

# INTRODUCTION TO BASW PROGRAM

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## WELCOME

Welcome to The University of Iowa School of Social Work. You are beginning professional education in a School which has a history of commitment to social change, and a mission of preparing effective social work professionals and building the knowledge base of social work practice. Social Work is distinctive among professions in the extent to which its value base includes a commitment to social justice and social change, to serving the needs and changing the conditions of the poor and oppressed. These value commitments find particular expression in the School's focus on family systems as a theoretical perspective and on a family- and community-based approach to social work practice. Because it focuses on interactions within and between systems rather on individual psychopathology, the family systems and community perspectives enables consideration of different system levels at the same time and provides social workers with a particularly useful structure of organizing knowledge about clinical and community interventions, case management, program development, and policy analysis and advocacy.

The School's Director is Associate Professor Edward Saunders, M.S.W., M.P.H., Ph.D.

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## THE UNIVERSITY OF IOWA SCHOOL OF SOCIAL WORK STRATEGIC PLAN, 2001 - 2005

### MISSION

The mission of The University of Iowa School of Social Work is to build knowledge about compelling social welfare issues, policies and practice interventions and integrate that knowledge in teaching and public service. Using family-centered and community-based practice approaches, the School prepares highly qualified, culturally competent social work scholars and practitioners with a commitment to social justice and social work values and ethics. The public service mission is to promote the application of these theories and practice approaches to the development, implementation and evaluation of social welfare policy and practice with vulnerable populations, especially children and the elderly.

### PRINCIPLES

In addition to the core values of the broader University, the School's organizing principles are consistent with family-centered and community-based practice principles. The School uses these principles to guide our organizational processes and educational programs:

- Mutuality
- Collaboration
- Contextual
- Strengths focus
- Cultural competence
- Teamwork
- Advocacy

### ACHIEVING DISTINCTION

The University of Iowa, School of Social Work has a long tradition of innovation in social work education, research and public service. The curriculum, research and service areas of the School include Family and Child Welfare Family Violence and Family Centered Practice and features The School's National Resource Center for Family Centered Practice (NRC/FCP); Health and Mental Health Promotion and Substance Abuse Prevention and Treatment; Diversity, Inequality and Social Justice; Organization, Communities and Rural Perspectives; and Life Course Development and Aging. Other unique features include the Society of Creative Writing in Social Work, the End of Life Care Field of Practice, the Hartford Geriatric Social Work Initiative, the Latino Institute, the Disproportionate Minority Confinement Center, and immersion learning experiences including the Mexico Travel Study Seminar. Our distinctiveness resides in the family-centered and community-based approach and in the interdisciplinary and inter-cultural focus of our educational programs on the undergraduate and graduate levels.

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# BA PROGRAM REQUIREMENTS

## Goals of the BA Program

The BA program prepares undergraduate students to function as active and informed citizens with a liberal arts perspective. It advances their careers in social work practice by preparing them for:

- Beginning professional social work practice as generalists
- Graduate study in social work or allied professions

The undergraduate program prepares students for beginning professional social work practice as generalists. The goals of the program are to prepare students for employment in public and private social services in home and community-based settings such as public welfare, child welfare, health, mental health, elderly services, and corrections; to prepare students for informed community participation in social welfare issues; and to provide a base for graduate study in social work or allied professions. The resources of the University, including its faculty, challenge students to excel academically, think analytically, and apply theory to practice, thus enhancing their readiness for continued education at the graduate level.

The BA Program has a strong base in the values and ethics of the social work profession and has a strong liberal arts focus. The research mission of the University exposes students to faculty research and to analytic and scientific ways of thinking. The School's position in the University strengthens its liberal arts focus by drawing not only on the social work curriculum, but also on the interdisciplinary resources of the University and the College of Liberal Arts and Sciences. BA students must complete the general education requirements which help them to develop the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. As they complete these requirements, students gain an understanding of their own cultural heritage in the context of other cultures and an introduction to expressions of culture such as art, literature, science, history, and philosophy. They are exposed to the methods and limitations of various systems of inquiry, and are encouraged to develop critical thinking skills. Students' knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems are developed through a required course in human biology and through four required courses in the social sciences: psychology, sociology, political science, and economics. The Program is accredited by the Council on Social Work Education.

## Admission to the Social Work Major

The School of Social Work Criteria for Selective Admission for BA Social Work is detailed in the *BA Social Work Admissions Policy Statement and Guidelines for Application*. They include: 1) a cumulative GPA of 2.50 (on a 4.0 scale) at the time of admission. Applicants who do not meet the minimum GPA but demonstrate strengths/potential in other areas may be granted consideration for admission on an individual basis; 2) a grade of C or above in the introductory social work course (42:022-Introduction to Social Work) or comparable course taken in another college and approved by the School of Social Work; 3) completion of an application form, and a comprehensive statement. Transfer students who have completed the equivalent of Introduction to Social Work at another institution must also submit a letter of reference and transcripts.

## The Curriculum

The social work major includes 31-35 s.h. of required social work courses after 42:022 Introduction to Social Work is completed and the student is accepted to the major through the selective admissions process. Also required are the following courses:

Completion of the College of Liberal Arts and Sciences General Education Program. When completing the General Education Program natural sciences component **002:021 Human Biology (or equivalent transfer course) is required.**

Concentration area courses (see list of areas below):

12 s.h.

Social Science courses:

12-14 s.h.

030:001 Introduction to American Politics (3 s.h.)

031:001 Elementary Psychology (3 s.h.)

034:001 Introduction to Sociology: Principles (3-4 s.h.)

Social Science Selective Option (choose one course from the following):

3-4 s.h.

113:003 Introduction Culture & Society

113:010 Anthropology and Cont. World Probs

22S:025 Elementary Statistics and Inference

22S:002 Statistics and Society

06E:001 Principles of Microeconomics

06E:002 Principles of Macroeconomics

06E:007 Contemporary Economic Probs

### Recommended Course Sequences

The school recommends that students apply in their sophomore year and begin the required courses in the Third Year. Required courses are taken in the following sequence. Most courses are offered only once each year.

#### **First and Second Years**

002:021 Human Biology	3-4 s.h.
030:001 Introduction to American Politics	3 s.h.
031:001 Elementary Psychology	3 s.h.
034:001 Introduction to Sociology: Principles	3-4 s.h.
042:022 Introduction to Social Work	4 s.h.
One course from the social science selective category	3-4 s.h.

#### **Third Year – Fall Semester**

042:140 Human Behavior in the Soc Env.	4 s.h.	042:141 Fundamentals of Social Work Practice	3 s.h.
042:147 Discrimination Oppression Diversity	3 s.h.	042:142 Interpersonal Skills Laboratory	2 s.h.

#### **Third Year – Spring Semester**

042:144 Intro to SW Research	4 s.h.	042:143 Social Welfare Policy and Practice	3 s.h.
042:171 Social Work Processes	3 s.h.		

#### **Fourth Year – Fall Semester**

#### **Fourth Year – Spring Semester**

042:189 Field Experience Seminar	1 s.h.
042:193 Field Experience	8-11 s.h.

When students are accepted and begin the program as **seniors**, the plan for completion of social work courses is

#### **Fourth Year – Fall Semester**

042:140 Human Behavior in the Soc Env	4 s.h.
042:141 Fundamentals of Social Work Practice	3 s.h.
042:142 Interpersonal Skills Laboratory	2 s.h.
042:143 Social Welfare Policy and Practice	3 s.h.
042:147 Discrimination Oppression Diversity	3 s.h.

#### **Fourth Year – Spring Semester**

042:144 Intro to SW Research	4 s.h.
042:171 Social Work Processes	3 s.h.

#### **Fourth Year – Summer Semester**

042:189 Field Experience Seminar	1 s.h.
042:193 Field Experience	8-11 sh.

### Concentration Area

The undergraduate program requires a minimum of 12 semester hours of course work in one of the areas listed below. Most students choose either sociology or psychology as their concentration. Students may meet this requirement in an area not listed by presenting a written request and rationale to their faculty adviser and undergraduate coordinator. Courses used to complete the General Education Program do not count toward the 12 semester hours, nor do courses used to satisfy other requirements of the B.A. in social work.

African American World Studies	Communication Studies	History	Sexuality Studies
Aging Studies	Economics	Journalism/Mass Comm.	Sociology
American Studies	Education	Political Science	Spanish
Anthropology	English	Psychology	Women's Studies
Business	Hlth Leisure & Sport	Religion	

### Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's four-year graduation plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department). Admission to the School of Social Work is by application; the four-year graduation plan does not apply to students who are not admitted by their fifth semester.

**Before the third semester begins:** at least one-quarter of the semester hours required for graduation.

**Before the fifth semester begins:** 042:022, four courses that can be applied to the major (may include concentration area), admission to the major, and at least one-half of the semester hours required for graduation.

**Before the seventh semester begins:** six more courses in the major and at least three-quarters of the semester hours required for graduation.

**Before the eighth semester begins:** four or five more courses in the major and finalized field placement.

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate.

### **Honors**

The School of Social Work has an honors program leading to a Bachelor of Arts with honors in social work. A cumulative grade-point average of at least 3.33 is required for participation in the program, which enables students to do in-depth study in subjects that interest them.

### **Minor**

Students pursuing a minor in social work must complete 042:022 Introduction to Social Work (or for transfer students, an equivalent course from another institution); maintain a grade-point average of at least 2.00; and earn at least 12 semester hours in University of Iowa social work courses numbered 042:100 and above. Required social work courses are not available to students who are not admitted to the social work program, with the exception of courses offered through the University of Iowa Guided Independent Study program. You may contact our office for further information and a list of available elective courses which will be acceptable to fulfill your minor 319-335-1250, [social-work@uiowa.edu](mailto:social-work@uiowa.edu).

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## **FIELD EXPERIENCE COURSE INFORMATION**

Field Experience is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The School of Social Work has established standards, policies and procedures that are in compliance with the Council on Social Work Education. They are articulated in the Field Experience Handbook. Details students may wish to know before obtaining that handbook include:

### **42:193 Field Experience (Undergraduate)**

#### **Prerequisites**

Admission to the School as a social work major is required **prior** to registering for field experience. Additionally, the following required social work courses must be completed before registering for and beginning the field experience:

42:022 Introduction to Social Work  
42:141 Fundamentals of Social Work Practice  
42:142 Interpersonal Skills Lab  
42:143 Social Welfare Policy and Practice  
42:144 Social Work Research  
42:147 Discrimination Oppression and Diversity  
42:171 Social Work Processes

**Field Experience is only open to seniors**

#### **Field Experience Learning Objectives**

The primary objectives of Field Experience are student comprehension, internalization, integration, and application of social work knowledge, values and skills. Students are placed in social service delivery systems in which they assume the role of student practitioners. Students employ an integrated methods approach based upon ecological systems theory. Thus, intervention is aimed not only at individuals and families, but at interaction with social systems which may be either resources for or obstacles to persons or groups maximizing their potential. Field Experience and Field Experience Seminar are required co-requisites for social work majors.

The Iowa School aims to prepare students for practice, who are aware that effective practice must be framed within the larger context of social justice, entail on-going efforts to increase one's own cultural competency, and that professional development is a lifelong process. Students are expected to engage these issues in placement.

**Credit and Time Requirement**

Eight (8) semester hours (450 clock hours) is the minimum requirement for field experience. Total hours for the semester are more important than the weekly hours since hours may vary according to activities and learning opportunities in the agency or community. Students may elect to register for additional semester hours. The formula for additional credit is as follows: **forty-five (45) clock hours is equivalent to one (1) semester hour.**

**Note: In the Summer semester a forty (40) hour week over an (11) week period is equivalent to eight (8) semester hours (i.e., 440 clock hours).** This is the minimum requirement for students enrolled in the summer session. Students are discouraged from taking additional semester hours during the Summer due to shortness of the summer session. Any additional hours and week(s) are negotiated with the field instructor and this information is stated in the agreement form. The university's eight (8) week (June/July) summer session is not sufficient to allow social work students to complete field experience clock hour requirements. Hence, placement begins before the university schedule.

It is recommended that students carry a light (i.e., limited course load) while enrolled in Field Experience and its co-requisite Field Experience Seminar. Employment is discouraged because of the time commitment necessary for students to meet individualized objectives necessary to prepare them to perform as an entry level generalist in the social work profession. Any time missed because of agency holiday(s), planned vacation and/or illness, etc. must be made up to achieve the required number of clock hours. Make-up time is negotiated between the student and the field instructor.

