cancer, diabetes, heart disease, and obesity, mining related disabilities and black lung, as well as a general lack of support services and programs, have long plagued the service area surrounding the University of Pikeville. In an attempt to address these issues, the institution implemented a Human Services Area of Concentration in the early 1990s. This additional academic program was helpful in addressing the challenges faced by the area. However, the academic program quickly became limited in scope in application as regulations and licensure requirements limited the marketability of the degree and as the social problems of the service area changed.
Since that time, not only has the service area been faced with the more common social problems in rural Appalachia, but the region is also experiencing its fair share of teen pregnancy, juvenile delinquency, homelessness, lack of childcare services, violence of all types, an increase in mental illness with few resources to assist, lack of elder care, and few resources to assist those with disabilities. In addition, the major demographic shifts occurring in our society, along with the accompanying social, political, and professional implications, have had a negative impact on the service area.

One of the most notable changes taking place concerns the fact that the first of more than 77 million Americans considered part of the baby boom population (born 1946-1964) have recently reached 60 years old. This first wave of boomers will add to the 45 million Americans who are already 60+ and the 5 million that are 85+. The aging of the baby boomers and the increase in average life span has resulted in the proportion of older people rapidly increasing. As would be expected, the Big Sandy Area Development District (BSADD) is experiencing the same demographic shift, as the numbers of residents over the age of 65 will more than double by the year 2020. This shift in population proportion has already begun wreaking havoc on an already distressed our rural healthcare system and social service programs and this havoc will only increase as this population ages.

Another shift in demographics, which is receiving significant attention, concerns the increase in substance abuse in Southern and Eastern Kentucky. The drug culture that evolved locally is well known and has received even more attention since the Lexington Herald-Leader's Special Report: “Prescription for Pain” which was published in January 2003. The article exposed the addiction and corruption associated with drug abuse in southern and eastern Kentucky. This report was instrumental in the formation of Operation UNITE, which led to an increase in substance abuse treatment facilities. However, it quickly became known that effective treatment depends on the quantity and quality of the workforce, which was at best weak in the UPIKE service area.

Further evidence of the need for such a program was revealed in the results of the Pikeville/Pike County P-16 Council through the Adult Educational Needs Assessment. The community assessment team noted a problem with the postsecondary education system in Pike County in that adults in the county had to travel not only outside of the county, but outside of a five county region in order to obtain the necessary training to compete for positions in many of the top, projected growing occupations in the Big Sandy Area Development District. Social work was listed among those occupations.

It was clear that the complexity and intensity of the problems facing our service area simply demanded the best-trained and educated professionals possible. The University of Pikeville true to its commitment to serve and meet the needs of Appalachia believed that the addition of new academic program in social work would be successful in providing the surrounding service area with a strong, highly skilled professional work base. Discussions of the proposed new academic program began in October 2005 by a special committee composed of members of the Board of Trustees, faculty, and administration. Shortly afterward, the planning of the new program began and these activities included seeking feedback from community members and local social service agencies, the establishment of a BSW committee composed of administration, faculty, and a volunteer social work consultant to create a program proposal complete with rationale and curriculum, and numerous meetings with other stakeholders and social work consultants. After much planning, the program was approved by the Social Science Division, Curriculum Committee, UPIKE Faculty, and the Board of Trustees by the spring of 2007. The program was then fully implemented in the fall of 2007.
Social Work Program Mission Statement

The mission of the Program of Social Work at the University of Pikeville is to enhance the University’s mission by being committed to providing Eastern Kentucky and other rural Appalachian regions with entry-level professional social workers that are knowledgeable, ethical, competent, and educated in the tradition of generalist social work.

The University of Pikeville Social Work Program is committed to:

- continuous examination of the human condition, as well as addressing the complexities of such
- creating conditions in society which foster personal freedom and human dignity in a pluralist society
- ethical practice
- improving the quality of social services in rural Appalachia by producing graduates who are committed to serving in Eastern Kentucky and other rural, Appalachian regions
- outreach and advocacy to the poor, the disenfranchised, the oppressed, and the vulnerable in general, as well as specifically in Eastern Kentucky and the surrounding Appalachian areas.

Social Work Program Goals and Objectives

It is the belief of the Social Work Program that the aforementioned mission of the Program affords the opportunity for Appalachian students to become engaged in a learning process, which empowers them and connects their experiences as a citizen of Appalachia who has experienced many of the social ills and injustices associated with life in rural Appalachia to the purposes of social work. For these students, social work empowers them by providing them with the tools (i.e. knowledge, values, and skills) to improve the quality of life for Appalachian people.

To achieve the mission, the Social Work Program has established four primary goals:

Goal 1: To prepare knowledgeable, ethical, and competent graduates for entry level professional social work in the rural Appalachian region

Goal 2: To prepare students to use generalist practice skills with diverse client systems of all sizes with a specific emphasis on working with the needs and people of Eastern Kentucky and the rural Appalachian region

Goal 3: To prepare students for graduate study in social work

Goal 4: To build and maintain collaborative partnerships with the local human services community

Graduates will demonstrate the ability to:

1. Think critically in such a way that they will be able to apply the skills to the practical and complex situations found in generalist practice situations.

2. Understand the ethical and value base of the social work profession and conduct themselves in such as manner as to adhere to the moral rules and ideals that are embedded in the profession.
3. Understand the nature of diversity and how it influences individuals, groups, society, and the social work profession.

4. Understand the forms and mechanisms of oppression and discrimination as they apply to individuals and groups and the implications of such for the profession of social work.

5. Apply strategies of advocacy and social change that advance social and economic justice.

6. Understand the nature and role of the social work profession both historically and in contemporary society.

7. Utilize the necessary knowledge and skills that underlie assessment and intervention in generalist practice with individuals, families, groups, and communities.

8. Understand and apply knowledge regarding the impact of bio-psycho-social variables on individual development and behavior and utilize theoretical frameworks that are supported by empirical evidence to understand the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities).

9. Analyze the impact of social policy on clients, workers, and agencies and respond with immediacy to this impact.

10. Evaluate research, apply findings to practice, and evaluate their own practice.

11. Utilize effective communication skills with a variety of client populations, colleagues, and communities.

12. Appropriately use supervision and consultation in generalist social work practice.

13. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

14. Understand and appreciate the unique spatial and cultural components of Eastern Kentucky and other rural Appalachian regions and apply this knowledge to conduct culturally competent assessments and interventions as appropriate for generalist social work practice.

**Social Work Program Curriculum**

*Liberal Arts Foundation*

The general studies requirement at UPIKE provides the liberal arts foundation for the social work program’s curriculum. Students are required to complete 52-55 semester hours of general studies, which are designed to emphasize communicative and quantitative skills, critical and independent thinking, awareness of connections across disciplines, tolerance of diverse points of view, cultural, historical, and ethical awareness, and preparation for leadership, civic responsibility, and lifelong learning.
Requirements

**Basic Skills** ...............................................15 hours
ENG 111 or ENG 114, MTH 111 or higher, COM 225, ENG 112 or ENG 115, CS elective.

**Humanities** ...............................................15 hours
Six semester hours of religion to include two religion courses (one must be REL 213 or REL 214). Nine hours of electives from three other humanities (English, Art, Philosophy, Humanities, Music 115 or Music 116, Communication).

**Sciences** ...................................................... 4-8 hours
Lab Science - BS Degree Option - Two lab sciences; BA Degree Option - One lab science plus two semesters of a foreign language.

**Social Science** .............................................12 hours
HIS 221 and 222 or HIS 225 and 226 sequence; Six hours of electives in social science (Anthropology, Economics, Geography, Political Science, Psychology, Sociology) from two different disciplines.

**Health or P.E.** ................................................ 2-3 hours

**Foreign Language** ......................................... 0-6 hours
Six hours sequence of one foreign language for the B.A. option.

In addition to the general education requirements, the Social work Program requires three pre-requisite courses (PSY 110, SOC 119, & SW 215), 11 social work courses, (SW 215-Introduction to Social Work is required for the major but is taken prior to admission to the program), two related studies requirements, and two electives. Social work majors must complete a minimum of 51 semester hours of social work required courses, as well as 480 total hours of field instruction.

**Professional Foundation**

The organizing framework of the University of Pikeville Social Work Program curriculum is based upon two general criteria:

**Criterion One:** The curriculum must meet the CSWE requirement for foundational curriculum content (See Appendix A) and must be relevant to the mission, goals, and objectives of the University of Pikeville Social Work Program, as well as to the purposes, values, and ethics of the social work professional.

