The Mission of The School and Welcome........................................................................1
BA Program Goal, Requirements and Curriculum....................................................... 2
  Transfer Students........................................................................................................ 4
CSWE Accreditation/Competencies and Practice Behaviors....................................... 5
Field Experience........................................................................................................... 7
Individual Study........................................................................................................... 9
Honors......................................................................................................................... 9
Communication, Information, & Resources................................................................. 11
  Advisors, Faculty and Staff........................................................................................ 11
Student Involvement.................................................................................................... 14
Committee involvement............................................................................................... 14
Feedback...................................................................................................................... 14
School of Social Work Student Association (SWSA)................................................ 15
Phi Alpha Honor Society ............................................................................................. 15
Volunteering................................................................................................................. 15

APPENDICES - Policies affecting Students

Appendix A –
  Minors
  Double Major
  Certificate Programs
  Course Load
  Non-Letter graded classes
  Dropping/adding courses
  Graduation
  Grading
  Students with Disabilities
  Statement on Standards
  Guidelines for Classroom Discussions
  Academic Honesty

Appendix B –
  Admissions Policy and Procedures

Appendix C –
  Student Advancement
  Problem Resolution

Appendix D –
  CLAS and University Policies

Appendix E –
  School Governance

Appendix F –
  Forms for Student Use

Appendix G -
  Des Moines Program Info
THE UNIVERSITY OF IOWA BA IN SOCIAL WORK PROGRAM

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.

MISSION
The University of Iowa School of Social Work's mission is to develop, disseminate, and integrate excellent and compelling research-based knowledge, practice, and policy particularly as related to children, families, and older adults. Operating from strengths-based and systems perspectives, we educate our graduates to be culturally competent scholars and practitioners committed to social justice and social work values and ethics, prepared to serve in and have a positive impact on a broad range of family-centered and community-based practice settings throughout the state of Iowa and beyond.

Achieving Distinction: Unique Characteristics and Innovations
The University of Iowa School of Social Work is innovative in developing, disseminating, and integrating social work education, research, and public service. Some important innovations include:

- The University of Iowa has provided social work distance education for more than 40 years. Today, the MSW is offered in five sites (Sioux City, Des Moines, Iowa City, Ottumwa, and Quad Cities) ensuring that social work education is available throughout the state.
- Experiential learning through national and international immersion opportunities (past locations include Chicago, Philadelphia, Portland, Mexico, India, and El Salvador), collaboration with and sponsorship of “Wild Bill’s” a coffeeshop staffed by people with disabilities, partnership on a statewide Latino Conference, and support of a Social Work Creative Writing Workshop all reinforce our interdisciplinary and intercultural approaches.
- For more than 30 years, the School's National Resource Center for Family Centered Practice (NRC/FCP) has promoted family-centered, community-based, culturally competent practice within organizations and across systems through research and evaluation, training and technical assistance, and information dissemination. The NRC has worked in all fifty states and through international collaborations.
- The School has a longstanding and award-winning commitment to advancing cultural competence, which now includes offering a critical cultural competency certificate program for all University of Iowa undergraduate and MSW students.
- The NRC/FCP’s work on Disproportionate Minority Contact has made Iowa a leader in reducing race-based disproportionality and disparities in child welfare and juvenile justice.

The School is nationally known for its outstanding work in Child Welfare, Aging Studies, End of Life Care, and reducing Family Violence.
THE UNIVERSITY OF IOWA SCHOOL OF SOCIAL WORK STRATEGIC PLAN GOALS 2007-2012

GOAL I: PROVIDE STUDENTS A RICH AND CHALLENGING PROFESSIONAL EDUCATION IN THE BA AND MSW PROGRAMS

GOAL II: PROMOTE EXCELLENCE IN THE SCHOOL OF SOCIAL WORK’S DOCTORAL PROGRAM

GOAL III: RECRUIT AND RETAIN HIGH QUALITY FACULTY AND STAFF

GOAL IV: ENHANCE AND PROMOTE FACULTY SCHOLARSHIP, PRODUCTIVITY, AND ADVANCEMENT

GOAL V: INCREASE THE CULTURAL COMPETENCE AND DIVERSITY OF THE SCHOOL OF SOCIAL WORK

GOAL VI: REAFFIRM THE SCHOOL’S SERVICE MISSION AND PARTNERSHIPS WITH THE COMMUNITY AND TO THE SOCIAL WORK PROFESSION

BA PROGRAM GOAL, REQUIREMENTS FOR THE MAJOR, AND CURRICULUM INFO

The Goal of the BA in Social work program is to prepare students for culturally competent generalist social work practice with individuals, families, small groups, organizations, and communities, and provide students with a base for continuing graduate social work education and life-long learning. The BASW program also prepares students for informed community participation, as citizens, in social welfare issues.