**Scheduling Field Experience Hours/Credit**

<b><u>Credit</u></b>	<b><u>Clock Hours</u></b>	<b><u>Per Week in Fall or Spring Terms</u></b>	<b><u>Per Week in Summer Term</u></b>				
			<b><u>11 Wks</u></b>	<b><u>12 Wks</u></b>	<b><u>13 Wks</u></b>	<b><u>14Wks</u></b>	<b><u>15 Wks</u></b>
8	450	30	40	37	34	31	29
9	495	33		40	38	35	32
10	540	36			40	38	35
11	585	39					

**Evaluation of Field Experience (Satisfactory/Unsatisfactory - S/U)**

Evaluation is an ongoing process. It is undertaken co-jointly with the student, the agency-based instructor and the School of Social Work field experience coordinator. The primary evaluation instrument employed by the School is the learning contract. The contract provides a means for collaborative assessment by the student and agency instructor of progress toward meeting learning objectives in areas of knowledge, practice skills, professional development, ethics, cultural competency, and evaluation.

The student and field instructor are required to review and complete the learning contract together during the first to third week of placement as a baseline. This will facilitate development of mutual expectations about directions of learning during the experience.

The learning contract also serves as a self-evaluation instrument and tool for instructor feedback to the student throughout and especially at the end. Both students and instructors are asked to rate their perspective of degrees of success in all areas of the Learning Contract. The student's performance is specifically evaluated at two points, midterm and at the end of the term. A midterm evaluation is useful in assessing the student's progress because there is sufficient time remaining to work on areas needing attention. The field instructor is also required to write a **narrative evaluation of the student at the end of term. This evaluation offers assessments of the student's strengths and those areas of most immediate need for further professional development.** The final written evaluation should be available to the student and field experience coordinator during the last visit. Each term the specific due date for the evaluation is communicated to the field instructor by the coordinator.

Please refer to section in the appendices, “The Learning Contract” for more detailed description of the learning contract.

### **Grading**

Grading of Field Experience is the responsibility of the School's Director of Field Education. The final grade of S or F (satisfactory or fail) is based largely, but not solely on the agency-based field instructor's evaluation of the student's performance.

### **Student Evaluations of Field Experience**

Mutual feedback is important to building effective professional relationships. The same is true for maintaining and improving the field component of the School's curriculum. Student evaluation of aspects of their field learning is, therefore, valued. During the last Field Experience Seminar students are asked to fill out ACE style Likert scaled evaluations (as are use in other classes) of the Director of Field Education and their Field Coordinator. Additionally, students are requested to complete short answer narrative responses to questions about their perceptions of the agency instruction received and the overall quality of the field site (see Appendices.) In rare cases where a student indicates they are not willing to share that feedback with the instructor and/or agency, those forms will remain confidential to the field office. Students are strongly encouraged, as emerging professionals, to offer any constructive criticism that might help improve placement learning for future students.

### **Concurrent Course: Field Experience Seminar - 42:189 - (Graded: A, B, C, D, F)**

The seminar is a one (1) semester credit hour required course which is offered concurrently with Field Experience. The seminar provides opportunity for students to exchange their experiences in their generalist practice settings using an interactive group format. Application of knowledge, skills and values is facilitated through seminar activities, helping students grow into professional identities as culturally competent practitioners.

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## **INDIVIDUAL STUDY 42:191**

Individual Study allows a student to pursue an area of interest that is not offered by the regular curriculum. Students may ask a professor of their choice to supervise their study. In order to get the most out of your individual study choose a professor whose interests correspond with your own. The *Contract for a Special Individual Study* form must be completed by both student and professor and turned in to the Undergraduate Coordinator at least three weeks after the start of classes and will be kept in the students official file. Included in the handbook is a list of the professors and their areas of interest (see Appendix G).

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## **THE CSWE ACCREDITATION OF THE BASW PROGRAM**

The BASW program prepares students for beginning professional social work practice with individuals, families, small groups, organizations, and communities, and provides a base for continuing graduate social work education. The BA program is designed to equip the graduate as a generalist practitioner, and prepares students for informed community participation in social welfare issues. The program has been continually accredited by the Council on Social Work Education (CSWE) since 1974.

CSWE promulgates policies with regard to the nine elements of the Professional Foundation Curriculum - Values and Ethics, Diversity, Populations-at-Risk, Human Behavior and the Social Environment, Social Welfare Policy and Programs, Social and Economic Justice, Social Work Practice, Research, and Field Practicum. A summary of these policies is included in Appendix B. A complete copy of CSWE policies is available in the Main Office. The CSWE guidelines are integrated within the curriculum. The BA Social Work Major curriculum is designed so that graduates achieve the foundation competencies identified by CSWE and listed in Appendix D. Each course is described in the Social Work General Catalog and on the web site ([www.uiowa.edu](http://www.uiowa.edu)).

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## **HONORS IN SOCIAL WORK 42:192**

Students who are identified as Honors students at The University of Iowa (those with GPA's of 3.33 or higher) are encouraged to register for Honors in Social Work. By successfully completing an Honors Project under the supervision of a faculty member in the School of Social Work, students will graduate with "Honors in Social Work". Simply taking honors courses or being a member of The University of Iowa Honors program does NOT qualify for an "Honors" designation at graduation, nor can a student use that designation on their resumes after graduation. To have graduated "with honors in social work at The University of Iowa," students MUST register for, and complete, an Honors project and submit the required paperwork to the Registrar's Office prior to graduation. Only students who are admitted to the School of Social Work can undertake an Honors project and register for this course.

For a full description see pages 18-20, and Appendix G-5 for an Honor's Contract.

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## **HONORS OPTIONS**

Students who are identified as Honors students at The University of Iowa (those with GPA's of 3.33 or higher) are encouraged to register for Honors in Social Work. By successfully completing an Honors Project under the supervision of a faculty member in the School of Social Work, students will graduate with "Honors in Social Work". Simply taking honors courses or being a member of The University of Iowa Honors program does NOT qualify for an "Honors" designation at graduation, nor can a student use that designation on their resumes after graduation. To have graduated "with honors in social work at The University of Iowa," students MUST register for, and complete, an Honors project and submit the required paperwork to the Registrar's Office prior to graduation. Only students who are admitted to the School of Social Work can undertake an Honors project and register for this course.

Students should give serious consideration to an Honors Project in Social Work in the Spring semester of their junior year and approach a faculty member about their interest in completing the project during the Fall and Spring semesters of their senior year. Because of the heavy course demands of students entering the program as seniors (15 hours are required in their Fall semester), it would be difficult for a student entering as a senior to undertake and complete the Honors Project.

Students who wish to undertake an Honors Project will register for 3 hours of "Honors in Social Work 42:192" in the Fall semester and register for another 3 hours for this course in the Spring semester. Students who earn the 6 hours and satisfactorily complete the Honors Project (as determined by their faculty supervisor of the Honors Project) will earn the Bachelor of Arts with Honors in Social Work. At the same time that students are completing the Honors Project, they must maintain a GPA of 3.33 or otherwise have a GPA of 3.33 at the time of graduation. If they do not have the 3.33, they cannot graduate "with Honors".

Note: Although most students will register for the Honors Project in the Fall semester of their Senior year, selected students may begin their projects in the Spring semester of their Junior year with the approval of their Honors Project faculty supervisor. The negotiation of the timeline for the project must be approved by the faculty supervisor, dependent on their availability to monitor the project activities.

Although there are insufficient students at this time to warrant an Honors Seminar for undergraduate students, this is an important consideration for future planning and deployment of faculty. Ideally, students who are completing an Honors Project would also participate in an Honors Seminar and provide an end-of-year showcase of their Projects for classmates, friends, family and faculty of the School.

### **The five options for Honors projects in the School of Social Work:**

1. A research study completed under the supervision of the faculty member that has agreed to supervise this study. The research study can be an original idea developed and implemented by the student or may be part of a larger study of a faculty member that the student takes responsibility for.

- The Honors paper would follow the outline of traditional research papers, including the Introduction, Method Section, Results, and Discussion.
- Studies can be either quantitative or qualitative. They must follow the generally prescribed methods of data

- collection and analysis. The sophistication of the analysis will be determined between the student and his/her faculty supervisor. Descriptive studies are certainly appropriate, although hypothesis-testing may be possible if the student has sufficient knowledge for this level of analysis.
- The Honors paper would follow the guidelines of APA in format. Anticipated length: 35-40 pages.

2. Students can complete an Honors project that addresses a research question of interest, but does not require original data collection, nor conventional statistical analysis. For example, a student might address a question such as “When can children be reasonably expected to be left unsupervised by a parent for more than a short time?” This represents a research question that was pursued by a former Honors student in Social Work. The student examined the issue of “latchkey children” and examined expectations of children when they are left home unsupervised between the time they finish their school day and their working parents return home. The student obtained and critiqued different evaluation tools to establish the criteria for judging the competence of children to be left unsupervised. There are many, many research questions that can be posed and answered by students that do not require original data collection and analysis. Many questions can be answered by a thorough review of the literature and examination of social work practices with the population of interest.

- The student and supervising faculty member agree on the research question and frame the study and project without an expectation of data collection and analysis.
- APA guidelines are followed for this paper. Anticipated length: 35-40 pages.

3. The third option is a policy analysis or historical analysis. In either of these two instances, the Honors student and his/her faculty supervisor agree on the social welfare policy or historical event/personage that will serve as the basis for the Honors paper.

- These papers will follow the conventional formats of papers devoted to subjects of policy or history.
- APA guidelines are followed for this paper. Anticipated length: 35-40 pages.

4 The fourth option is a project whose product involves both a creative “media” effort and an explanatory paper. By “media,” it is understood that a video (VHS), DVD, CD-ROM, photographic exhibit, powerpoint presentation, or an internet website will be produced on the topic of interest. Topics, of course, must be social work-specific and the subject of the video, etc. must be agreed upon between the Honors student and the faculty supervisor. For example, a student might produce a video on organizing and leading a protest action about an issue that represents social injustice that can be used in the Social Processes course. The student might have in interest in services for persons with disabilities and plan and produce a video on this element of social work practice that can be shown in the Introduction to Social Work course. There are many, many ideas for videos and other electronic formats that can be developed and implemented by students.

- In addition to the audio-visual product, the student must prepare a 15-20 page paper in which they review the literature attendant to the topic of interest and present information about the development and utilization of the audiovisual material they developed.
- APA guidelines are followed for this paper.

5 The fifth option is a project whose product involves the development of a curriculum, handbook, training manual, grant, or conference that addresses an issue of concern to social work *and* an explanatory paper. For example, a student might development an agency handbook for survivors of sexual assault, an educational curriculum for high school students about eating disorders, a grant for funding a smoking cessation program at a substance abuse treatment center, a statewide conference on domestic violence. Possibilities for these projects – like all those described in #1-4 above, are only limited by the agreement of the product between the student and their faculty supervisor. In every instance, the student must clearly play a leadership role in the development of each product and the product should not have been used in any previous (or current) class that a student is enrolled in.

- In addition to the product, the student must prepare a 15-20 page paper in which they review the literature attendant to the topic of interest and present information about the development and utilization of the material they developed under this option.
- APA guidelines are followed for this paper.

### **Honors Contract**

At the time that students and their faculty supervisors agree to work together on an Honors Project, a “contract” will be established and signed by the student, faculty supervisor and Honors Advisor for the School. This contract will specify the Learning Goals, Objectives, Timeframe, parameters of the intended product, and specifying the Honors Option that is being used to guide the project.

Although most Honors Projects will involve a single option, it may be possible for selective students to combine options across consecutive semesters as long as the final product represents a cohesive effort. For example, if a student was involved in some aspect of a large practice-based research study with their Honors faculty supervisor in the fall semester and wrote an abbreviated Research Report of the findings (Option #1), in their second semester, they might develop a “Practice Manual” for agency social workers (Option #5) that was directly associated with the research findings. The final product—the Honors Thesis-- would be a “combined” paper that incorporated both the research study and the practice manual. Guidelines for the submission of the paperwork associated with *completion* of the Honors Project are found on the website of the Honors Program at The University of Iowa: [www.uiowa.edu/~honors](http://www.uiowa.edu/~honors)

In addition, or instead of, undertaking and completing one of the above honors projects in the School of Social Work, any student who qualifies for the Honors Program at The University of Iowa, can participate in many of the Honors classes offered by The University of Iowa, can elect to pursue an “honors designation” for non-honors classes (by agreement with the course instructor), participate in an Honors Internship (143:000), participate in Honors Service Learning (143:042), Honors Research Practicum (143:100), or Honors Teaching Practicum (143:101). A discussion of all of these options—and others open to Honors Program members—are presented in publications of the Honors Program and on the Honors Program website (see above).