**Criterion Two:** The curriculum must include three kinds of knowledge identified by Albers and McConnell (1984):

1. **Core knowledge** provides the epistemological behavior of a profession. Therefore, the core knowledge for social work must consist of a range of discipline specific knowledge, which will provide the social work professional with a basic understanding of human behavior and the human condition. The social work profession also depends greatly upon derived-applied knowledge, which is knowledge of intervention strategies that fuse practice experience and concepts borrowed from core theories, as well as quasi-unique knowledge, which is a theoretical knowledge, that addresses the technical aspects of service delivery. It is the belief of this Program that each type of knowledge must be present in the curriculum in order to create a solid base of professional social work knowledge.

Based upon these criteria, the professional core includes the following required courses:

SW 220 Development of Social Welfare.................................................................3
SW 315 Human Behavior in the Social Environment............................................3

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Related Studies Requirements ....................................................... 6 hours

PSY 285 Statistics of the Social Sciences ........................................ 3

Or

MTH 200 Statistics ........................................................................ 3

PSY 300 Experimental Psychology I ............................................. 3

Or

SOC 300 Research Methods .......................................................... 3

Electives (6 hours)
Electives in SW, PSY, SOC, CJ, and/or ANT ............................... 6

*Excluding SW 215, PSY 110, SOC 119

The Social Work Program offers the following electives:

SW 305 Social Work Practice in Medical Settings ......................... 3
SW 343 Issues in Aging ................................................................. 3
SW 390 Special Topics in Social Work ........................................... 3
SW 450 Mental Health Assessment .............................................. 3
SW 499 Directed Individual Study in Social Work ....................... 3

Elective requirements may also be fulfilled by completion of appropriate courses in Psychology, Sociology, Criminal Justice, and/or Anthropology.

A “Tentative Four-Year Plan” can be found in Appendix B, which demonstrates one possible way in which professional core courses, and general education requirements can be laid out over a four-year period. This Plan is a useful advising tool, as it will aid both you and your advisor in mapping out your course work to ensure that all general education requirements and social work major requirements are met.

Social Work Course Descriptions

SW 215 Introduction to Social Work
An introduction to the social work profession, its philosophy, and value commitments to social welfare. Course will examine social work from its origins to current trends and influences. An overview of social work education is also discussed giving particular attention to social work values and ethics, generalist practice theory, diversity and populations-at-risk, social work roles, and an exploration of various practice settings. Course also includes a service-learning component to orient students to the profession. Required of social work majors and recommended to be taken during first year. Prerequisite or corequisite: PSY 110 or SOC 119
SW 220 Development of Social Welfare
A survey and analysis of the social, cultural, economic, and political forces, which have influenced the development of social welfare policies in the United States. The impact of these policies on various populations-at-risk is examined with special attention given to the impact of specific social welfare policies on the Appalachian region and its people. Course includes an examination of the role of the social work profession in the development of social welfare policy. Course also includes a discussion of contemporary social welfare policy and its impact on generalist social work practice. Required of social work majors and open to others. Prerequisite or corequisite: 3 hours of PSY and 3 hours of SOC; recommended that SOC 221 be taken prior or concurrently.

SW 305 Social Work Practice in Medical Settings
A description and examination of the role of social work practice in the healthcare delivery system, including the areas of hospital based medical case management, hospice care, and home healthcare within a biopsychosocial framework. Course emphasizes social work roles and intervention. Prerequisite: BIO 100/101 or beyond.

SW 315 Human Behavior in the Social Environment
This course presents and discusses the interrelatedness of the biological, psychological, social, cultural, economic, and environmental factors which influence human development and behavior and presents theories from various disciplines to assist in describing, explaining, and predicting human development and behavior. Special attention is given to diversity, specifically ethnicity, race, gender, social class, and sexual orientation) and its relation to human development and behavior. Required of all social work majors and open to others. Prerequisite: 3 hours of PSY & 3 hours of SOC; recommended that ENG 111/112 or ENG 114/115 be completed prior to enrollment in course.

SW 334 Professional Ethics
This course provides an examination of the values and ethics inherent in the profession of social work. Basic philosophical underpinnings of various ethical approaches are examined. Course emphasizes the development of ethical decision-making in various practice settings including direct practice, policy, and research through a variety of learning experiences such as lecture, group discussion, and case study analysis. Required of all social work majors and open to others. Prerequisite: 3 hours of PSY, 3 hours of SOC, and ENG 111 & 112 or 114 & 115.

SW 340 Generalist Social Work Practice I: Individuals & Families
This is the first course in the social work practice sequence and presents the generalist practice model with emphasis on work with individuals and families. Course is designed to introduce the beginning student to the skills and practice of social work, including interviewing, assessment, case management, and crisis intervention. Course includes a focus on the strengths-based, planned-change or problem solving process and gives special attention to social work’s obligation to populations-at-risk and the importance of cultural competence. Prerequisite: SW 315 and Admission to the Social Work Program.

SW 343 Issues in Aging
The biological, psychological, social, and cultural aspects of aging are examined. Special attention will be given to topics such as ageism and physical and mental health issues among the elderly as they relate to social work practice. Prerequisite: SW 315 and BIO 100/101 or beyond.

SW 350 Generalist Social Work Practice II: Groups
This is the second course in the social work practice sequence and presents the application of social work generalist practice skills in service delivery to groups. The course focuses on group work as a social work intervention method, stages of group development, group dynamics, and group processes. Students study the
application of various theoretical approaches to social work with groups, including educational, support, self-help, and treatment groups. Special consideration is given to methods of group work with diverse client populations, particularly Appalachian people. Course includes an experiential learning component. **Prerequisite:** SW 340 and Admission to the Social Work Program.

**SW 360 Generalist Social Work Practice III: Organizations & Communities**

This is the third and final course in the social work practice sequence and presents the generalist practice model with emphasis on macro level social work with organizations and communities. Generalist practice knowledge and skills are expanded to include community assessment, community organizing, program planning, evaluation, acquisition of funding, and grant writing. The course focuses on macro social work in the rural, Appalachian community. The impact of oppression, discrimination, and prejudice on populations-at-risk, specifically those in Appalachia is discussed. **Prerequisite:** Admission to the Social Work Program and SW 340

**SW 380 Professional Communication Skills**

This course provides information on the various professional communication tasks in social work and other related human service disciplines, such as APA style, case notes, poster presentations, court testimony, press releases, public service announcements, professional correspondence, email, op-ed articles, meeting minutes, agency reports and grant proposals, policy statements, and other relevant methods of communication. Course is designed to offer students the opportunity to become familiar with the various methods of communication in the human services, to practice and master professional communication skills, to peer critique the writing of colleagues, as well as revise their own writing after peer and faculty critique. **Required of all social work majors and open to others. Prerequisite:** Junior standing or Consent of the instructor.

**SW 390 Special Topics in Social Work**

This course consists of small group study regarding issues of current and special significance for social work practice. Issues may include death and dying, racism and ethnic prejudices, global poverty, forensic social work, social work and law, social work and juvenile justice, AIDS, school social work, social work with gay and lesbian people, and social work with oppressed people. This course may be repeated in a different topic for a maximum of six hours. **Prerequisite:** Junior standing and consent of instructor.

**SW 400 Social Welfare Policy: Theory & Practice**

The course is an advanced course in social policy for students who have already obtained a basic understanding of the history and philosophy of the social work profession and its interrelatedness to the development of social welfare, as well as a foundational knowledge base of historical and contemporary patterns of social service provision. This course emphasizes policy practice. The first part of the course focuses on the analysis of social programs, policies, and of the policy making process at all levels. The second part of the course will be devoted to the development of the knowledge and skills related to advocacy, such as media relations, community organizing and coalition building, lobbying methods, campaign strategies, position taking, and proposal development. An important focus of the course is to identify and understand the impact of a wide range of social policies on social work clients and the human service delivery system within a social justice framework with specific attention given to rural, Appalachian clients and service delivery. The course content reflects the interdisciplinary efforts of the social, political, legal, economic, and administrative processes involved in policy making at all levels. **Required of all social work majors and open to others. Prerequisites:** SW 220 and completion of either ENG 111 & 112 or 114 & 115.

**SW 450 Mental Health Assessment**

The course will examine the role of social workers in various mental health settings with special emphasis on assessment techniques, assessment tools, including scales, Diagnostic and Statiscal Manual (DSM) criteria, and use of current DSM. Special attention given to social work roles in intervention and crisis stabilization.
Prerequisite: 15 hours of course work in SW, PSY, SOC, or CJ; Recommended that PSY 323 or 440 be taken prior to enrollment in course.

SW 495 Senior Seminar
This course serves as the capstone course for the social work program and is designed to foster the integration of curriculum content, critical thinking, ethical problem solving, and the use of informational resources in making decisions about social work practice. Additional focus of the course is on the preparation of students for continued professional development following graduation. In addition to course requirements, students will be expected to successfully complete a comprehensive exam. Prerequisite: Admission to Social Work Program AND pre- or corequisite SW 497.