This generalist program draws on a liberal arts perspective; social and behavioral science theory; social research; social policy development, analysis, and implementation; culturally competent intervention and prevention approaches in working with individuals, families, small groups, organizations and communities; social integration; multiple systems assessment and evaluation; and knowledge pertaining to diversity. (Consistent with the Council on Social Work Education standards, the dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.) Students learn that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Knowledge and practice in social work values and ethics is also an integral part of students’ education. Knowledge and skills attendant to the evaluation of practice occurs across the curriculum, beginning in Introduction to Social Work, continuing through the practice and research courses, and ending with a self evaluation of practice exercise in field seminar.

The program uses a combination of classroom and field instruction to prepare students for generalist practice in the profession of social work; to encourage active participation of our students within the local, state, regional, national and global context with issues of social justice and oppression. The BA program is designed to be consistent with the 2008 CSWE Educational Policy Statement competencies and practice behaviors.

The School’s mission includes providing a continuum of educational programs - from the beginning generalist to the advanced scholar and educator. The BA program actualizes the School’s mission 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, and life-long learning.

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. The BA program does not grant social work course credit for life experience or previous work experience.
Admission to the Social Work Major

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, received by the deadline of March 1st prior to the fall semester for which you are applying. Transfer students who have completed the equivalent of Intro to Social Work at another institution must also submit a letter of reference and transcripts.

The Curriculum

The social work major includes 32-36 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. Students must complete the College of Liberal Arts and Sciences General Education Program, when completing the General Education Program it is acceptable to use these courses where they may apply. The following courses (or equivalent transfer courses) are required:

Specific Science Course:  
002:021 Human Biology  
3-4 s.h.

Social Science courses:  
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.)  
12-14 s.h.

Social Science Selective Option (choose one course from the following):  
113:003 Introduction Culture & Society  
06E:001 Principles of Microeconomics  
113:010 Anthropology and Cont. World Problems  
06E:002 Principles of Macroeconomics  
22S:025 Elementary Statistics and Inference  
06E:007 Contemporary Economic Probs  
22S:002 Statistics and Society  
3-4 s.h.

Concentration area courses (see list of areas below):  
12 s.h.

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.

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

Fourth Year – Fall Semester

Third Year – Fall Semester
042:140 Human Behavior in the Soc Env.  
4 s.h.
042:147 Discrimination Oppression Diversity  
3 s.h.

Third Year – Spring Semester
042:144 Intro to SW Research  
4 s.h.
042:171 Social Work Processes  
4 s.h.

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

<table>
<thead>
<tr>
<th>Fourth Year – Fall Semester</th>
<th>Fourth Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:140 Human Behavior in the Soc Env 4 s.h.</td>
<td>042:144 Intro to SW Research 4 s.h.</td>
</tr>
<tr>
<td>042:141 Fundamentals of Social Work Practice 3 s.h.</td>
<td>042:171 Social Work Processes 3 s.h.</td>
</tr>
<tr>
<td>042:142 Interpersonal Skills Laboratory 2 s.h.</td>
<td>Fourth Year – Summer Semester</td>
</tr>
<tr>
<td>042:143 Social Welfare Policy and Practice 4 s.h.</td>
<td>042:189 Field Experience Seminar 1 s.h.</td>
</tr>
<tr>
<td>042:147 Discrimination Oppression Diversity 3 s.h.</td>
<td>042:193 Field Experience 8 s.h.</td>
</tr>
</tbody>
</table>

**Concentration Area**

Social Work majors select an additional 12 s.h. in social work electives, OR designate a concentration area of 12 s.h. in one of the following areas. 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.

<table>
<thead>
<tr>
<th>African American World</th>
<th>Child Life &amp; Therap Rec</th>
<th>English</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies (in Leisure Studies)</td>
<td>Ethics and Public Policy</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Aging Studies</td>
<td>Communication Studies</td>
<td>Gender, Women and</td>
<td>Religion</td>
</tr>
<tr>
<td>American Studies</td>
<td>Critical Cultural</td>
<td>Sexuality Studies</td>
<td>Sociology</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Competence</td>
<td>Health Promotion</td>
<td>Sport Studies</td>
</tr>
<tr>
<td>Business</td>
<td>Economics</td>
<td>History</td>
<td>(in American Studies)</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Journalism</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**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.