In March of each year, the undergraduate Honors program advisor in the School of Social Work (currently, the Coordinator of the BASW Program), will convene an informational meeting with interested “junior-status” BASW students and faculty to review these guidelines and promote student participation in Honors Projects in the following academic year.

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## **THE ATMOSPHERE**

The School offers an interesting and informal environment. The North Hall Coffeeshop (Bill's) is an area to encourage interaction among students and faculty. Students are welcome at all posted educational and social functions that take place in North Hall.

Students **participate** in curriculum planning and general governance of the School, sharing this opportunity with faculty, staff and community practitioners. Faculty encourage undergraduate and graduate student involvement in most areas of the School's functioning and together, faculty, staff and students have created a warm, informal atmosphere in North Hall. Bill's Coffeeshop is a perfect spot to discuss social work issues and to develop friendships. All declared majors have a mailbox (usually shared with another student) located in the hallway by Room 308, the School's Main Office.

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## **INFORMATION, COMMUNICATION AND RESOURCES**

Always check your **mailbox** and your uiowa **email** account because faculty, staff and other students rely on this method of communication with you. Many of you will be in the building only once each week so it is imperative that you check your mail and read **The Record** (sent by email and posted on the website). Also check hallways in Iowa City for posted planning or advising sessions (as well as for optional educational or social events). There are several **bulletin boards** in North Hall. The undergraduate bulletin board is located on the North wall opposite Room 332.

## FACULTY ADVISORS, THE BA COORDINATOR, FIELD DIRECTOR AND STAFF

*Faculty Advisors* are available to students for orienting and assisting students to the profession and student's aptitude and motivation for a career in social work. They also monitor the student's progress through the curriculum and are part of the early and periodic evaluation of the student's progress. Faculty Advisors provide academic advising, and also approve and sign drop/add slips and registration cards, to insure that students understand how this change will impact their plan of study. All faculty are available to students during their published office hours, or by appointment. Each student is assigned a faculty advisor and there is a procedure for requesting a change of advisor (See Change of Advisor form).

The *Undergraduate Coordinator* is **Carolyn Copps Hartley, PhD**. The Undergraduate Coordinator is responsible for the development and maintenance of the undergraduate educational programs of the School, for resolving student problems related to the educational program, is the backup for all undergraduate faculty advisors if they are absent because of developmental leave. The Undergraduate Coordinator is an important resource for students.

The *Director of Field Education*, **Robert Vander Beek**, will conduct a planning meeting for you the semester prior to the one in which you register for Field Experience. Questions regarding Field Experience should be directed to him in Room 301A.

*Staff members* are excellent resources and will refer you to the proper source of information when you are in doubt. **Susan Dirks** is the *Program Secretary* and can be found in 308 North Hall. She is a great referral source and can also assist with admission, student record and registration questions. **Bev Sweet** (Rm 325) schedules appointments for the Director, Ed Saunders, and manages access to the email list-serves and the Record. **Lois Burkett**, *Operations Administrator* oversees the finances of the School, including assistantships and scholarship awards. Among the tasks of the *Program Administrator* **Kate Kemp**, are scheduling of courses, supervision of registration, maintaining adherence to School and University policies, web site and publication oversight. Kate is in Room 325A North Hall. If you have any questions on any of these issues contact her.

Students provide feedback and have input into the program in several ways. Students currently serve on Curriculum, and Diversity Committees. (See Administrative Committee Structure of the School in Appendix E.) Students are surveyed upon exit from the program. Alumni are surveyed at 1 and 5 years following graduation. This information becomes part of the Student Management Information System which is designed to evaluate student outcomes. Students also evaluate each course and instructor using the university wide system of Assessing the Classroom Environment (ACE) forms. Additionally, students are asked, at the completion of each course, to measure the degree to which they fulfilled the course's objectives. It is important that students utilize these formal, as well as other informal, means of communicating about the educational experience.

## EDUCATIONAL HANDBOOK

This handbook is intended to be a map for your journey throughout your undergraduate education. Hopefully it will be a resource for you for the next few years. It contains information about the curriculum and sequencing of courses, selected University, School and CSWE policies, and the administrative and committee structure of the school.

One aspect of social work education is dealing effectively with the educational system of which you are a part. The purpose of the handbook is to provide a user-friendly document that will assist you with attending to necessary administrative details as you proceed through the program, so that you can focus on your program of study. Please familiarize yourself with it, use it, supplement it with important documents you want to keep as time goes on. As a student in The University of Iowa School of Social Work you are bound by the University and School policies and accreditation rules - it is in your best interest to know where to find them.

## ORIENTATION & REGISTRATION

Your educational experience will begin with an orientation session in which faculty and staff will be introduced, the social work courses will be explained and important policies will be reviewed.

Each semester you will be notified in The Record (our school's weekly news memo), of early registration dates. The Record is posted weekly on our website: <http://www.uiowa.edu/~socialwk/>. You will also receive a schedule published by the School listing the courses we offer for the upcoming semester. **You must meet with your faculty advisor shortly before or during the early registration period.** The faculty advisor will provide you with your registration code, review your DELI and School of Social Work planning form, and discuss your registration.

## IMPORTANT TIMELINES OR DEADLINES

**Schedule of Courses:** All information provided by The University on policies and deadlines, registration procedures, fees, schedules of registration times and official university calendar are now published on the web ([www.uiowa.edu](http://www.uiowa.edu)). For your convenience, the School of Social Work produces a course listing/schedule of all the courses offered by the School each semester.

**Upcoming Events:** While you are taking social work coursework, some of the important events you will be made aware of through The Record and posted memos are:

Undergraduate Orientation  
Planning session for the Field Experience  
Practicum Agency Fair (In Iowa City).

As you begin to prepare for graduation you must pay attention to deadlines posted and in The Record.

**Special Events:** The School also hosts a special graduation reception annually for all of its graduates. Watch for other opportunities, such as brown bag lunches and student/faculty research presentations.

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## STUDENT INVOLVEMENT IN THE SCHOOL OF SOCIAL WORK

Within the School of Social Work there is a great potential for student involvement. A student who is involved in the School discovers the rewards of an education in social work. Through active participation students learn more about the field of social work, the community, and about themselves. Reach out! Become involved! The following are ways in which to use your personal abilities and to follow your special interests.

### **The Social Work Student Association (SWSA)**

SWSA is the undergraduate organization for pre-social work and social work majors. The group is active in University, community, and School of Social Work affairs. The goals and functions of SWSA are determined through student input and participation. The benefits of SWSA are numerous.

SWSA social and educational activities within the School allow for undergraduate students to meet professors, graduate students, and other students in the School on a personal level. The Undergraduate Coordinator is the official liaison to SWSA.

The Student Association keeps undergraduates in touch with the social issues and social legislation that takes place on the state and national level. SWSA is a contact for the Council on Social Work Education (CSWE) and for the National Association of Social Workers (NASW). NASW encourages student involvement and membership. NASW membership packets are available from SWSA.

All social work students are invited to join and participate in SWSA. The level of involvement in the Association is dependent upon individual preference. Meetings are frequent and are posted in North Hall. Take the initiative to meet other social work students and to get involved in the School of Social Work. **FOR MORE INFORMATION**, or for a personal contact with SWSA, drop a note in the SWSA mailbox in the main office, 308 North Hall

### **Committee Involvement**

There are committees within the School that encourage both undergraduate and graduate student representation. These governing groups are discussed in the handbook under School of Social Work Structure. Refer to the discussion of the specific committees for more information concerning the functions and responsibilities of the group. If you are interested in serving on a committee as an undergraduate representative, drop a note in the SWSA mailbox or contact the committee chair. (Refer to Appendix E for committee compositions.

### **Phi Alpha Honor Society**

Delta Nu, founded by the School of Social Work in 1995, is a chapter of Phi Alpha, a national social work honor society. Students meeting the requirements for participation are invited by the faculty to join, usually in the Spring of their senior years.

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## **VOLUNTEERING**

Volunteer experiences are an essential part of a student's preparation for a career in social work. These experiences are a source of experiential learning, a way to learn social work values, skills, and knowledge through experience. Volunteering is demanding, requiring time, hard work, and a commitment to social work values.

Students are encouraged to volunteer at a social agency or a variety of social service agencies throughout their undergraduate work.

If you are interested in contacting a social agency about volunteering, check first with UNITED WAY VOLUNTEER SERVICES BUREAU. There is a listing of volunteer opportunities on the School of Social Work website.

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## **EXPERIENTIAL LEARNING COURSEWORK**

Students are not only encouraged to volunteer throughout their program, they are **required** to do so as a part of regular social work coursework.

Courses are spaced in such a way that a social work student following the suggested schedule would participate in a volunteer experience in the sophomore year, and substantial agency work the senior year.

42:022 Introduction to Social Work - Requires a minimum of 45 hours. 42:193 Field Experience - Requires a minimum of 450 hours of agency work, for 8 credit hours (may be elected for more credit hours). The Director of Field Education and the [Field Experience Handbook](#) are valuable resources when planning field experience for a student's senior year.

**REMEMBER!!** Volunteering in an agency more than the required hours is strongly encouraged and is rewarding for those students who choose to do so.

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## STATEMENT ON FINANCIAL AID FOR UNDERGRADUATE STUDENTS

B.A. students may apply for financial aid. Funding sources for financial aid are limited and vary from year to year. All students seeking financial assistance should apply for aid through the University of Iowa Student Financial Aid Office in Calvin Hall after January 1 (for the succeeding summer and academic year). Students having special education needs related to minority or economic status should contact the University's Office of Special Support Services to discuss financial aid resources.

Work/Study appointments are available in the School. Students should contact Lois Burkett, the School's Operation Administrator, at 335-1263 for information

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## POLICIES RELATED TO ACADEMIC PLANNING

### EVERYTHING YOU WANTED TO KNOW AND DIDN'T KNOW WHO TO ASK

The following is an outline of College of Liberal Arts and Sciences Regulations. If you have any questions concerning the regulations, contact your academic advisor in the School of Social Work.

→ Requirements for admission to the undergraduate major in the School of Social Work are outlined in Appendix A. Application packets may be obtained at the School's Main Office, 308 North Hall, or may be requested by mail by calling 335-1255. Return the completed application to the School of Social Work, 308 North Hall, attention Susan Dirks, Admissions Secretary. **Note that March 1st is the deadline for all applications to the BASW program.** No exceptions to this deadline can be made.

→ **MINORS** - Students graduating from the College of Liberal Arts and Sciences may earn a minor or minors in any degree granting department or approved program in the College outside of their major department and a notation of the minor will be entered on the student's permanent record. Requirements for a minor:

1) A minimum of 15 semester hours, 12 of which must be advanced courses taken at The University of Iowa.

2) No course accepted toward the minor can be taken Pass/Fail.

3) A student must have at least a 2.00 G.P.A. on all work attempted in the minor field.

4) The minor is awarded only at the time the student receives the bachelor's degree and must be applied for at the same time a student applies for a bachelor's degree.

The minor may support or relate directly to the student's major in Social Work. In other cases, the minor might allow students to follow a separate interest from their major(s). Advisors are helpful in planning such matters.

→ **DOUBLE MAJOR** - To double major a student must fulfill the requirements of both departments. A student should have an advisor in both fields. Psychology, Sociology, and Women's Studies are often departments which social work students choose as a complementary major.

→ **TYPICAL COURSE LOAD** - A normal course load is 15-16 semester hours (fall-spring). Maximum allowed is 18 hours in a regular semester and 9 in a summer session. Permission is needed from the student's advisor and the Liberal Arts Office of Academic Programs, 116 Schaeffer Hall, if the course load exceeds 18 s.h. To be full time students must take 12 hours.

→ **PASS/NON-PASS** - Pass/Non-Pass may be used only for elective courses. There is a 16 semester hour limit on Pass/Non-Pass. Transfer students who bring in more than 55 semester hours are limited to 8 hours of "P" grades. It is

especially important for Social Work students to keep track of these since Field Experience (8-11 hours) is Pass/Non-Pass.