SW 497 Social Work Practicum I
This course is the first course in a field instruction sequence, which provides educationally directed practice experience under the direct supervision of an approved, agency-based professional social worker in collaboration with social work program faculty. This course provides students with the opportunity to integrate the knowledge, values, and skills of generalist social work practice in the field setting with client systems of all sizes (individuals, families, small groups, organizations, and communities). Emphasis is placed on supervised practice in a rural, Appalachian setting. A total of 240 hours will be completed through agency-based, on site experiential learning. Course also includes a weekly seminar designed to complement field placement by assisting students with the integration of knowledge, values, and skills acquired in social work classes, applying that knowledge in the field, and the further development of generalist social work competencies. Prerequisite: Admission to the Social Work Program AND admission to field education component as outlined in the Social Work Program Field Education Handbook.

SW 498 Social Work Practicum II
This course is the second course in a field instruction sequence, which provides educationally directed practice experience under the direct supervision of an approved, agency-based professional social worker in collaboration with social work program faculty. This course provides students with the opportunity to further integrate the knowledge, values, and skills of generalist social work practice in the field setting with client systems of all sizes (individuals, families, small groups, organizations, and communities). Emphasis is placed on supervised practice in a rural, Appalachian setting. A total of 240 hours will be completed through agency-based, on site experiential learning. Course also includes a weekly seminar designed to complement field placement by assisting students with the further integration of knowledge and values, as well as further refinement of practice skills. Prerequisite: SW 497 AND admission to field education component as outlined in the Social Work Program Field Education Handbook.

SW 499 Directed Individual Study in Social Work
Directed study in a specific area or issue in social work not covered by existing courses within the curriculum. Interdisciplinary study is welcomed and encouraged. Student must be of junior or senior standing. Permission of instructor(s) granted upon approval of a student generated proposed plan of study. Prerequisite: 21 hours of social work courses AND consent of the Instructor, Program Director, Division Chair, and Dean of the College of Arts and Sciences.

Field Education

General Overview
Field Education is an integral part of social work education, which provides the opportunity to students to “practice” or try out social work in an approved field setting. Under the direction of professional social workers and Program faculty members who are dedicated to assisting students in the learning process, students are immersed in social work practice throughout their entire senior year.
Social work students at the University of Pikeville are required to complete the practicum courses SW 497 Social Work Practicum I and SW 498 Social Work Practicum II. Please note that the field education component requires prerequisite courses (See current University of Pikeville Catalog and Social Work Program Field Education Handbook). These courses are typically completed during the fall and spring semester of the student’s senior year and require the student to complete two (2) block placements (one in the fall and one in the spring). Each block placement requires a minimum of 240 hours in an approved practicum setting averaging 15-20 hours per week throughout the semester. The total number of hours spent in the field equals at least 480 hours. **These are minimum requirements and CANNOT be waived or reduced.**

In addition to the required field hours, students are also expected to attend weekly seminar meetings, which will assist them in integrating the knowledge, values, and skills learned in the classroom setting into practice. Students are also required to complete a number of written assignments as described in the syllabus. Failure to complete assignments on time and regularly attend seminars can result in a student earning a lower grade or failing the course, despite satisfactory performance in the field agency.

**Eligibility**

The University of Pikeville Social Work Program requires social work students to complete an application for admission in order to participate in the Field Education component of the social work program (see Social Work Program Field Education Handbook for more information). In addition, students must meet the following requirements

- The student must have formally applied and been accepted to the Social Work Program at University of Pikeville.

- The student must have an overall GPA of 2.0 on all completed college work.

- The student will have attained senior status and have completed 21 social work hours

- The student must have at least a 2.5 GPA in all required social work courses. The catalog states all prerequisites.


- The student must complete the SW Field Education Application.

**The Process**

1) Complete the admission to Field Education Application early in the spring semester of the junior year.

2) Schedule a meeting with the Coordinator of Field Education. This meeting serves as an orientation to the expectations of the field education component, a review of the student’s and resume, discussion of their future goals and learning needs.

3) The Social Work Program will then determine if the student meets the eligibility criteria for the field practicum experience

4) If accepted to the Field Education component of the Social Work Program, the student will schedule an additional meeting with the Coordinator of Field Education for assistance in selecting potential practicum sites that best match the student’s interests, career goals, and skill levels.

5) Once the student and the Coordinator find a match that looks promising, the student will submit a letter of interest and resume to the potential field instructor. The field instructor will contact the student for an agency interview.
6) Following the interview process, the Field Instructor and the Coordinator of Field Education make a final determination regarding your field placement.

**Placement Sites**

Students are only permitted to complete practicum hours at approved agencies and may not arrange for interviews at a field site without the approval of the Director of Field Education. Current placements range from child welfare and domestic violence shelters to adult homeless shelters and corrections. Other settings involve older adult care, medical and hospice care, and addiction services. Possible placements represent both private and public social services. A current list of approved agencies is listed in the Directory of Approved Field Placement Sites and is kept in the office of the Director of Field Education (Wickham Hall 102).

For additional information regarding the Field Education component of the University of Pikeville Social Work Program please consult the Social Work Program Field Education Handbook.

**Program Policies and Procedures**

**Admission Procedures**

Students who choose a major in social work must complete a formal application to the Social Work Program after completing the Program prerequisite courses (PSY 110, SOC 119, & SW 215). Students must also meet the following additional criteria:

1. The applicant must be enrolled at the University of Pikeville.

2. The applicant must submit an application for admission to the Division of Social Sciences no later than the following dates:
   a. Fall semester May 1
   b. Spring semester October 1

3. The applicant must have a minimum cumulative GPA of 2.50 on all completed college work.

4. The applicant must have earned a 3.0 GPA in PSY 110, SOC 119, and SW 215.

5. The applicant must complete the application process in its entirety.

6. The applicant must agree to a criminal background check, which is necessary for field education/practicum placement.

7. The applicant must review and sign a declaration to behave in a manner consistent with the National Association of Social Workers (NASW) Code of Ethics at all times.

*Note: Admission to the University of Pikeville does not guarantee admission to the Social Work Program.*

**The Application**

The Social Work Program application for admission requires the student to complete a written application and autobiography which details the student’s motivation for a career in social work, commitment to the profession, interests, and goals, as well as strengths, skills, abilities, and areas for growth. The entire
admissions application can be found in Appendix E. As part of the application process, students are also required to sign a declaration stating that they have reviewed the NASW Code of Ethics and agree to behave in a manner consistent with the Code at all times.

**The Process**

Once the application has been completed and is received by the Program Director, social work faculty members will review each application. The Program will then make a recommendation regarding each application to the Social Work Committee regarding admission to the Program. The Program may recommend a student for admission, conditional admission, or admission denial. Conditional admission would permit admission to the Social Work Program but outline specific conditions which must be met (i.e. increase in GPA, repeat course, etc) within a specified time frame in order to continue in the Program. The Social Work Committee is composed of all Program faculty members, two faculty representatives from the College of Arts and Sciences (one being from the Division of Social Sciences), two local professional social workers, and two social work majors. The Committee will then make a recommendation for each student application. The student will then be notified in writing within two weeks of the date of the decision of the Committee.

If admitted, students are required to attend a Social Work Program Student Orientation. This orientation serves as an informational session for the new admissions regarding Program policies, procedures, curriculum, and an introduction to CSWE standards. In addition, the orientation also provides the opportunity for new students to meet Program faculty members and established social work students and provides time for students to ask questions regarding various aspects of the Program.

**Transfer Students**

Transfer credit for social work courses completed at another institution will be considered if the courses were completed at a CSWE accredited social work program, as well as courses from other programs. The Program may accept a maximum of 12 hours for courses completed with a grade of C or better. The social work program at UPIKE recognizes that there are considerable differences regarding the design of social work programs and therefore do not guarantee credit transfer.

If a student desires to transfer social work credit, he or she must complete the Course Equivalency/Evaluation Form available from the Registrar’s office and provide the Social Work Program Director with information describing the course, specifically the course catalog description, course syllabi, and faculty credentials, as well as other information if necessary. The Program Director will then meet with social work faculty to examine the course. If social work faculty members determine that the course parallels a course in the University of Pikeville social work curriculum, the student may be granted credit for this course. If not, the student will be expected to complete the course at the University of Pikeville.