➔ **DROPPING/ADDING** - Courses meeting for an entire semester may be added with the permission of the advisor and instructor during the first two weeks of the semester. Courses may be dropped with the permission of the advisor and the instructor during the first 10 weeks of the semester.

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## TRANSFER STUDENT INFORMATION

Upon admission to the College of Liberal Arts and Sciences, transfer students' transcripts are evaluated by Undergraduate Admissions and the Registrars' Office and the student is informed of their remaining general educational requirements by the University's Office of Admissions Degree Evaluation. Transfer students who have taken an equivalent introductory social work course elsewhere may apply to be reviewed for admission during the annual review period. Previously earned credit which may apply to the major are evaluated by the Undergraduate Coordinator on a case-by-case basis for applicability to the Social Work major. Transfer students are expected to present a transcript and syllabi of courses for which they are requesting social work course requirement equivalency or waiver. The BA Coordinator or Coordinator of Admissions meets individually with each student to determine if equivalent course content has been covered. A plan is developed, based upon this review and filed for the student and student's advisor's information. In the case of social work courses, only courses earned in a CSWE accredited program are considered equivalent, except for the Intro to Social Work course. If sufficient similar course content has been covered, an individual study may be designed or waiver granted but the hours must be taken in social work.

-The final 30 consecutive hours or 45 of the last 60 semester hours, or a total of 90 hours, must be earned in residence at The University of Iowa.

-A maximum of 60 hours from a community or junior college can be counted toward the 120 hours required for graduation.

-The formula for converting quarter hours to semester hours is 3-2, e.g., 9 quarter hours = 6 semester hours.

-Students who have taken Introduction to Sociology, Psychology, Political Science and Economics have met Social Work requirements even if the courses were not 3 semester hours each.

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## WHERE DO WE GO FROM HERE?

Social work graduates are faced with the challenge that all graduates face, that of finding a job. We have gathered a few facts to help you in your search.

➔ North Hall has a file holder ("hot files") on the wall between the mail boxes and the door of the main office, 308 NH which holds information and brochures on recent job openings. Job posting are also listed in *The Record* and put out on the School's email listserve.

➔ *The Career Center* at 24 Phillips Hall services in the areas Career Exploration, Interest Assessments, Career Library Resources and Employer Information, Help with Choosing a Major, Summer Job Listings, Internships Including Washington Center and Cooperative Education, On-campus Interviews Using e-Recruiting, Mock Interviewing, Resume and Cover Letter Preparation, Interviewing Skills, Job Search Strategies, Career-related Programs and Workshops, Undergraduate Scholar Assistantship (USA-IA) Program, Iowa Advantage Portfolio Program, Stop in and see an advisor; they'll be glad to help you. ([www.careers.uiowa.edu/aboutcctr.htm](http://www.careers.uiowa.edu/aboutcctr.htm))

→ Graduate schools frequently require the GRE or Graduate Record Examination for entry. Information concerning GRE's can be found at <http://www.uiowa.edu/admissions/graduate/process.html>. If you are interested in the University of Iowa Master's of Social Work program, contact Kate Kemp at 335-1254.

→ Copies of the National Association of Social Work Professional **Code of Ethics** are available in the Main Office and on the web at [www.naswdc.org/code.htm](http://www.naswdc.org/code.htm). This outlines social work values and "professional" social work behavior. This could be helpful for graduates to examine what is expected of them as social workers and is also covered in the Intro to Social Work course.

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## SENIORS!

→ All seniors must complete an application for graduation with a B.A. degree their last semester as a student. The application can be completed on ISIS. Note that it is the student's responsibility to be aware of the deadlines for this application set by the University!

→ Senior students must also pass through a process called graduation analysis. This must be completed before beginning the final semester of course work. This can also be found in Jessup Hall, Room 1.

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## SSW SOURCES FOR FURTHER INFORMATION

→ Your Academic Advisor is the best source of information for a student. Students should meet at least once a semester with their advisor.

→ The [Field Experience Handbook](#) covers all the information about 42:193.

→ The Undergraduate Coordinator of the Social Work Program and the Director of Field Education are helpful in advising students in these areas.

→ Staff in the main office, 308 North Hall, can direct a student in the proper direction for questions concerning the undergraduate Social Work Program.

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## OTHER SOURCES OF INFORMATION

"Policies Affecting Students" (Division of Student Services)  
Includes Student Rights, Student Responsibilities, Student Organizations  
<http://www.uiowa.edu/~vpss/policies/policies>

### **CLAS student academic handbook**

[http://www.clas.uiowa.edu/students/academic\\_handbook/index.shtml](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml)

**The Office of Equal Opportunity and Diversity**, 202 Jessup Hall supports and enhances the University's commitment to recruiting and retaining a diverse academic community of faculty, staff, and students in two inextricably linked ways: 1) providing expert advice, education, and services which ensure the University's compliance with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies; and 2) providing leadership and resources that support the University's goal to foster a diverse and inclusive University community. Their web site is <http://www.uiowa.edu/%7Eeod/>

**Office of the University Ombudsperson** - Located at C108 Seashore Hall, The Office of the Ombudsperson serves students, faculty and staff and offers informal resolution, mediation and/or negotiation to constituents. Ideally, the Office exists to prevent conflicts from escalating beyond the ability of clients to resolve them informally. They spend considerable time working with constituents and within departments advocating civility and mutual respect as the most productive avenue to successful problem solving.

In an effort to represent the University’s commitment to fundamental fairness, they offer an independent, impartial, confidential resource to all members of the University community. Confidentiality, neutrality and independence are the three critical characteristics of the Office. The Ombudsperson responds to each client according to the matter brought forward. Some contact the office for information only, some come to discuss options and seek advice, some come with serious complaints, grievances and issues which cannot be solved through regular channels.

**Student Legal Services** — Located at 155 IMU, this office provides general legal assistance for students by law students who are under the close supervision of a licensed attorney. For a nominal fee, legal representation can be secured for anything from tenant-landlord disputes to small claims to criminal problems. A free advice clinic is offered for any registered student every Friday from 1:30 ~ 4:30 p.m. The telephone number is 335-3276.

**Additional sources of information continued.....**

<p><a href="http://www.imuis.uiowa.edu/osl/">The Office of Student Life</a>  <a href="http://www.imuis.uiowa.edu/osl/">http://www.imuis.uiowa.edu/osl/</a>          145 Iowa Memorial Union, 335-3059          Many services including Tutor Referral</p> <p>Career Center  <a href="http://www.careers.uiowa.edu/about.html">http://www.careers.uiowa.edu/about.html</a>          100 Pomerantz Center, 335-1023</p> <p>Civic Engagement Program, 335-7589  <a href="mailto:civic-engagement@uiowa.edu">civic-engagement@uiowa.edu</a></p> <p>10,000 Hours volunteer project  <a href="http://www.10000hours.org/show.php">http://www.10000hours.org/show.php</a></p> <p>Iowa City volunteer Opportunities, 358-9360  <a href="http://www.uiowa.edu/~pcorps/volunteer.htm">http://www.uiowa.edu/~pcorps/volunteer.htm</a>          321 E. Market St., Iowa City</p> <p>Resources for Diverse Populations  <a href="http://www.clas.uiowa.edu/deans/diversity/shtml">http://www.clas.uiowa.edu/deans/diversity/shtml</a></p> <p>Afro-American Cultural Ctrr (AACC)          303 Melrose Avenue, 335-8296</p> <p>Latino-Native American Cultural Center          308 Melrose Avenue, 335-8298</p> <p>The Asian Pacific American Cultural Center (APACC)          223 Lucon Drive          Iowa City, IA 52242          (319) 335-2719</p>	<p>Gay, Lesbian, Bisexual, Transgender Union (GLBTU)          161 Iowa Memorial Union, 335-3251  <a href="http://www.uiowa.edu/~glbtu">http://www.uiowa.edu/~glbtu</a></p> <p>International Programs          120 International Center, 335-0335  <a href="http://www.uiowa.edu/~intl/">http://www.uiowa.edu/~intl/</a></p> <p>Student Disability Services (SDS)  <a href="http://www.uiowa.edu/%7Esd/">http://www.uiowa.edu/%7Esd/</a>          3100 Burge Hall, 335-1462, 335-1498 (text phone)</p> <p>Student Health Services  <a href="http://www.uiowa.edu/~shs/">http://www.uiowa.edu/~shs/</a>          4189 Westlawn, 335-8370</p> <p>Support Service Programs          310 Calvin Hall, 335-1416          Provides minority, low-income and first generation college students with academic, social and financial support</p> <p>Women’s Resource and Action Center (WRAC)          130 N. Madison, 335-1486  <a href="http://www.uiowa.edu/~wrac/">http://www.uiowa.edu/~wrac/</a></p> <p>Writing Center          110 English-Philosophy Building, 335-0188  <a href="http://www.uiowa.edu/~writingc/">http://www.uiowa.edu/~writingc/</a></p> <p>University Counseling Service  <a href="http://www.uiowa.edu/~ucs/">http://www.uiowa.edu/~ucs/</a>          3223 Westlawn, 335-7294</p>
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## STATEMENT ON STANDARDS

As part of an academic institution, and in preparation for professional practice, the School of Social Work has some general expectations of which students and faculty should be aware.

1. Papers and other written work should conform to college standards of written English. They should be grammatically correct. Refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc. Papers should be typed if possible.
2. Because social work is learned through process as well as content, class discussion and interaction is an integral part of your education in the School. Doing the reading without attending courses will not be sufficient to master the course material. Therefore, students are expected to attend classes or to inform instructors prior to class if unable to attend due to illness or other legitimate reasons.
3. The School of Social Work expects that students entering the profession of social work, as well as faculty and practitioners already in the field, should have a commitment to eliminating discriminatory attitudes and actions, conscious or unconscious, with respect to race, class, sex, age, and sexual preferences, etc. Language often unintentionally expresses institutional racism, sexism, etc. As part of the professional preparation of students and professional development of faculty, students and faculty should sensitize themselves to discriminatory biases and assumptions in oral and written language, attitudes and behaviors. This concern should guide presentations, papers, and lectures and should influence selection of readings and textbooks.

Examples of discriminatory biases and assumptions in oral and written language include:

- comments are made that express racial, sexual, class and other stereotypes;
- written work uses masculine pronouns when reference to both males and females is intended. Plurals and neutral nouns can usually solve the problem. (Note: non-sexist writing is increasingly expected in papers and manuscripts submitted for publication, so change in this direction is also good preparation for good professional writing.)
- terms are used that put the constituency of social services in a one-down position, e.g., when terms like “girl” or “boy” are used in reference to adults or young adults; first name usage without permission or reciprocity.

The School expects its constituents to demonstrate commitment to the social work values that place high value on the worth and dignity of all people.

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## ASSESSMENT OF STUDENTS

A) Letter grades are reported with plus/minus and the numerical value is as follows:

<b>A+</b>	<b>4.33</b>	<b>B-</b>	<b>2.67</b>	<b>D</b>	<b>1.00</b>
<b>A</b>	<b>4.00</b>	<b>C+</b>	<b>2.33</b>	<b>D-</b>	<b>0.67</b>
<b>A-</b>	<b>3.67</b>	<b>C</b>	<b>2.00</b>	<b>F</b>	<b>0.0</b>
<b>B+</b>	<b>3.33</b>	<b>C-</b>	<b>1.67</b>		
<b>B</b>	<b>3.00</b>	<b>D+</b>	<b>1.33</b>		

Grades of A+ will have a value of 4.33 in calculating a student's GPA, but the averages displayed at the bottom of the grade report will be truncated so as not to exceed 4.00.

- B) Students admitted on conditional status (g.p.a. below 2.50) must achieve regular status within two sessions of registration by obtaining a grade point average of at least 2.5 on a minimum of eight letter graded hours.
- C) Students wishing to take S/U course for letter grade may do so by petitioning the instructor not later than second class meeting. If approved the student shall give a copy to Secretary in charge of grades in the Iowa City Office. This privilege should be allowed only in exceptional circumstances. Please note there are limits to the number of S/U, P/F courses a student may apply to the B.A. degree.
- D) When feasible and appropriate all exams and papers should be submitted with a student identification number instead of student name.
- E) Incompletes are not sanctioned by the University except for work that cannot be graded on time for extenuating reasons. Students must petition the instructor for an incomplete which must be made up before the end of the following semester. Students may not take advanced courses for which they have not met the prerequisites due to incomplete.

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## **PROCEDURE FOR IDENTIFYING AND REFERRING STUDENTS WITH ACADEMIC SKILLS PROBLEMS**

Often students entering the School of Social Work are surprised by the difficulty of the courses required for graduation. It should be stressed that social work is a professional degree and the School takes seriously the preparation of its students for this profession. Moreover, upper class courses by nature entail more reading and require more ways of evaluating performance (including essay examinations). Thus students entering the School of Social Work should recognize that the challenges presented are required in order to build a knowledgeable and capable professional social worker.

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## **WRITING SKILLS PROBLEMS**

Instructors should identify students with writing problems and refer those students to the student's faculty advisor if the problem is serious enough to raise a faculty concern. The Advisor may refer the student to the Writing Lab and/or develop a remediation plan.

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## **STUDENTS WITH DISABILITIES**

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors Must make reasonable accommodations for students who have physical, mental, or learning disabilities. A student with a disability is responsible for requesting accommodations. It is important that instructors help students preserve their privacy and maintain the confidentiality of student records, including records of disability accommodation. In order to help preserve students' privacy, instructors are required to make the following announcement during the first class meeting and to include it on the syllabus: "I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please contact me during my office hours."

An adviser or instructor who believes that a student's academic performance has been affected by an undiagnosed learning disability may wish to talk with the student (again, in a manner that preserves the student's privacy) and possibly refer the student to the Office of Student Disability Services for formal assessment.

In order to receive accommodations, students must contact Student Disability Services (3101 Burge Hall, 335-1462) and obtain a Student Academic Accommodation Request form (SAAR). The form will specify what course accommodations are judged reasonable for that student. An instructor who cannot provide the accommodations specified, or who has concerns about the accommodations, must contact the Student Disability Services counselor who signed the request form within 48 hours of receiving the form from the student.

Students with complaints about disability accommodations must follow the procedures outlined in the [Student Academic Handbook](#), part IX.

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## STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

The School recognizes the special educational needs of social work students who speak English as a second language (e.g., international and ethnic minority students).

- a) Such students will be assigned an academic advisor with special interest and expertise in their culture-area. The advisor will assist the student to obtain special educational assistance, as needed.
- b) Instructors are expected to meet with such students at the beginning of each semester and help them to arrange for special educational assistance, as needed (e.g., extended time for exams and assignments, tutoring, writing skills).

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## POLICY ON STUDENT ADVANCEMENT IN THE SOCIAL WORK MAJOR

If a social work student's grade for a required social work course falls below a C- at any point during the semester, the course instructor may send a *REFERRAL FOR ACADEMIC SUPPORT*. A referral letter may also be sent if the instructor believes the student needs academic assistance (e.g., has significant writing problems). This letter is also sent to the student's advisor and to the Social Work Department's Special Support Coordinator.

The Referral for Academic Support letter should:

- a) Request that the student come to see the instructor, if that has not already occurred, concerning the student's progress in the course
- b) State that the instructor is referring the student to the Special Support Coordinator
- c) State that the student should make an appointment with the Special Support Coordinator who will assist the student in developing a comprehensive strategy to address the student's specific academic needs

The letter is intended as a sign of concern and an offer of support for the student early in the course. Resources that are available to assist the students are often not utilized or even considered because the students either are not aware of them or are not encouraged to take advantage of them. The Referral for Academic Support Letter will not be placed in the student's official file in 308 North Hall.

Faculty members meet each semester with the BA Coordinator to review the progress of the social work majors. There is considerable discussion between classroom and field faculty, advisors and the B.A. Coordinator when an individual undergraduate student is identified as actually or potentially problematic with regard to achievement and progress in the program and/or suitability for the social work profession.

**Academic Performance:**

- Students are expected to pass all courses required in the major, maintaining a minimum 2.0 GPA and satisfactory performance in non-letter graded courses. The minimum GPA of 2.0 is consistent with CLAS policy and includes a grade point average of 2.0 (C) in all four of these areas:
- All college work attempted
- All work undertaken at The University of Iowa
- All work attempted in the major field
- All University of Iowa major work
- Students are expected to demonstrate effective oral and written communication skills in English.

**Professional Behavior:**

- Students are expected to plan and implement effective interventions under supervision.
- Students are expected to relate well with clients and client systems, colleagues, agency supervisors, and community systems.
- Students are expected to respond to evaluation, testing, and criticism with appropriate modification of behavior.

**Ethical Conduct:**

- Students are expected to demonstrate honesty and integrity in all aspects of their academic program and adhere to the Academic Dishonesty Statement.
- Students are expected to adhere to the Code of Ethics of the National Association of Social Workers in all interactions with clients, peers, staff, regular and adjunct faculty, field instructors, and other members of the University Community.
- Students are expected to adhere to the University of Iowa Code of Student Conduct.

When a problem, either academic or professional behavior, is identified, the procedure is:

1. The faculty member discusses the concern directly with the student, stating in behaviorally specific terms what behavior is not meeting academic or professional expectations.
2. If the behavior continues, the faculty member writes a Letter of Concern which requires a meeting among the student, instructor and the student's advisor.
3. A plan of remediation is developed at the meeting, with specific outcomes and a timeline, and may refer to The University of Iowa Code of Student Life.
4. Each member signs the plan in the agreement, including the student.
5. If the situation is resolved, the student proceeds through the major.
6. If the situation is not resolved, and if the behavior is a violation of the NASW Code of Ethics and is also a course outcome, it could be grounds for failure of the course.
7. Failure of the course for that reason prohibits the student from retaking the course to satisfy the undergraduate requirement and thus completing the major.
8. Students may appeal the failing grade utilizing standard University protocol for the grievance of grades

The above policy and the U of I Code of Student Conduct are both mechanisms through which action can be taken against students whose behavior is incompatible with standards of professional social work behavior, either in the classroom or field experience. No formal action has been taken against a student in the time since our last reaffirmation of accreditation visit. However, periodically, faculty advisors, or the BA Coordinator, have informally counseled students out of the program who appear ill suited for the social work profession. This action has occurred sporadically, and no data is available.

If this procedure were invoked, students could appeal through the School's Grievance Procedure.

The School's Appeals Committee administers appeals and grievance procedures. Any policy, decision, or action may be reviewed by this Committee. Grades may be appealed only if, in the student's opinion, the instructor failed to provide sufficient evaluation criteria.

## Appendix A

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### College of Liberal Arts and Sciences Criteria for Admission for Fall 2007:

Applicants to the BA Social Work program must have met the College of Liberal Arts and Sciences (CLAS) requirements and be admitted to CLAS. Students are admitted to the CLAS on the basis of three criteria: completion of a set of high school unit requirements; high school class rank or college transfer grade-point average; and ACT/SAT results or a combination of high school/college records and standardized test scores. These requirements are further explained on the web: <http://www.uiowa.edu/admissions/undergrad/index.html> and in the current [University of Iowa General Catalog](#).

Applicants to the School of Social Work must meet additional criteria detailed below. Not all students who meet the criteria are admitted when the applicant pool is large and there are class size restrictions.

#### I. School of Social Work Criteria for Selective Admission for BA Social Work

##### A. Academic qualifications

1. A cumulative GPA of 2.50 (on a 4.0 scale) at the time of admission. Applicants who do not meet the minimum GPA but demonstrate strengths/potential in other areas may be granted consideration for admission on an individual basis.
2. A grade of C or above in 42:022-Introduction to Social Work or comparable course taken in another college and approved by the School of Social Work.

##### B. Completion of an application form, and a comprehensive statement addressing the following:

1. Your reasons for wishing to enter or continue in the field of Social Work. Discuss any factors which have helped you toward that decision, and any experiences you have had which you believe will be helpful to you as a student in Social Work. Include: 1) employment, 2) education, 3) special interests, 4) family influences, 5) volunteer service, and 6) other.
2. Discuss your understanding of professional social work values (the NASW Code of Ethics available in 42:022, at <http://www.socialworkers.org/pubs/code/code.asp> or in the Social Work admissions office) and if/how they are congruent with your own values.
3. Comment on your strengths and areas in which you wish to grow academically and professionally. Include an assessment of your communication skills (verbal, listening, and writing) in this discussion.
4. Indicate your career interests and your present ideas about job possibilities and the satisfaction and challenges you expect to find in a Social Work career.
5. The accuracy and quality of writing in this statement will be evaluated as evidence of the Candidate's potential for professional written communication.

##### D. Materials must be submitted by the application deadline of March 1 for the following academic year.

#### II. Who Can Apply

Applicants for the Social Work major may include Social Work Interest majors, students transferring from other majors such as sociology or psychology, or students transferring from other institutions. All applicants must complete the BA Social Work application (described above) which is reviewed by members of the admissions panel. Applicants who are not accepted on their first attempt, may apply the following year. There is a maximum of two attempts to apply to the BA program.

### Social Work Interest Majors

Students interested in applying to the School of Social Work may declare 42P (Social Work Interest) through the University's Academic Programs Office at any point during the first 3 years in her or his academic program but usually when sufficient time remains to complete the program within the normal four-year schedule. Students who have earned more than 72 hours are not permitted to declare 42P. The pre-major declaration qualifies them to be advised by Social Work faculty (once they have at least sophomore standing) and to participate in the Student Association and other activities of the School, but they are not permitted to register for required social work major courses. (Freshman students are advised by The Academic Counseling Center. The BA Coordinator and/or Program Administrator confer with these advisors upon request and meet annually with the advising staff to provide updates on social work requirements.) The student will remain a Social Work Interest major until formal admission to the BA Social Work major or until they exceed 72 hours when they must declare another major to register for classes. Students are expected to enroll in 42:022 Intro to Social Work and apply to the major in their sophomore year. Juniors are permitted to apply and if they do so, it is with the expectation that at least one additional semester of coursework will be necessary to complete all of the requirements of the major, due, in part, to the sequencing of social work courses.

### Transfer students

Transfer students should follow the admissions process delineated above, noting the **March 1 deadline** for application. If the transfer student has taken the introductory social work course at another institution, the student shall obtain a letter of reference from a social work instructor at the previous institution. The letter should be sent to Undergraduate Admissions Secretary, UI School of Social Work, 308 North Hall, Iowa City IA 52242 prior to the March 1 deadline.

Upon admission to the College of Liberal Arts and Sciences, transfer students' transcripts are evaluated by Undergraduate Admissions and the Registrars' Office and the student is informed of their remaining general educational requirements by the University's Office of Admissions Degree Evaluation form. Transfer students who have taken an equivalent introductory social work course elsewhere may apply to be reviewed for admission during the annual review period. Previously earned credit which may apply to the major are evaluated by the Undergraduate Coordinator on a case-by-case basis for applicability to the Social Work major. Generally, courses earned more than 10 years ago will not be accepted. Transfer students are expected to present a transcript and syllabi of courses for which they are requesting social work course requirement equivalency or waiver. The BA Coordinator or Coordinator of Admissions meets individually with each student to determine if equivalent course content has been covered. A plan is developed, based upon this review and filed for the student and student's advisor's information. In the case of social work courses, only courses earned in a CSWE accredited program are considered equivalent, except for the Intro to Social Work course. If sufficient similar course content has been covered, an individual study may be designed or waiver granted but the hours must be taken in social work.

### III. Admission Decisions

The applicant will be notified prior to the early registration period in the spring of his/her acceptance or non-acceptance. Decisions regarding applicants who have not yet completed the introductory social work course but are enrolled in the spring, or who do not meet the minimum GPA, may be delayed until the spring semester's grades have been submitted. Effort is made to assure representation of persons underrepresented in social work practice and from a diversity of social, cultural, and economic groups. Diversity includes, but is not limited to, gender, ethnicity, age, religion, sexual orientation, ability, and socioeconomic class.

### IV. Records

All admission materials will be retained until the student graduates, at which time they will be destroyed. All materials submitted by a non-accepted student will be retained for one year.

V. Review Procedures

The admission criteria, policies, and procedures are reviewed annually by the Admissions Coordinator. Major changes in policies or procedures are reviewed by the Admissions Committee and reported to the Faculty of the Whole. Questions regarding the Undergraduate Admissions Policy should be directed to the Admissions Coordinator, Kate Kemp, 319-335-1254, or email: [kate-kemp@uiowa.edu](mailto:kate-kemp@uiowa.edu).