The University of Pikeville requirements for degree completion mandate that the last 30 credit hours prior to graduation, at least 50% of the credit hours required in any major, minor, or area of concentration, and a total of 25% of the credit hours toward a degree must be earned at the University of Pikeville. In addition, the social work curriculum requires students to complete the field education portion of the degree during the last two semesters of coursework before graduation. Therefore, it is important to note that no transfer credit is give for field credit hours completed at another institution.

Grades received in courses for which transfer credit is granted will not be included in the computation of a student’s grade point average. Transfer students should also note that admission into another CSWE accredited social work program at another institution does not guarantee admission into the University of Pikeville Social Work Program. Transfer students are required to complete and submit the Application for Admission to the University of Pikeville Social Work Program.
General Graduation Requirements

All students at the University of Pikeville who intend to obtain a baccalaureate degree are expected to fulfill the requirements for graduation stated at the time of admission or readmission to the University of Pikeville. The current general requirements for the baccalaureate degree are as follows:

1. A minimum of 128 semester hours with a cumulative grade point average of 2.00 or higher;
2. A minimum of 42 semester hours in 300 or 400 level courses;
3. Successful completion of the general studies core curriculum ranging from 52-56 semester hours, depending on the major;
4. Successful completion of one of the following:
   a. A major with thirty semester hours or more; or
   b. An area of concentration of forty-eight semester hours or more;
5. Sixty hours must be earned at a four-year institution: the last thirty credit hours prior to graduation must be taken at the University of Pikeville.
6. At least 50% of the credit hours required in the major, minor, or area of concentration and a total of 25% of the credit hours toward the degree must be earned at the University of Pikeville.
7. A minimum cumulative average of 2.00 in the major unless specified for a particular major. Education majors are required to maintain a 2.50 cumulative grade point average.
8. A grade of “C” or better in all major or area of concentration courses;
9. Successful completion of institutional and departmental assessment requirements.

Note: Developmental studies courses do not count toward the 128 semester hours required for the baccalaureate degree.

Student Responsibility for Graduation

The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should consult with their Academic Advisor to ensure that they are meeting all degree requirements. Students must apply for graduation. Applications for graduation are available in the Office of the Registrar. Diplomas will be issued only at yearly commencement exercises and only after all financial obligations to the University have been met.

Student Rights and Responsibilities

The campus environment is intended to foster the personal growth and development of the students who choose to attend the University of Pikeville. Students are entitled to the basic rights and privileges of U.S. citizens. University of Pikeville students are expected to obey all federal, state, and local laws. In addition, they are expected to obey the rules and regulations established by the University. These specific regulations are contained in the University of Pikeville Student Handbook, which is given to all students during registration.

Each student is responsible for being informed of the academic regulations and requirements set forth in the University of Pikeville Catalog, including all changes approved by the Faculty, and of the official University of Pikeville policies and procedures set forth in the University of Pikeville Student Handbook. In addition, social work students are responsible for being informed of the regulations and requirements outlined in the Social Work Program Student Handbook and the Social Work Program Field Education Handbook, including all changes made to these documents, as well as other appropriate publications. Lack of knowledge does not excuse failure to meet the requirements or to comply with regulations contained in these publications.
Work and Life Experience Credit Policy

Although the University of Pikeville does grant work experience credit in some areas of academic concentration, the Social work Program at the University of Pikeville does not give credit for life experience or previous work experience to social work students as substitutions for curriculum or field education requirements.

In addition, the University also offers proficiency exams upon request. However, the PC Social Work Program does not offer proficiency examinations in any social work course.

Academic Advising

The Process

The advising process usually begins when the Registrar assigns students an Academic Advisor in their intended field of study. Students who have not chosen a major are assigned advisors with experience and expertise in working with undecided students. Students placed in developmental courses are assigned special advisors to assist them in the selection of appropriate classes. Students who are 65+ years of age are typically advised by the Registrar in order to meet their unique needs. This is also true of students who simply wish to audit a course(s).

Admission to a Major

Students wanting to be admitted to a major must complete a Change of Student Academic Status Form available from the Registrar's Office. Students admitted to a major are assigned an advisor by the Registrar. Though students who have previously expressed an interest in an academic field may have been assigned a faculty advisor within that discipline, they are not admitted to the major until their Change of Student Academic Status Form has been submitted to the Registrar’s Office.

Change of Major

Students wanting to change their major must complete a Change of Student Academic Status Form available from the Registrar's Office. The Registrar will then assign students admitted to a new major an advisor. Though students who have previously expressed an interest in an academic field may have been assigned a faculty advisor within that discipline, they are not admitted to the new major until their Change of Student Academic Status Form has been completed and processed by the Office of the Registrar.

It is important to note that students who declare a major in social work are not categorized as social work majors until the student is accepted into the social work program. In other words, students who declare social work as their intended field of study but have not been formally accepted into the major are listed as pre-social work majors.

The week prior to and during the week of registration each semester, faculty members are available during regularly scheduled office hours, as well as selective advising hours to work with advisees. In addition, faculty is also available for at least two days prior to the beginning of the fall and spring semester for advising students who are transferring or registering late.

During the advising sessions, students are obviously given academic guidance, but the advising sessions have also known to include discussions related to personal development. Possible areas for discussion during the advising sessions are as follows:
• Scheduling
• Selection of classes, including appropriate electives
• Whether to select a minor and in what area
• Social Work values and ethics
• Program admission, probation, and retention requirements
• Academic monitoring and referral for support resources, if needed
• Career goals and options
• Graduate School options and admissions

To ensure that students stay on track toward meeting graduation requirements in a timely manner, the University of Pikeville requires that advisors conduct an Early Academic Audit after the student has completed 90 credit hours and every semester thereafter until the student completes the graduation application. The Registrar monitors these credit hours and students who meet the criteria are mailed a letter to inform them that it is time for Early Academic Audit and to explain what the process is, why it is so important, and advises the student to contact their academic advisor for an appointment to complete this process. In addition, the Registrar also provides each faculty advisor with a list of advisees who are required to complete this process. It is important to note that this Early Audit is required before the student can participate in Early Registration.

Once a student has completed an application for graduation, the University requires the completion of a graduation audit. This process ensures that the student has met all requirements for degree conferment. After the student and advisor have completed this audit, both the Division Chair and the Registrar then review the audit in a one-on-one session. After the reviews, if the student has indeed met all requirements, they are now eligible for graduation.

It is also important to note that students, who are not satisfied with their advising services, do have the option of requesting a change in advisors through the office of Academic Affairs/Registrar. After the appropriate form has been completed, the Registrar makes every attempt to reassign the advisee to an advisor within the intended field of study. Finally, students who have questions about courses or academic programs should seek assistance from their academic advisor, instructors, the Registrar, or the Dean of the College of Arts and Sciences.

**Grading System**

The University of Pikeville, as well as the Social Work Program, uses the letter system of grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Point/Hour Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4 points per earned hour</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3 points per earned hour</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2 points per earned hour</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1 point per earned hour</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0 points per attempted hour</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete*</td>
<td>0 points per attempted hour</td>
</tr>
<tr>
<td>IPB</td>
<td>Incomplete Proficiency</td>
<td>0 points per</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Points per Attempted Hour</td>
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<td>-------</td>
<td>--------------------------------------</td>
<td>---------------------------</td>
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<tr>
<td>Q</td>
<td>Quit (Administrative Withdrawal)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw*</td>
<td>0 hours, 0 points</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew Passing*</td>
<td>0 hours, 0 points</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew Failing</td>
<td>0 points per attempted hour</td>
</tr>
<tr>
<td>P</td>
<td>Pass*</td>
<td>Hours earned only</td>
</tr>
<tr>
<td>Au</td>
<td>Audit*</td>
<td>0 hours, 0 points</td>
</tr>
</tbody>
</table>

*Not used in computing the grade point average.

**Termination Policy**

The Social Work Committee reserves the right to ask a student to withdraw from the social work program if academic performance, student conduct, or emotional or physical health indicates that the student may not successfully complete the program or has the potential to cause harm to clients served.

Factors that may result in termination from the Social Work Program, include but are not limited to:

1. Failure to maintain a minimum cumulative GPA of 2.0 on all completed college work.
2. Failure to maintain at least a 2.5 GPA with respect to all required social work courses.
3. Failure to demonstrate the capacity to master generalist social work skills, such as empathy, respect for client self-determination, non-judgmental attitudes, self-awareness and professional growth, and good communication (oral and written) skills.
4. Failure to demonstrate conduct that is **consistent** with the NASW Code of Ethics.
5. Failure to maintain appropriate emotional stability and maturity necessary for professional social work practice.