## APPENDIX B

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### RIGHTS AND RESPONSIBILITIES OF STUDENTS

There are a number of sources of information regarding students rights and responsibilities at the University, Graduate College, College of Liberal Arts and Sciences, and School of Social Work levels. Primary sources of information are listed below, as well as offices that offer information and/or support. In the School of Social Work, you can obtain further information from the Program Administrator (Kate Kemp) or your faculty advisor.

#### **University: Policies and Regulations Affecting Students (Division of Student Services)**

<http://www.uiowa.edu/~vpss/policies/index.html>

A complete listing of the rights and responsibilities of all University students is given in Policies and Regulations Affecting Students. Student rights and responsibilities, including the University's policies on human rights, on nonviolence, and on sexual harassment and consensual relationships, are stated in this document. Information on campus security and regulations governing student organizations are also described.

#### **College of Liberal Arts and Sciences – Academic Programs and Services (120 Schaeffer Hall)**

[http://www.clas.uiowa.edu/students/academic\\_handbook/ix.shtml](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml)

The CLAS handbook for students includes policies which apply to graduate students in Social. Of particular relevance are the following policies featured in the handbook are the policies and procedures related to “Student Complaints Concerning Faculty Actions” and “Student Academic Misconduct.”

#### **Student Complaints Concerning Faculty Actions**

From Division of Student Services Policies Affecting Students: Student complaints concerning actions of faculty members are pursued first through the informal mechanisms established in each college for this purpose. Although there is some variation among colleges, these mechanisms generally involve the following steps: (1) The student should first attempt to resolve the issue with the faculty member involved. (2) Lacking a satisfactory outcome, the student should turn to the Schools Appeal Process. (3) If a satisfactory outcome still is not obtained, the student may take the matter to the Director and then the collegiate dean.

A student dissatisfied with the outcome of an academic complaint against a faculty member at the collegiate level may ask the Office of the Provost to review the matter. In addition, a student dismissed from a college or from the University for academic reasons may ask the Office of the Provost to review the matter. A student who wishes more specific information about the review by the Office of the Provost should inquire at the office of their respective dean or the Office of the Ombudsperson.

If a student's complaint concerning a faculty action cannot be resolved through the informal mechanisms available, the student may file a formal complaint which will be handled under the procedures established for dealing with alleged violations of the Statement on Professional Ethics and Academic Responsibility as specified in [section III-15 of the University Operations Manual](#). A description of these formal procedures, found in [section III-29](#) and following of the University Operations Manual, can be obtained from each college dean's office; collegiate ombudsperson; University Ombudsperson; College of Liberal Arts, Office of Academic Programs; or the Undergraduate Academic Advising Center.

## APPENDIX C

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### SUMMARY OF EDUCATIONAL POLICIES OF THE COUNCIL ON SOCIAL WORK EDUCATION

#### **The Professional Foundation Curriculum**

The content areas of the professional foundation are determined by the accumulated experience of professional education and new developments in knowledge and practice. Social workers must demonstrate proficiency and competence in nine professional foundation areas.

##### **1. Social Work Values and Ethics**

Human oppression and discrimination violate social work values, and their dynamics and consequences must be understood. Students learn to promote social and economic justice on multiple levels and with a diversity of means.

##### **2. Diversity**

Human diversity in all of its aspects is important in social work education. Some groups have special relevance to a program's mission. Differential assessment and intervention skills are essential with respect to serving a variety of populations.

##### **3. Promotion of Social and Economic Justice**

Social work values and the related ethical implications permeate the social work curriculum. The specific values and principles that must be dealt with are noted in the CSWE Curriculum Policy Statement.

##### **4. Populations-at-Risk**

Many groups are at risk and programs need to address those most pertinent for their mission. All programs must provide content with respect to people of color, women, and sexual orientation. Discrimination, deprivation and oppression of groups is analyzed.

##### **5. Human Behavior and the Social Environment**

Social Work's person-in-environment focus requires students to be knowledgeable about the individual's development over the life span, and membership in families, groups, organizations, and communities. Students are required to have knowledge of the relationship among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior.

##### **6. Social Welfare Policy and Programs**

Study in this area prepares professionals to function as informed and competent practitioners in providing services and bringing about change in social policies and programs. Students are expected to develop skill in the use and application of scientific knowledge to the analysis and development of social welfare policy and services; have knowledge of the structure of service programs and the history of the organized profession and other social welfare institutions; understand the political process and the means to further the achievement of social work goals and purposes.

## **7. Social Work Practice**

Curriculum content related to practice must include theory, research, and practice wisdom. It must also develop skill in the exploration and gathering of data, differential assessment and planning, intervention, and evaluation relevant to social work practice. Practice courses must explicitly demonstrate how content on practice relates to the knowledge base and skills that are included in the curriculum content of research. The practice skills taught in any practice context for use with any size system must reflect an integration of professional purpose, knowledge, and values.

## **8. Research**

Each part of the professional foundation must provide students with an understanding and appreciation of the necessity of a scientific, analytic approach to knowledge building and practice, with the ethical use of scientific inquiry emphasized throughout. The content of research should impart scientific methods of building knowledge for practice and of evaluating service delivery in all areas of practice. It should include quantitative and qualitative research methodologies, designs for the systematic evaluation of the student's own practice, and the critical appreciation and use of research and of program evaluation. Research courses must be explicit in showing how content on research relates to the knowledge base and practice skills that are included in the curriculum content of social work practice.

## **9. Field Experience**

The field experience is an integral part of the curriculum in social work education. It engages the student in supervised direct service activities, providing practice experience in the application of the theory and skills acquired in all the foundation areas. The objective of field experience is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker.

\*Complete copies of the Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education, approved 1994 are available in the Main Office.

# Appendix D

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## BA PROGRAM COMPETENCIES

### Professional Development:

- ✓ Demonstrate commitment to continuous professional growth and development in their professional practice.
- ✓ Demonstrate the professional use of self.
- ✓ Use supervision appropriate to generalist practice.

### History:

- ✓ Interpret the history of the social work profession and its current structures and issues.

### Theory:

- ✓ Synthesize and apply critical thinking skills within professional contexts and
- ✓ Apply appropriate theory and knowledge to practice interventions.
- ✓ Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior.
- ✓ Apply theories of person-in-situation and theories of human development to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
- ✓ Demonstrate understanding of the social context of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

### Practice:

- ✓ Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
- ✓ Demonstrate skills in interviewing
- ✓ Demonstrate skills in recording and case planning.
- ✓ Assist client systems to obtain needed resources.
- ✓ Demonstrate responsibility for the quality of own practice and documentation of practice.
- ✓ (Field learning contract and proposal for practice evaluation)
- ✓ Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

### Research:

- ✓ Evaluate relevant research studies and apply findings to practice.
- ✓ Demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.
- ✓ Under supervision, evaluate their own practice interventions and those of other relevant systems. (Field learning contract and proposal for practice evaluation).

### Policy:

- ✓ Analyze the impact of social policies on client systems, workers, and agencies.
- ✓ Describe the process of policy formulation.
- ✓ Demonstrate understanding of the political and organizational processes used to influence policy.
- ✓ Demonstrate understanding of the frameworks for analyzing social policies in light of the principles of social and economic justice.

### Social Work Values and Ethics:

- ✓ Practice within the values and ethics of the social work profession
- ✓ Demonstrate responsibility for own ethical conduct.

- ✓ Build professional relationships on regard for individual worth and dignity, advance them by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.
- ✓ Respect the individual's right to make independent decisions and actively participate in the helping process.

### **Diversity and Cultural Competence:**

- ✓ Demonstrate an understanding and appreciation of human diversity
- ✓ Demonstrate respect for and acceptance of unique characteristics of diverse populations, especially those that are common in the region: rural, Latino, Native American, refugee and immigrant populations, and ethnic groups common in Iowa.
- ✓ Demonstrate knowledge of differences and similarities in the experiences, needs, and beliefs of diverse people and communities.
- ✓ Use communication skills differentially with a variety of client populations, especially those that are common in the region: elderly persons; rural residents; Latino, Native American, refugee and immigrant populations, and ethnic groups common in Iowa; and lesbian and gay individuals.
- ✓ Practice with diverse populations utilizing differential assessment and intervention skills and knowledge of population groups that are particularly relevant to the School's mission: elderly persons; rural residents; Latino, Native American, refugee and immigrant populations, and people of ethnic backgrounds common in Iowa, and gay and lesbian persons.

### **Promotion of Social and Economic Justice:**

- ✓ Understand the forms and mechanisms of oppression and discrimination.
- ✓ Demonstrate an understanding of the strategies and skills of change that advance social and economic justice.
- ✓ Strive to make social institutions more humane and responsive to human needs.

### **Populations at Risk:**

- ✓ Demonstrate and apply knowledge of specific populations at risk including the impact of discrimination, economic deprivation, and oppression upon these groups. Populations at risk especially relevant to the region are immigrants and refugees, people of color, women, and gay and lesbian persons, families in poverty, families that have experienced violence, families with children, adolescents, and aging members, and families with disabled members and members with mental illness.

Notes: 1. Diverse populations in the region include rural, Latino, Native American, refugees and immigrants, and ethnic groups common in Iowa.

2. Population groups that are particularly relevant to the School's mission are elderly persons; rural residents; Latino, Native American, refugee and immigrant populations, and people of ethnic backgrounds common in Iowa, and gay and lesbian persons.

3. Populations at risk especially relevant to the region are immigrants and refugees, people of color, women, and gay and lesbian persons, families in poverty, families that have experienced violence, families with children, adolescents, and aging members, and families with disabled members and members with mental illness.

## Appendix E

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### INSTRUCTOR AND STUDENT GUIDELINES FOR CLASSROOM DISCUSSIONS

The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one where all can feel supported in discussing their thoughts and feelings, asking questions, and stating their opinions. It is equally important that all statements made are respectful and do not demean or humiliate any individual present or any group of people. The following guidelines for classroom discussions are adapted from materials written by the Center for Research on Women at the University of Memphis. We offer them here as a starting point for negotiating the ground rules we will adopt and agree to observe as a class to create a safe environment that will promote productive interaction.

Recognize that we are all at different stages of learning about and accepting the existence of prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics. Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group.

Agree not to blame others or ourselves for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.

Assume that people-both those we study and those in this class-do the best they can.

Recognize that social workers identify with different cultural, political, and religious belief systems, and are free to practice their beliefs within the professional guidelines described by the NASW Code of Ethics.

Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully, and be prepared to clarify your statements with specific information, experiences, and/or examples.

The following are example of statements that do and do not honor these guidelines.

Acceptable: I've thought about it a lot, and I really don't believe that gay men and lesbians should be allowed to marry and adopt children [because...]

Unacceptable: Gay lifestyles are totally immoral and inappropriate for children.

Acceptable: I have a hard time understanding how social workers can vote for Republicans who support policies like [give example] because [explain concern].

Unacceptable: I can't imagine that any social worker would vote for Republican candidates; Republicans only care about rich white men.

Acceptable: It doesn't seem fair that I have to wait until I'm financially secure to have kids, but mothers on welfare get my tax money to support their families and don't have to work.

Unacceptable: Women on welfare are just manipulating the system and having children to avoid working and get more money from the government.

Acceptable: My faith is important to me, and I don't know how my religious beliefs fit with what we're learning in class.

Unacceptable: I don't care what anyone associated with this class says; if my religion doesn't accept something (or some group of people), I don't accept it (or them) either.

*Adopted by faculty 12/10/03*

# APPENDIX F

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## SCHOOL GOVERNANCE

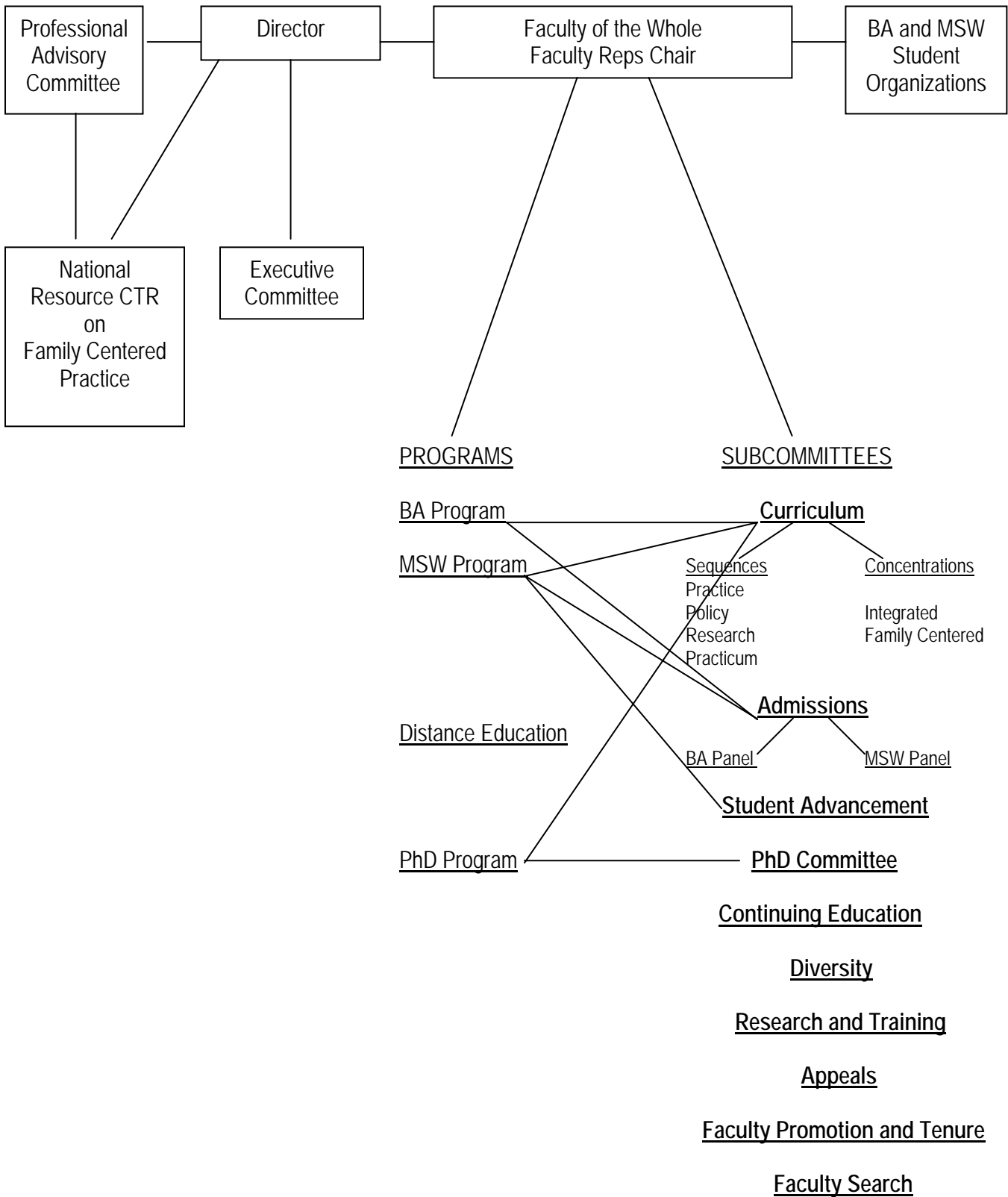
The School of Social Work's educational program is the responsibility of the faculty. The faculty is central to the governance of the School and makes all major policy decisions regarding the present and future of its' educational programs. The Faculty of the Whole is the central committee of the School and utilizes both a Committee Structure and an Administrative Structure to implement its goals and objectives. The Faculty of the Whole elects the Director of the School. Committees are composed of faculty members, staff, students, and community practitioners. The School's organizing principles are consistent with family-centered and community-based practice principles. The principles taught in the curriculum and guiding our educational programs also guide our organizational processes, including: mutuality, collaboration, contextual, strengths focused, cultural competence, teamwork, and advocacy.

### **Committee Structure**

The School of Social Work utilizes a committee structure that provides input into the undergraduate and graduate educational programs and operations of the School. The major governing body is the Faculty Committee of the Whole. All of the academic programs of the School (BA, MSW, Ph.D., Distance Education) and the National Resource Center on Family Centered Practice are lead by faculty members. The Director of the School is a faculty member elected by the Faculty of the Whole, and appointed by the College of Liberal Arts and Sciences as the Departmental Executive Officer. The Faculty of the Whole, Director, and Program Coordinators receive recommendations from the following subcommittees: the Curriculum Committee, Admissions Committee, Ph.D. Committee, Student Advancement Committee, Diversity Committee, Research and Training Committee, Faculty Search Committee, Faculty Promotion and Tenure Committees, Appeals Committee, and the Continuing Education Committee. Advisory to the Director is the Professional Advisory Committee and the Executive Committee. The Executive Committee's membership includes the chairs of all the subcommittees and programs of the Faculty of the Whole and professional administrative staff. The Faculty of the Whole meets monthly and is chaired by elected Faculty Representatives. (Detailed descriptions of each of the committees is available from the Program Administrator.)

Faculty Committee of the Whole. All tenure track, clinical and visiting faculty persons are voting members, and all professional staff are non-voting members. The Faculty of the Whole acts on recommendations from its subcommittees concerning policy, procedure, and plans for the School and reviews student advancement each year. Two persons elected by the Committee of the Whole to fill the positions of Faculty Representatives serve as rotating chairs. The faculty assembles monthly. At the first faculty meeting of the year (August) the faculty vote on a calendar which is proposed by the Program Administrator in consultation with the Director, committee chairs and program coordinators. This calendar includes monthly faculty meetings, which have routinely been scheduled for 2 hours once per month. Faculty meeting agendas are solicited monthly by the faculty representatives. Any faculty or staff member may submit items for the agenda and the faculty representative determines the order/time allotment, etc. The agenda includes the Director's report, followed by committee reports. Meeting agendas are adopted by majority vote as needed. The agenda includes time allocated by agreement of the faculty for special concerns of the faculty, such as periodic review for CSWE or collegiate review, or attention to special themes relevant to education or the profession of social work. Meetings are governed by Roberts Rules of Order and simple majority vote. Policy is not voted upon without a quorum (2/3 of voting faculty). Voting during faculty meeting may be by show of acclamation, show of hands or ballot, which is agreed upon by the faculty prior to the vote. On some occasions, faculty vote by mail. Generally faculty are permitted to submit their viewpoints in writing and vote in absentia if they cannot attend.

# Committee Structure



## School Governance (continued)

### Committees Advisory to The Director

Professional Advisory Committees. Practitioners in Social Work and allied fields are drawn from the community to serve on committees in each program location (IC, DM, SC, QC) as advisory to the Director, Distance Education Coordinator and Faculty of the Whole. A wide range of practice areas is represented in this membership. Participants respond to the needs of the School's Faculty, Program Coordinators, Curriculum Committee, and/or Director providing feedback about the program from a practitioner's viewpoint. They also provide feedback to the Continuing Education Committee. This Committee meets one or two times each year and is contacted via mail as needed.

Executive Committee. Members include the Director, MSW Coordinator, Doctoral Program Coordinator, BA Coordinator, NRC Director, one Faculty Representative, Distance Education Coordinator, Field Director, Research and Training Committee Chair, Diversity Committee Chair, and the Operations and Program Administrators. The Executive Committee is advisory to the Director, and is charged with implementing the strategic plan, including the cultural competence initiative. It may provide counsel on issues posed by any member of the faculty. The Director is chair.

### Subcommittees of the Faculty

#### Committee of the Whole

Faculty Promotion, Tenure, and Review Committee(s). Committees are appointed as needed when faculty are considered for Tenure, for Promotion, or Annual Review as required by the College of Liberal Arts and Sciences.

Search Committee(s). Responsible for conducting faculty searches and making recommendations to the Director and Faculty regarding new appointments. Faculty voted to reconstitute the committee at 12/98 and 1/99 faculty meetings. Committee membership:

- Chair is appointed by Director as a deployment assignment
  - Two faculty members are elected by Faculty of the Whole and
  - One faculty member appointed by the Director
  - Program Administrator
  - 1 professional social work/community representative
  - 1 student representing all students, and 1 alternate
- All members have voting rights (student and alternate have one vote).

Curriculum Committee. Is accountable for all educational programs of the School including BA and MSW programs and the Ph.D. Program in conjunction with the Doctoral Studies Committee, continuing education programs, and all electronically transmitted courses. It is also responsible for assuring the integrity and adherence to policy of all syllabi and course outlines, and the overall quality of education provided by the School. The Curriculum Committee is empowered to request information of committees composed of sequence chairs and the faculty who teach in those sequences to address curriculum issues and report to the Committee. Members include MSW and BA Coordinators, the Program Administrator, Family Centered and Integrated Practice Chairs, Director of Field Education, Diversity Chair, two graduate students, two undergraduate students, two practitioners (representing graduate and undergraduate levels of field instruction). The MSW Coordinator and BA Coordinator co-chair. The Program Administrator staffs the committee.

Doctoral Studies Committee. This committee will be composed of at least three faculty members appointed by Director in consultation with the Ph.D. Coordinator. Terms on the Doctoral Studies Committee will be staggered, with faculty serving either one or two-year terms. The Doctoral Studies Committee will oversee the operation of the program, review and revise policy, review doctoral program applications and, in consultation with the faculty, make recommendations concerning admissions. It serves as a supervising committee for students until a student's doctoral committee is chosen.

Student Advancement Committee(s). Is responsible for receiving reservations regarding MSW student problems filed by faculty members, and for deciding if the student shall be promoted. The Student Advancement Committee consists of the MSW Coordinator (chair) and two impartial faculty members appointed by the Director. If the MSW Coordinator is the faculty member filing the reservation (other than low GPA) or is the student's advisor, another person shall be appointed by the Director of the School to serve as chair.

Admissions Committee. Reviews admissions policy and recommends policy changes to the Faculty Committee of the Whole. Gathers information regarding admissions for the faculty and Director. Composed of the MSW and BA Coordinators, Director (Ex-officio), Director of Field Education, Distance Education Coordinator, Diversity Chair, the Program Administrator, one elected faculty member, and a practitioner and a graduate student appointed by the Director. The MSW Coordinator and BA Coordinator serve as co-chairs. The Admissions Secretary staffs the panel.

Two subcommittees of the Admissions Panel review applications:

The MSW Admissions Panel is composed of the MSW Coordinator, Director, Director of Field Education, Distance Education Coordinator, the Program Administrator, one elected faculty member, and a practitioner and graduate student appointed by the Director. The Program Administrator/Admissions Coordinator chairs the panel and the Admissions Secretary staffs the panel.

The BA Admissions Panel is composed of a deployed faculty member, the Program Administrator, and the BA Coordinator, The Program Administrator/Admissions Coordinator chairs the panel and the Admissions Secretary staffs the panel.

Diversity Committee. The Diversity Committee was established to develop and guide the implementation of an intervention plan for increasing the cultural competence of the School of Social Work and including recruitment and retention of faculty and students who will contribute to the diversity of the School. Cultural competence can best be understood as “a set of congruent behaviors, attitudes and policies that enable a system, agency or professional to function effectively across cultural difference” (Cross, 1988). In this context, cultural difference, also called diversity includes, but is not limited to, gender, ethnicity, religion, sexual orientation, disability, and socio-economic class. As Cross (1989) notes, “systems, agencies, or professionals do not start out being culturally competent. Like other types of competence, cultural competence is developed over time through training, experience, guidance, and self-evaluation” (p. 25). Committee members are the Executive Committee, other interested faculty, staff and students. The chair is assigned by the Director.

Continuing Education Committee. The Continuing Education Committee is composed of the chair of the committee, who will be designated by the Director of the School, the Distance Education Director or designee, the Program Administrator, at least one faculty person in each center or part-time program, and the Distance Education Secretary. At least two practitioners are members of the committee. One practitioner should be a recent graduate of the MSW program. It is recommended that at least one other practitioner is a member of the Professional Advisory Committee for the School. All faculty are invited to serve on the committee if they wish on a voluntary basis, in addition to the minimum membership. The chair of the committee serves on the Curriculum Committee because numerous issues affect both committees. The Program Administrator is the liaison with the Iowa Board of Social Work Licensure for the approval/management of Continuing Education Units offered by the School.

Research and Training Committee. Coordinates all research and training activities of the School and the National Resource Center, (including internally and externally funded faculty research and all training activities) and stimulates and supports research opportunities for students, faculty, and staff. Serves as the forum for joint planning between the School and other centers. Members include all interested faculty and NRC staff, and representatives of other research groups. The NRC Director and one deployed faculty member serve as co-chairs.

Appeals Committee. Administers all appeal and grievance procedures, with the exception of undergraduate grades, which are handled under the College of Liberal Arts and Sciences grievance procedures. Members include two faculty (one appointed by the Director as chair), one professional or merit staff, one graduate student, one undergraduate student, and one practitioner.