Examples of behaviors that may result in termination from the Social Work Program, include but are not limited to:

1. Criminal behavior
2. Academic dishonesty (cheating, plagiarism, fabrication)
3. Disregard of social work principles of confidentiality
4. Inability to work with populations which reflect a variety of differences in race, ethnicity, nationality, socioeconomic class, color, disability, gender, religion, sexual orientation, political orientation, or veteran status
5. Consistently demonstrates poor written and oral communication skills
6. Inappropriate and/or unethical behavior in a field practicum placement.

*Please note that the University also reserves the right to terminate the student from enrollment in the University based upon academic and conduct criteria outlined in the Student Handbook and the University Catalog. Students terminated from the University should follow the appeals procedure outlined in these publications.*
Any student who is found to meet any of the aforementioned criterions for termination has the right to be informed both verbally and in writing of the specific violation, inappropriate behavior, or other reasons for termination. After the student has been informed of the possibility of termination, the Social Work Program Director and others (social work faculty, field supervisor, and other involved parties) if appropriate, will meet with the student to discuss the violation, inappropriate behavior, or other problems, in an attempt to avoid termination from the program.

As a resolution, students may be placed in a probationary status within the Program for approximately one semester. If probationary status is granted, a specific behavioral contract will be devised and the student must agree to abide by the stipulations of the contract through signing the document. In order to facilitate this process, the student will be referred to the Assistant Dean for Student Services who specializes in retention issues. The Assistant Dean will work with the student to devise an appropriate behavioral plan, make referrals to various student resources, and monitor student progress and accountability through bi-weekly meetings. At the end of the probationary term, the Assistant Dean for Student Services will provide the Program Director with a report on the student’s progress. The Program Director will then meet with the student to discuss the report and progress made. At this point, the Program’s administration and faculty members of the Social Work Program will then decide if the student’s probationary status will be lifted or if termination from the Program will be recommended to the Social Work Committee. The Program’s faculty members will consider the student’s progress report submitted by the Assistant Dean for Student Services, the follow-up meeting, and other relevant information while deliberating a course of action. The student will then be notified by the Program Director if his or her probationary status will be lifted or if termination from the Social Work Program will be recommended to the Social Work Committee. If the student is recommended for termination from the Program, the Social Work Committee will consider the recommendation and make a final decision. The Committee will then notify the student, Division Chair, and VP for Academic Affairs/Dean of the College of Arts and Sciences of their decision.

**Appeals Procedure**

The Social Work Program at the University of Pikeville has established requirements and criteria for admission to and retention in the Program and the field education component of the Program. When – based on these requirements and criteria – the Program recommends that a student be denied admission or continuation in the Program or field education component, the student has the right to file a formal appeal to the Social Work Committee.

Any social work student who wishes to appeal a recommendation of the Program must adhere to the following procedures:

1. A formal appeal must be submitted in writing to the Social Work Committee detailing the reasons and/or circumstances for the appeal with two weeks of the date of the action being appealed.

2. The Chair of the Social Work Committee will then process the appeal within three weeks. Notices of date, time, and place of the appeal hearing will be sent to all members of the Social Work Committee and the student.

3. During the appeals hearing, the Committee Chair will relinquish the Chair position to a member selected by the Committee to serve as Chair for the appeals hearing.

4. During the appeals hearing, all factual information related to the petition will be presented by Program Director and the Field Education Director, if applicable.

5. The student is entitled to be present and shall be given 30 minutes to present information or evidence on his or her behalf and to answer questions posed by the individual members of the Committee.
6. After presentations from the Program and the student, the student will be excused before deliberations by the Social Work Committee begins. The Committee, in closed session, will then consider the student’s appeal.

7. The student, Division Chair, Registrar (if applicable), and VP for Academic Affairs/Dean of the College of Arts and Sciences will receive written notification of the Committee’s decision within two weeks of the hearing.

8. The decision of the Social Work Committee is final. Once a student has exercised his or her appeal option, no further action by the University will be taken or considered.

Note: The only appeals submitted and heard by the Social Work Committee are those related to entry or continuation in the Social Work Program and field education component of the Program. All other appeals, e.g., grade appeals, probation or suspension from the University, etc., are handled according to the appeals policies outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog.

Readmission

Students who are dismissed from the University due to academic performance or inappropriate conduct must apply for readmission through the Office of Admissions and follow the policies and procedures outlined in the University of Pikeville Student Handbook and University of Pikeville Catalog regarding readmission.

Note: Readmission to the University of Pikeville does not guarantee readmission to the Social Work Program.

Files of students, who do not complete the admissions process in an academic year, officially change majors, withdraw from the University, or are terminated from the Social Work Program or field education component of the Program are classified as inactive. Any student whose file is inactive must reapply for admission to the Social Work Program and meet all admission criteria in effect at the time the new application is submitted.

In addition to meeting all admission criteria in effect at the time the application is submitted, any student who has been terminated from the Social Work Program must submit a letter of petition to the Social Work Program explaining reasons/circumstances for his or her failure to progress in the Program and detailing the steps that may have been taken by the student to remedy the situation. Other factors, such as GPA, faculty recommendations, understanding of the social work profession (mission, values, ethics, etc.), capacity to master generalist social work skills, emotional stability and maturity, recommendations from social work professionals and/or field instructors, and other aspects may also be considered by the Program in deciding whether to recommend the student to the Social Work Committee for readmission.

Statement of Nondiscrimination

The University of Pikeville Social Work Program is committed to nondiscrimination and providing equal education opportunities without regard to race, ethnicity, national origin, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status. The Program does not discriminate based on the any of the aforementioned characteristics in policies related to admission and all other academic endeavors related to the social work program and social work degree.

Students with Disabilities

The University of Pikeville is committed to providing students with disabilities the same educational programs and services offered other students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Under Section 504, a student has a disability if that individual has a physical or mental impairment that substantially limits major life activities such as walking, seeing, hearing, speaking, working, or learning. Section 504 further requires that institutions make appropriate and reasonable adjustments for students with disabilities to ensure accessibility to academic and nonacademic
activities. Under ADA, all institutions of higher education must comply with government policies, procedures, and employment practices that impact the treatment of students.

Each student brings a unique set of strengths and experiences to the academic setting. Even though students learn in different ways, it is not necessary to dilute curriculum or to reduce course requirements for individuals with disabilities. Special accommodations may be needed, however, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be assisted in these efforts by drawing upon the students’ own prior learning experiences, using available institutional resources and collaborating with the Student Services Counselor. An individual with a disability is not required to accept an accommodation if the individual has not requested one and does not believe one is needed. However, if the individual refuses accommodation necessary to perform in that area of study and, as a result, cannot meet established requirements, the individual may not be considered qualified.

In order to be granted protection under Section 504 and ADA, students with disabilities must make the disability known to appropriate University officials (Student Services Counselor) and must provide current and comprehensive documentation concerning the nature and extent of the disability. A student with a disability may make known his/her disability and seek verification for it at any point in his/her academic career. Upon verification, the Disabilities Resources Office will work with the instructor and the student to determine reasonable accommodations. With the student’s written permission, a written description of accommodations will be forwarded to the instructor by the Disabilities Resources Office. Students with verified disabilities should contact the Disabilities Resources Office and inform faculty very early in the semester if they wish to exercise their rights to reasonable accommodations. Accommodations necessary for ensuring complete access and full participation in the education process do not require the instructor to adjust evaluations of academic performance nor absolve the student from personal responsibility for class attendance, assignments and other course requirements. Rather, accommodations make it possible for a student with a disability to learn the material presented and for the instructor to fairly evaluate the student’s performance.

Located in the Student Services Counselor’s Office, the Disabilities Resources Office is under the supervision of the Office of the Vice President for Student Services/Dean of Students/Director of Athletics. The Disabilities Resources Office maintains various publications regarding reasonable accommodations under Section 504 and ADA and serves both students and University employees with assistance in regard to appropriate services for students with disabilities.

**Confidentiality of Student Records**

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), University students have the right to inspect and review their official records, files, and data, including all materials incorporated in their cumulative record folder. Students have the right to request a hearing to challenge the contents of these records to insure that they are accurate and do not violate the student’s rights. Students may also correct, amend or supplement their records. The only information that will be released concerning students will be directory information, as defined in the Act, unless the student has specifically waived rights guaranteed under this Act.

**Academic Honesty**

The University of Pikeville is an academic community, and like all other communities, it can function properly only if its members adhere to clearly established goals and values. Essential is the commitment to the principles of truth and academic honesty. In order to articulate fully its commitment to academic honesty and to protect members of its community from the results of dishonest conduct, the University of Pikeville has adopted the following policies to deal with cases of academic dishonesty.

Academic dishonesty includes, but is not limited to, the following acts:
(a) **Cheating**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

(b) **Plagiarism**: the deliberate or accidental taking of another’s ideas, work, or words as one’s own without properly documenting or crediting the original source in any academic exercise.