# APPENDIX G

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## ADMINISTRATION, FACULTY AND STAFF

### ◆ FACULTY PROGRAM ADMINISTRATION POSITIONS

<u>Director</u>	Ed Saunders
<u>BA Coordinator</u>	Carolyn Hartley
<u>MSW Coordinator</u>	Susan Murty
<u>Director of Field Education</u>	Robert Vander Beek
<u>Distance Education Coordinator</u>	Robert Jackson
<u>Student Support Coordinator</u>	Bob Vander Beek
<u>Ph.D. Coordinator</u>	Carol Coohy
<u>NRC Director</u>	Miriam Landsman

### ◆ PROFESSIONAL STAFF POSITIONS:

<u>Operations Administrator</u>	Carol Haack
<u>Program Administrator and Admissions Coordinator</u>	Kate Kemp
<u>Operations Coordinator</u>	Bev Sweet
<u>Program Secretary</u>	Susan Dirks
<u>Distance Education Secretary/Des Moines</u>	Madelyn Bowersox

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## FACULTY

**Mercedes Bern-Klug**, Assistant Professor. Research interests: Gerontology, end of life, nursing homes, final arrangements

**Amy Butler**, Associate Professor and Ph.D. Coordinator. Teaching areas: research, family policy, practicum. Research interests: effects of welfare benefit levels on poor children's well-being, impact of adolescent childbearing on the subsequent economic well-being of women and children, social work students' interest in working with disadvantaged groups, role of social work in Poland.

**Carol Coohy**, Associate Professor. Research interests: Prevention, social exchange networks of parents who maltreat their children, history of social work.

**Lorraine Dorfman**, Professor Teaching areas: human development, family life education. Research interests: aging, adjustment to retirement, human development across the life span, cultural factors in aging, gender differences, social networks.

**James Hall**, Professor. Teaching areas: research, social work practice in health care, practicum, substance abuse, family and adolescent treatment. Research interests: substance abuse treatment of adolescents and Mexican-American families, social skills training with adults with mental retardation, communication between parents and adolescents.

**Carolyn Hartley**, Associate Professor. Teaching areas: social work practice and research. Research interests: child maltreatment and interpersonal and family violence, child sexual abuse.

**Bob Jackson**, Clinical Associate Professor, Distanced Education Coordinator. Teaching areas: practice, family therapy, therapy with couples and individuals.

**H. Wayne Johnson**, Professor Emeritus. Teaching areas: introduction to social work, issues in criminal justice, field experience seminar. Research interests: criminal justice, rural social problems/services, social work education.

**Patricia Kelley**, Professor Emeritus and former Director. Teaching areas: family therapy, intervention with individuals, group process, social work practice, mental health. Research interests: clinical practice and supervision, and outcome research--in practice and education.

**Billie Marchik**, Clinical Assistant Professor (Des Moines). Teaching areas: social welfare policy and practice, organization and community practice, practicum administrator. Research interests: Middle East peace and anti-apartheid and development-disarmament issues, global economy.

**Susan Murty**, Associate Professor, MSW Coordinator, Curriculum Committee Chair. Teaching areas: integrated social work practice, end of life care, mental health assessment and treatment, practicum. Research interests: rural and regional service delivery, community mental health services, inter-organizational relations, end-of life service delivery.

**Pam Noel**, Assistant Professor,: Teaching areas: Research, Discrimination, Oppression, & Diversity, Adolescent Health Risk Behaviors, Poverty Travel Seminar Research Interests: Adolescent health risk behaviors, case management, foster care, mental health, and learning disabilities

**Salome Raheim**, Associate Professor. Teaching areas: Cultural competence, racism and discrimination, practicum, practicum seminar. Research interests: theoretical models of empowerment, social movements and social change.

**Judith Rinehart**, Clinical Assistant Professor (Des Moines). Teaching areas: social work practice, family therapy, couple therapy.

**Sara Sanders**, Assistant Professor. Interests: Gerontology; loss and grief; caregiving, Alzheimer's disease, Death and Dying, Social Work Education. Teaching areas: Social Work Processes, Human Behavior in the Social Environment, Gerontology; Death and Dying.

**Edward Saunders**, Associate Professor and Director of the School of Social Work, BA Coordinator. Teaching areas: research, advanced research, health policy, practicum. Research interests: child welfare, maternal and child health, sexuality.

**Jeanne Saunders**, Assistant Professor. Teaching interests include: research, policy, children, youth and families, and program development. Research interests include: teen parenting (especially among African American youth), at-risk youth in educational settings, statistical methods, and maternal and child health issues

**Bob Vander Beek**, Clinical Assistant Professor and Director of Field Education. Teaching areas: social welfare policy, practicum, human behavior, social work practice. Research interests: Integrated community-based models of service delivery, informal helping systems, technological transfer of social services, culturally sensitive social work practice.

**Tom Walz**, Professor Emeritus, former Director, Teaching areas: policy, aging, sexuality, administration. Research interests: environmental design psychology, aging, organization dynamics, international development, Gandhian theory.

## APPENDIX H

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### PROGRAM FORMS FOR STUDENT USE

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**SCHOOL OF SOCIAL WORK  
PROCEDURE FOR REQUESTING A GRADE OF INCOMPLETE**

Incomplete grades will be submitted only when there is a contract signed by student and instructor specifying the following:

1. The student's circumstances that meet the criteria for an incomplete grade:

Undergrad Students\*: Instructors may report a mark of I (incomplete) only if the unfinished part of the student's work, in a course other than research, thesis, or independent study, is small; the work is unfinished for reasons acceptable to the instructor; and the student's standing in the course is satisfactory.

Graduate Students: The grade of I is to be used only when a student's work during a session cannot be completed because of illness, accident, or other circumstances beyond the student's control.

2. The specific work left outstanding that the student needs to complete

A course may not be repeated to remove a grade of Incomplete; the grade must be removed by completing the unfinished part of the work.

3. The date by which the student must complete the work

Students who receive the mark of I must remove that mark within the first session of registration after the session for which it is given; otherwise the grade becomes F. For a spring semester course, the deadline would be the second week of the fall semester. The specific deadline for the submission of student work to the faculty will be determined by the instructor, taking into consideration reasonable time for the grading and the grade submission process. The change of grade must be submitted to the Social Work office by the faculty at least 1 week prior to the registrar's final grade deadline for the semester.

If the course is a prerequisite for a course the following semester, the deadline for completion of the work for the class will be no later than the second week of the following semester. If the student has not completed the work to remove the incomplete by that date, the student will be required to drop the second course and take it when the course is offered again after the incomplete grade has been removed.

4. The consequences if the student does not complete the work by the agreed upon date

The instructor and student will complete and sign a contract prior to submitting an incomplete grade. All signatures will be obtained and the completed original form will be turned into the program secretary. Copies will be made for the student, instructor, advisor and the program coordinator. The original form will be put in the student's file.

\*Undergraduate students may also refer to UI policies. See "Grading" / "Incomplete Grades."

[http://www.clas.uiowa.edu/students/academic\\_handbook/index.shtml](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml)

sd/8/07



**SCHOOL OF SOCIAL WORK  
CONTRACT FOR BASW HONORS PROJECT**

**Student Information:**(Fill out completely)

\_\_\_\_\_  
Student Name-Please Print

\_\_\_\_\_  
ID #

\_\_\_\_\_  
Phone numbers where I may be reached – list home, work, cell, etc...

\_\_\_\_\_  
Email addresses

This contract will specify the Learning Goals, Objectives, timeframe and parameters of the product and identify the Honors Option that is being used to guide the project. It must be signed by the student, their faculty supervisor, and the School of Social Work Honors Program coordinator.

**Project Title:**

**Learning Goal(s) of the Honors Project:**

**Learning Objectives of the Honors Project:**

**Timeframe for completion of Honors Project:**

1<sup>st</sup> Semester:

2<sup>nd</sup> Semester:

**Expectations for the final product:**

**Which Option(s) will be used for this project: (See "Honors Options" handout):**

Student: \_\_\_\_\_  
Signature Date

Faculty Supervisor: \_\_\_\_\_ Approved Denied  
Signature Date

Honors Coordinator: \_\_\_\_\_ Approved Denied  
Signature Date

Turn in to the Program Secretary in 308 NH for copies and departmental processing:

cc: Original/Program Secretary for student file  
Student Faculty Supervisor Honors Coordinator Central file

11/07/sd

**COURSE PLANNING SHEET FOR UNDERGRAD ADVISING**

Student's Name \_\_\_\_\_ 4 yr plan?  Yes  No

Phone \_\_\_\_\_ email \_\_\_\_\_

Advisor \_\_\_\_\_ Is Social Work your 1<sup>st</sup> major?  1<sup>st</sup>  2<sup>nd</sup>

**Pre-requisites for SW Program:**

\_\_\_\_ 42:022 Intro to Social Work

**Co-requisites for SW Program:**

- \_\_\_\_ 002:021 Human Biology
- \_\_\_\_ 030:001 Intro to American Politics
- \_\_\_\_ 031:001 General or Elementary Psychology
- \_\_\_\_ 034:001 Intro to Sociology: Principles
- \_\_\_\_ Social Science Selective Option, select one:
  - \_\_\_ 113:003 Introduction to Culture and Society
  - \_\_\_ 113:001 Anthropology and Contemporary World Problems
  - \_\_\_ 22S:025 Elementary Statistics and Inference
  - \_\_\_ 22S:002 Statistics and Society
  - \_\_\_ 06E:001, 06E:002, or 06E:007 Basic Economics course
    - Micro                  Macro                  Contemporary Economic Problems

**Required SW Major Courses:**

- | <u>FALL</u>  | <u>SPRING</u>                      |
|--|------------------------------------|
| ____ 42:140 HBSE (4)                                   | ____ 42:144 SW Research (4)        |
| ____ 42:141 Fundamentals of SW Practice (3)            | ____ 42:171 SW Processes (3)       |
| ____ 42:142 Interpersonal Skills Lab (2)               | ____ 42:189 Field Seminar (1)      |
| ____ 42:143 Social Welfare Policy & Practice (3)       | ____ 42:193 Field Experience(8-11) |
| ____ 42:147 Discrimination, Oppression & Diversity (3) |                                    |

**Required Concentration in Outside Department (12 hours):**

Course Number	Course Title	Hrs
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Over

	<u>FALL</u>		<u>SPRING</u>		<u>SUMMER</u>	
	_____	___	_____	___	_____	___
	_____	___	_____	___	_____	___
YEAR 1	_____	___	_____	___	_____	___
	_____	___	_____	___	_____	___
	_____	___	_____	___	_____	___
	Total hrs _____		Total hrs _____		Total hrs _____	

	<u>FALL</u>		<u>SPRING</u>		<u>SUMMER</u>	
	<u>Intro to SW</u>	<u>4</u>	OR	<u>Intro to SW</u>	<u>4</u>	_____
	_____	___		_____	___	_____
	_____	___		_____	___	_____
YEAR 2	_____	___		_____	___	_____
	_____	___		_____	___	_____
	_____	___		_____	___	_____
	Total hrs _____			Total hrs _____		Total hrs _____

	<u>FALL</u>		<u>SPRING</u>		<u>SUMMER</u>	
	<u>42:140 HBSE</u>	<u>4</u>		<u>42:144 Research</u>	<u>3</u>	_____
	<u>42:147 DOD</u>	<u>3</u>		<u>42:171 Processes</u>	<u>3</u>	_____
	_____	___		_____	___	_____
	_____	___		_____	___	_____
YEAR 3	_____	___		_____	___	_____
	_____	___		_____	___	_____
	_____	___		_____	___	_____
	Total hrs _____			Total hrs _____		Total hrs _____

	<u>FALL</u>		<u>SPRING</u>		<u>SUMMER</u>	
	<u>42:141 Fund/Pr</u>	<u>3</u>		<u>42:189 Fld Sem</u>	<u>1</u>	_____
	<u>42:142 Skills lb</u>	<u>2</u>		<u>42:193 Fld Exp</u>	<u>8-11</u>	_____
	<u>42:143 SWP&amp;P</u>	<u>3</u>		_____	___	_____
	_____	___		_____	___	_____
YEAR 4	_____	___		_____	___	_____
	_____	___		_____	___	_____
	_____	___		_____	___	_____
	Total hrs _____			Total hrs _____		Total hrs _____