(c) **Fabrication**: the deliberate falsification or invention of any information or citation in an academic exercise.

(d) **Facilitating Academic Dishonesty**: intentionally or knowingly helping or attempting to help another violate any provision of this policy.

If an act of academic dishonesty is determined to have occurred, sanctions will be imposed depending on the perceived intent and extent of the offense. Possible sanctions may include, but are not limited to, the following:

(a) giving a warning;
(b) reducing the grade for the academic exercise;
(c) giving an "F" or zero for the academic exercise;
(d) giving a failing grade in the course with the inability to withdraw;
(e) reporting the matter to the Vice President for Academic Affairs/Dean of the College of Arts and Sciences for further possible action.

**Class Attendance**

Students are expected to attend all classes for which they are enrolled. Course attendance policies are determined by the instructor and will be communicated to students as part of the course syllabus provided at the beginning of the semester. It is the student’s responsibility to know the policy on attendance for each course in which he/she is enrolled. A student who violates this policy is subject to receive a grade of “F”. Students with excessive absences may be referred to the Assistant Dean for Student Services for assistance in improving their class attendance and performance.

The University of Pikeville takes great pride in the emphasis placed on assisting individual students in assessing their academic backgrounds and aptitudes, in planning career goals and objectives, in encouraging the successful completion of academic goals, and in actively participating in the learning process both in and out of the classroom. Likewise, the social work program believes that competent advising is crucial to academic success. The social work advisors serve as academic advisors in every sense of the word – assisting the students not only in appropriate course selection and meeting graduation requirements, but also in assisting the student in his/her understanding of the profession, exploration of career goals, graduate school admission, and selection of field placement options.

**Sexual Harassment**

The University of Pikeville is committed to providing its students with an environment free from implicit and explicit coercive behavior used to control, influence, or affect the well being of the student. Sexual harassment can include physical conduct, or verbal comments of a sexual nature, which creates an intimidating, hostile, or offensive environment. Sexual harassment of any person is inappropriate and unacceptable, and is grounds for disciplinary action up to separation from the University. Examples of sexual harassment, but not limited to, include the following:

- Verbal or written harassment or abuse
- Sexist remarks or suggestive comments, insults, humor or jokes about sex or gender specifications
• Unnecessary touching, petting, or pinching
• Pressures for sexual activity
• Constant brushing of another’s body
• Demanding sexual favors accompanied by implied threats
• Physical assault
• Electronic media pornography, including use of the University’s Internet connections.

While matters of sexual harassment are covered under civil rights legislation and under matters of
discrimination, the University of Pikeville assumes a position to prevent and eliminate sexual harassment on
campus by any faculty, staff, administrator, or student. It is the policy of the University that any practice or
behavior that constitutes sexual harassment or any other unreasonable interference with performance will not be
tolerated. The University of Pikeville is committed to ensuring that the Institution is free of sexual assault or
harassment. Students who feel sexual harassment has occurred should file a report with the Vice President for
Student Services. Full cooperation will be extended by the University of Pikeville to law enforcement agencies
when cases are being investigated.

If sexual harassment should occur in the field practicum, the student should follow the Agency’s
policy regarding such and inform the field instructor and Social Work Program faculty.

Sexual Abuse

The University urges victims of sexual abuse to contact the Vice President for Student Services or the
local law enforcement agency immediately so that the authorities can take whatever action is necessary. Those
authorities will inform the victim of the proper procedure to follow. The FBI Uniform Crime Reporting Act as
amended by the Hate Crime Statistics Act defines sex offenses as follows: Forcible Sex Offenses are defined as,
“Any sexual act directed against another person, forcible and/or against the person’s will; or not forcibly or
against the person’s will where the victim is incapable of giving consent,” and include rape, forcible sodomy,
sexual assault with an object, and forcible fondling. Non-Forcible Sex Offenses: are defined as, “Unlawful,
non-forcible sexual intercourse,” and include incest and statutory rape. Full cooperation will be extended by the
University to law enforcement agencies when cases are being investigated and/or tried.

Procedure for Victim
What you should do if you are raped:

1. First things first, FIND SAFETY.
2. Report it to the Vice President for Student Services.
3. Don’t shower, wash, douche, urinate, defecate, comb hair, change or remove clothing, or put on
   makeup.
4. Don’t straighten up the area where it occurred. You might destroy valuable evidence.
5. Seek medical attention. Even if you don’t think you have been physically injured, you may be in a state
   of shock and unaware of the extent of injury to your body.
6. Contact a friend. It is your right to have someone there with you.
7. Medical/legal exam: the medical exam is designed to show that recent sexual intercourse has occurred,
   to document any signs of force and to treat them, and to collect evidence for use in identifying the
   assailant.
Student Opportunities for Program Involvement

Student Social Work Association (SSWA)

The Student Social Work Association (SSWA) was formed in the fall of 2007 to provide social work students an opportunity to meet as a group and provide the opportunity to express their ideas collectively, to serve as an informational and resource guide for its members, and to promote community awareness and serve. The SSWA membership is open to all students, faculty, and staff who have an interest in social work and social work issues. Full membership is granted to students majoring or minoring in social work. Associate membership is granted to all others. The Constitution and Bylaws of the SSWA can be found in Appendix C.

In addition, the University offers a wide variety of social and academic-related clubs and organizations. A complete list of clubs and organizations can be found in the University of Pikeville Student Handbook.

Domestic and Study Abroad Opportunities

To enhance educational opportunity and greater understanding of cultural diversity, the University works closely with selected agencies and organizations to provide students domestic and study abroad opportunities.

The University of Pikeville is a member of the Private College Consortium for International Study (PCCIS), a group of Appalachian College Association (ACA) institutions providing opportunities to study abroad. The London Program, utilizing Imperial College facilities, provides short-term and full-semester study and internship opportunities for students from member institutions. A new domestic study away program is available through the ACA called the Chicago Center, which provides the opportunity for faculty and students to spend 1-2 weeks in Chicago to compare city life and rural life.

The Washington Center Program provides students an opportunity to study for a semester in Washington, D.C. A combination of experiential learning and academic based curriculum, conducted within the nation’s capital, exposes students to the various functions of government, provides leadership development opportunities, and allows one to experience the diverse culture of the city.

The Kentucky Legislative Intern Program, sponsored by the Association of Independent Kentucky Colleges and Universities (AIKCU), provides students an opportunity to spend a semester in Frankfort, studying state government and interacting with members of the Kentucky Legislature and other governmental officials.

The University is also a member of the Kentucky Institute for International Studies (KIIS), which supports study abroad opportunities for both faculty and students through 20 Summer study abroad programs (each program lasts approximately 4-5 weeks) and five full semester programs (Spain, France, Germany, Mexico, and Denmark).

For specific information regarding domestic and study abroad opportunities in Social Work, students should contact the Social Work Program Director to discuss available opportunities and/or review the Social Work Program bulletin board located next to the Director’s office for the most recent information.

Academic credit may be earned for participation in the above programs; the amount of credit is contingent on the length and breadth of the experience.
**Student Government Association**

The Student Government Association serves as the voice of the students at the University of Pikeville. It is responsible for planning and implementing activities of common interest to students, representing student opinion to the University community, and promoting a high standard of conduct. Elections for offices in the Student Government Association are held annually. The SSWA holds a representative placement on the SGA’s Club Council.

**Social Work Committee**

The University of Pikeville Social Work Program utilizes a Social Work Committee for many programmatic endeavors. The Social Work Committee enables the Social Work Program, University faculty, local social work practitioners, and social work students to collaborate about the design, delivery, and evaluation of the Social Work Program at the University of Pikeville. A detailed description of the Committee, including membership and functions, can be found in Appendix D.
Educational Policy
and
Accreditation Standards
Preamble
Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes.

Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy
The Educational policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation
Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:
- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
• Program renewal
• Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation
CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession
The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:
• To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
• To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
• To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
• To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
• To develop and use research, knowledge, and skills that advance social work practice.
• To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes
Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:
• Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
• Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
• Developing knowledge.
• Developing and applying instructional and practice-relevant technology.
• Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
• Promoting continual professional development of students, faculty, and practitioners.
• Promoting inter-professional and interdisciplinary collaboration.
• Preparing social workers to engage in prevention activities that promote wellbeing.
• Preparing social workers to practice with individuals, families, groups, organizations, and communities.
• Preparing social workers to evaluate the processes and effectiveness of practice.
• Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
• Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
• Preparing social workers to recognize the global context of social work practice.
• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.
3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives
Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop,
demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using
communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.

Accreditation Standards

1. Program Mission, Goals, and Objectives
1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.
1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
1.3 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

2. Curriculum
2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and
demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.2 Admits only those students who have met the program’s specified criteria for field education.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree. Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

B3.0.3 At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree.

M3.0.3 At the master’s level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program directors have a doctoral degree.

3.0.4 Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master’s level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.
3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post–baccalaureate or post–master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master’s social work program has a minimum of six full-time faculties with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.

M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a
proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.
### Social Work Major

#### Tentative Four-Year Plan

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>Health 216 (core)</td>
<td>COM 225 (core)</td>
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<tr>
<td>English 111/114 (core)</td>
<td>ENG 112/115 (core)</td>
</tr>
<tr>
<td>Art (core)</td>
<td>REL 213 or 214 (core)</td>
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<td>PSY 110</td>
<td>SOC 221 (recommended)</td>
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<td>MTH 111 or higher (core)</td>
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<td>Lab Science or Foreign Language (core)—2 semesters</td>
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<td>SW 220 Development of Social Welfare</td>
<td>SW 315 Human Behavior in the Social Environment</td>
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<tr>
<td>ECN 201 Principles of Econ I (core)</td>
<td>ENG 215 or 311 (core)</td>
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<td>PSY 285 or MTH 200 (Statistics)</td>
<td>REL Elective (core)</td>
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<tr>
<td>CS 101 (core)</td>
<td>PSY/SOC 300 (Experimental/Research)</td>
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<tr>
<td>Com 301/303 (core recommended)</td>
<td>HIS 226 (American History II) (core recommended)</td>
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<tr>
<td>SW 334 Professional Ethics</td>
<td>SW 350 Gen. SW Practice II</td>
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<td>HIS 225 (American History I) (core recommended)</td>
<td>SW 380 Prof. Communication Skills</td>
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<td>SW 340 Gen. SW Practice I</td>
<td>SW Elective</td>
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<td>MUS (core)</td>
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<td>SW 498 Practicum II</td>
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<td>SW Gen. SW Practice III</td>
<td>SW 495 Senior Seminar</td>
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**Total Hours 128**

Social Work requirements are denoted in bold print.
I. NAME

The name of the organization shall be the University of Pikeville Student Social Work Association hereafter noted as S.S.W.A.

II. PURPOSE

A. To provide social work students a formal organization in which to meet as a group and provide the opportunity for social work students to express ideas collectively.

B. To serve as an informational and resource guide for members

C. To promote community awareness and service of the members.

III. MEMBERSHIP

A. Membership will be open to all students, faculty and staff with an interest in social work and social work issues and those who remain current with their dues.

B. Full membership shall be granted to students majoring or minoring in social work and who have paid their dues. Associate membership will be granted to all other students, who wish to participate in the S.S.W.A. and have paid dues, but are not majoring or minoring in social work. Associate membership will also be granted to faculty and staff.

C. Membership may be maintained by participation in one (1) planned activity per semester and one (1) planned fundraiser per semester.

D. If a member fails to remain in good standing with the club, their membership may be revoked by an Officer Majority vote.

IV. ORGANIZATION STRUCTURE

A. The S.S.W.A officers will be the presiding body over the association. The officers shall consist of no less than five (5) elected members except in severe cases of low membership. In this case the Vice President can double as treasurer or the President can double as Delegate to the Student Government Senate.

B. The Officers will contain a President, a Vice President, a Secretary, a Treasurer, and a Delegate to the University of Pikeville Student Government Senate. All officers must be full members of S.S.W.A (i.e., be a major or minor in social work.)

C. The Officers will be on a voluntary basis with the consensus of the club membership and each volunteer will serve for one year with a maximum of two years.

D. If an Officer fails to fulfill his/her duties, the Officer may be removed from their position by an Officer Majority vote.

V. MEETINGS

A. Regular meetings of the S.S.W.A shall be held once a month during the academic year. Special meetings may be called by the President when needed.

B. All executive officers and members shall be expected to attend all meetings.

VI. DUES
Membership dues will be set at $10.00 per semester or $20.00 per year. They must be paid at the beginning of each semester and members can pay by semester or by year. A receipt shall be presented to each member upon collection of the dues. Students with financial hardship may substitute service to the club for membership dues. This decision will be at the discretion of the Officers.

VII. AMENDMENTS

Amendments to this constitution must be presented in writing, read to the club, and held until the next regular meeting of the club to be considered for amendment. An affirmative vote of simple majority of those present shall be required for adoption.

BY LAWS

Article I OFFICERS

The S.S.W.A officers will be the presiding body over the association. The officers shall consist of no less than five (5) elected members except in severe cases of low membership. In this case the Vice President can double as treasurer or the President can double as Delegate to the Student Government Senate

Article II MEETINGS

Meeting will be set at the first meeting of the fall semester for at least once a month. Special meetings will be called as needed by the President. The Vice-President and Secretary will be in charge of posting announcements and sending e-mail reminders about up-coming meetings.

Article III PROCEDURES AND VOTING

1. Every member shall be entitled to one vote on all motions, questions, and/or suggestions brought before the club.

2. A simple majority of members present shall be required for approval in the case of any motion or election.

3. A quorum of at least six members must be present for any vote. In cases of low membership a majority of members must be present for voting.

Article IV SELECTION FOR OFFICERS

1. Selection of the Officers shall be at the beginning of the fall semester.

2. Selection of the officers will be based on a motion then a second for a nomination and then will be voted in by the members.

2. In the absence of the President, the club will follow the Vice President. In the absence of the Vice President, the club will follow the Secretary. In the absence of the Secretary, the club will follow the Treasurer. In the absence of the Treasurer, the club will follow the Delegate to the University of Pikeville Student Government Senate.

3. If an officer resigns, the members at the next meeting shall select a replacement.

Article V DUTIES OF OFFICERS

The President shall serve as the official representative of the S.S.W.A. in a respective manner that would gratify the association, preside at all regular and special meetings, call special meetings, appoint committees with the approval of the Executive Committee, represent the S.S.W.A. at Student Government Senate meetings in times of low membership, inform the faculty advisors of the business and events of the S.S.W.A., maintain constant communication with sponsors of the association, be involved in the orientation of new members, and promote the general welfare of the Student Social Work Association and represent the S.S.W.A.

The Vice President shall perform all duties of the President in their absence or disability, attend regular and special meetings of the organization, act as chairperson/overseer of the committees, in times of low membership double as
treasurer, with help of the Secretary send a notice to inform the other members of the time, date and place of upcoming meetings.

The secretary shall keep minutes of all association meetings, a copy of which shall be forwarded to the Director of the social work program, make the minutes available to active members via their campus e-mail, post a copy of the minutes on the social work bulletin board, review minutes from the previous meeting at the beginning of every association meeting, obtain a copy of the current mailing list of all social work students from the Registrar, keep a cumulative copy of the semesters minutes in a file, with help of the Vice-President send a notice to inform the other members of the time, date and place of upcoming meetings, and fulfill all other duties that may be assigned by the President.

The Treasurer shall collect and record the dues paid to the organization from each member and provide them with a receipt, keep all financial records of the association, submit to the Secretary a monthly report of the financial budget, deposit and withdraw funds as needed in accordance with the policies of the Business Office of the University of Pikeville, and fulfill such additional duties as they may be assigned by the President.

The Delegate to the University of Pikeville Student Government Senate shall attend all regular Club Council meetings set by the Student Government Senate, they shall represent the S.S.W.A. in a manner upholding the social work program and the association, they will be a representative of the S.S.W.A. to the University of Pikeville student community, they will have an active vote for the S.S.W.A. at club council meeting, and they will be in charge of informing the Student Government Senate and Club Council of the association membership and upcoming events.

1. The President shall approve the calendar of all meetings, designate duties and the agenda, and preside over the meetings. The President may appoint another Officer to call and conduct a club meeting.

2. The President and Vice President may create committees and appoint members and chairs.

3. In the absence of the President, the Vice President may call or convene meetings.

4. The Secretary will take minutes, maintain a record of the minutes, and present the minutes at the beginning of each meeting.

5. The Treasurer will be responsible for keeping accurate financial records for the Social Work Club.

6. Other Officers shall be responsible for other duties as deemed necessary.

7. The S.S.W.A Delegate will represent the Social Work Club at all scheduled University of Pikeville Student Government Senate meetings.

8. Officers must attend all Officer Meetings. In the event of an Officer’s absence, a 48-hour notice must be given to the President or Secretary.

Article VI REMOVAL OF OFFICERS

1. An officer can be removed for the following reasons:
   i. Not upholding the duties as stated in Article V
   ii. Missing (two) 2 Officer Meetings
   iii. Being disrespectful to members and/or other Officers
   iv. Becomes a distraction to members and Officers from the goals and purpose of the Social Work Club
   v. Portraying a low level of professional demeanor as expected by the Social Work Department and the NSAW Code of Ethics
   vi. If the Officer does not abide by the Colleges Policies and Code of Conduct

2. The Officer will be addressed with a verbal or written warning by the President (or Vice President in cases of the President’s removal) unless immediate removal is deemed necessary by a majority vote of the Officers.
3. The President will make arrangements with the Officer to attempt to solve the problem before continuing with the Removal process.

4. If the problem continues, the President will call for an Officer meeting where ALL Officers are present in order to provide a fair opportunity to the Officer in question to discuss the issues at hand and work toward a solution.

5. If there is still not a compromise or solution to the problem then the remaining President will ask the Officer to wait outside the meeting area while the remaining Officers take a vote to remove.

6. If the majority of Officers agree to removal, the Officer in question will no longer hold their title and/or duties as an Officer.

Article VII  MEMBERSHIP

1. To maintain membership, activities include service projects, committees, special events, and donation of items to association drives. Fundraisers include organized association fundraising events.
   i. In order for the club to enforce membership maintenance, the club must provide planned activities and a fundraising opportunity per semester.
   ii. The club will conduct one membership drive per semester.

Article VIII  REMOVAL OF MEMBERS

1. A member can be removed for the following reasons:
   i. Being disrespectful to other members or Officers
   ii. Becomes a distraction to members and Officers from the goals and purpose of the Social Work Club
   iii. Portraying a low level of professional demeanor as expected by the Social Work Department
   iv. If the member does not abide by the Universities Policies and Code of Conduct

2. The member will be addressed with a verbal or written warning by the President unless immediate removal is deemed necessary by a majority vote of the Officers.

3. The President will make arrangements with the member to attempt to solve the problem before continuing with the Removal process.

4. If the problem continues, the President will call for an Officer meeting where ALL Officers are present in order to provide a fair opportunity to the member in question to discuss the issues at hand and work toward a solution.

5. If there is still not a compromise or solution to the problem then the President will ask the member to wait outside the meeting area while the Officers take a vote to remove.

6. If the majority of Officers agree to removal, the member in question will no longer be asked to participate, will be removed from all mailing lists, and/or groups.

ARTICLE VIII  DUES

1. The club’s dues shall be $10.00 per semester that can be paid by semester or paid in full for the year.

2. Dues of the Social Work Club shall be paid to an officer.

3. All dues will be submitted to the Treasurer to be recorded.

4. Receipts shall be issued for payment of dues.

ARTICLE VIII  AMENDEMENTS
1. A proposal to amend the constitution shall be presented in writing or as a motion, to be voted on at the next scheduled meeting following the presentation of the proposed amendment.

2. A majority vote of the active members shall be necessary to amend the constitution.

3. Adoption of a new constitution shall require approval of a simple majority.
The Social Work Committee enables the Social Work Program, social work faculty members, local social work practitioners, and social work students to collaborate about the design, delivery, and evaluation of the Social Work Program at the University of Pikeville. The components of the Social Work Committee are as follows:

I. Composition of the Social Work Committee

The Social Work Committee consists of at least the following personnel:

a) All social work faculty members. The Program Director will serve as Chair of the Committee
b) Two representatives from the College of Arts and Sciences faculty, one of which must be from the Division of Social Sciences
c) Two local professional social workers
d) Two social work majors - one being the President of the Student Social Work Association and one at large social work student.

All members of the Committee are selected by the Social Work Program and are invited to serve on the Committee by the Chair of the Committee.

II. Responsibilities of the Social Work Committee

The responsibilities of the Social Work Committee consist of these functions:

a) Admission and Retention
b) Policy Development
c) Curricular Development
d) Appeals
e) Monitoring and Revising Assessment Plan
f) Reviewing and Advising Conceptual Framework

Admissions and Retention
One of the functions of the Committee is to administer the process of admission and retention related to the Social Work Program and field education component of the Program in accordance with the policies and procedures established by the institution and the Program.

Policy Development
A second function of the Social Work Committee is to make and/or approve policy changes in the Social Work Program. The Committee will review suggested policy changes submitted by the Program based on assessment data. The Committee may also make suggestions for policy changes based on assessment data submitted by the Program.

Curricular Development
A third function of the Committee is to make and/or approve curricular changes in the Social Work Program. Any suggested changes will then follow the University of Pikeville curriculum approval process.

Appeals
A fourth function of the Social Work Committee is to hear and rule on all appeals from social work students related to the Social Work Program and the field education component of the Program.

Assessment Plan
A fifth function of the Committee is to assist the Program in monitoring and revising the Continuous Assessment Plan.

Conceptual Framework
A sixth function of the Social Work Committee is review and revise the Program’s conceptual framework as needed.
University of Pikeville

APPLICATION FOR ADMISSION
SOCIAL WORK PROGRAM

DATE: ________________
When do you wish to enter the program?

Year: ________ Spring Fall
(Circle One)

PERSONAL DATA:

1. Name: ____________________________________________
   First                      Middle/Maiden                      Last

2. ID: ________________

3. Permanent Address: ____________________________________________
   Number and Street          City                State                ZIP Code

4. Permanent Phone Number: _____________________________

5. Present Address: ____________________________________________
   Number and Street          City                State                ZIP Code

6. Present Phone Number: _____________________________

   E-mail Address: ____________________________________________

7. Date of Birth: /_____/______ Month
   Day                Year

8. Have you ever been convicted of a crime other than a minor traffic violation?
   Yes ____ No ____ (If yes, enclose an explanation with your application.
   The application cannot be processed without an explanation.)

9. In case of emergency, contact:
   Address: ____________________________________________
   Phone Number: ____________________________________________
   Relationship: ____________________________________________

PROFESSIONAL & WORK EXPERIENCE:

10. List professional and relevant work experiences including part-time jobs and volunteer work (use additional sheets if needed):

   ___________________________________________________________________
   ___________________________________________________________________
PERSONAL/PROFESSIONAL STATEMENT:
Essay should be typed and double-spaced on separate sheets of paper and attached to your application. Your essay will be judged on the degree to which you demonstrate an understanding of social work and your ability to effectively communicate your ideas through writing.

Each section addressing the points below should be clearly identified with headings. It is also recommended that you use spell check and proofread your essay prior to submitting it with the application.

Instructions for the essay: In 500-750 words address the following:

- Describe life-events and decisions that influenced you to pursue a career in social work. Write as fully and openly as possible. We are interested in what you value, your goals, and your commitment to the profession.
- Motivation for social service, social work education, and a career in the profession. Describe why you want to pursue professional social work education; any particular reason for applying to this University; social service interests and career goals.
- Elaborate on your particular strengths, skills and abilities that you feel would add to your success in this profession.

It is the policy of the University of Pikeville that no student shall be excluded from participating in, be denied the benefit of, or be subjected to discrimination in any program sponsored by the University because of gender, race, religion, sexual orientation, age, handicap, or national origin.

OFFICE USE ONLY

I. Completion of Admission Criteria (Grade):
   SW 210 _____( )  PSY 110 _____( )  SOC 119 _____( )

II. Other Academic Criteria:
    GPA 2.5 or higher: ______________

III. Interview with BSW Program Director (if necessary):
    Date: __________  Recommendations: ______________

IV. Faculty Admissions Committee:
    Date: __________
    Recommendations: Acceptance ______________
                    Non-Acceptance ______________
                    Date Letter Sent ______________
Code of Ethics Agreement

Please read the National Association of Social Work Code of Ethics. You can review it online at the following address:

www.naswdc.org

Once you have accessed the NASW homepage, click on the Code of Ethics button, click on the Table of Contents button, and then click and review all of the following sections of the Code of Ethics: Preamble, Purpose, Ethical Principles, and the Ethical Standards to Clients, to Colleagues, in Practice Settings, as Professionals, to the Profession, and to the Broader Society.

The PC BSW Program Director also has a few copies of the Code of Ethics on file. You can check out a copy for your review.

_____ I have reviewed and understand the NASW Code of Ethics.

_____ I agree with, support, and commit myself to uphold the principles contained within the NASW Code of Ethics.

_____ I understand that any violation of the principles contained within the NASW Code of Ethics can result in my removal from the Social Work Major.

________________________________________
(Name – Print)

________________________________________
(Signature)

________________________________________
(Date)
This application (*with attached personal statement*) should be returned to:

Social Work  
Program Director  
106 Wickham  
Hall  
University of  
Pikeville  
147 Sycamore  
Street  
Pikeville, KY  
41501

If you have questions, please contact Genesia Kilgore-Bowling, Program Director, at (606) 218-5011 or GenesiaKilgoreBowling@upike.edu