**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 in their 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. If admitted to the Social Work program, each transfer students’ previously earned credits which may apply to the major are evaluated by the BA Program Director and Program Administrator 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 Program Director and/or Program Administrator/Admissions Director meets individually with each student to determine if equivalent competencies have been demonstrated. A plan is developed, based upon this review and filed for the student and student’s advisor’s information. Only courses earned in a CSWE accredited program may be considered for equivalency with UI Social Work courses required after admission to the major. UI and School transfer policies of particular importance include:

- 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.
- Human Biology requirement for the social work requirement may be met with a lab-course or non-lab course. (Students must also fulfill the natural science general education requirement which includes at least one lab course.)
The Goal of the BA in Social work program is to prepare students for culturally competent generalist social work practice with individuals, families, small groups, organizations, and communities, and provide students with a base for continuing graduate social work education and life-long learning. The BASW program also prepares students for informed community participation, as citizens, in social welfare issues. The program has been continually accredited by the Council on Social Work Education (CSWE) since 1974.

Council on Social Work Education (CSWE) Competencies and Practice Behaviors

The School’s Mission and BA Program Goals recognize the importance of building on the core competencies identified by CSWE for foundation level knowledge, skills and values. Students will find these competencies throughout their course outlines and assignments and will be expected to demonstrate these competencies in their assignments and in the field placement.

Below are the CSWE core competencies and practice behaviors expected of students completing the BA in Social Work. (Taken from CSWE Educational Policy and Accreditation Standards 2008)

Educational Policy 2.1—Core Competencies

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

1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
  • advocate for client access to the services of social work;
  • practice personal reflection and self-correction to assure continual professional development;
  • attend to professional roles and boundaries;
  • demonstrate professional demeanor in behavior, appearance, and communication;
  • engage in career-long learning; and
  • use supervision and consultation.

2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
  • recognize and manage personal values in a way that allows professional values to guide practice;
  • make ethical decisions by applying standards of the National Association of Social Workers
  • Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
  • tolerate ambiguity in resolving ethical conflicts; and
  • apply strategies of ethical reasoning to arrive at principled decisions.

3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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

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

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

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

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

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

7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

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

8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.
9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to
- improve the quality of social services.

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

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

(b)—Assessment
Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

(c)—Intervention
Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

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 which is posted on the website. Detailed information regarding Field Experience and Field Seminar are in the Field Experience Handbook which is on the website and available from the Field Director. Below are some details students should be aware of as they plan their program and their time.

42:193 Field Experience (Graded S/U)
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 have been completed:
Field Experience Learning Objectives

Field Experience connects the knowledge, values and skills obtained in the classroom with the practice setting, and fosters the implementation of evidence-informed practice. It provides generalist practice opportunities for students to demonstrate the core competencies identified by CSWE and which are the BA Program competencies.

The primary objectives of Field Experience are student comprehension, internalization, integration, and application of social work. Students are placed in social service agencies in which they assume the role of student practitioners. Students employ generalist practice approach based upon ecological systems theory. Thus, intervention is aimed not only at individuals and families, but also interaction with larger social systems. In field, the student has opportunities to integrate knowledge regarding the impact of larger social systems as either resources or obstacles for the client system. Field Experience and Field Experience Seminar are required co-requisites for social work majors. It consists of learning-by-doing within the context of a social agency or human service organization. The field experience is designed to provide the student with opportunities to demonstrate identified practice behaviors. In field, the BA Program’s ten competencies are reinforced, and an emphasis is placed upon effective practice framed within the larger context of social justice, on-going efforts to increase one’s own cultural competency, and professional development as a lifelong process. Students are expected to engage these issues in placement.

Credit and Time Requirement

Field Experience and Seminar are offered in the spring and summer semesters. Eight (8) semester credit hours (450 clock hours) is the minimum requirement for field experience. Total hours for the term are more important than the weekly hours since these may sometimes vary according to activities and learning opportunities in the agency or community. Students may elect to register for additional semester credit hours with advisor and Field Director approval. The formula for credit is as follows: 30 contact hours per week in an agency over 15 weeks (typically 8 hours each day) = 450 contact hours = 8 s.h. (or 56.25 hours = 1 s.h.). In the Summer term, field is offered over an 11 week session, beginning mid-May and continuing through the end of July. Thus to complete the requirement of 450 clock hours, students are typically in their agency placement 5 days per week (41 contact hours per week in the agency or 56.25 hours per credit hour). Students are discouraged from taking an additional semester credit hours during the summer due to shortness of that term. Students may take up to 11 s.h. in the spring semester, but these additional hours must be negotiated with the Field Director and supervisor in the agency and this information is stated in the agreement form.

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.

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.
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 Individual Study form must be completed by both student and professor and turned in to the BA Program Director 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 instructor section codes (see Appendix F). Information about each instructors areas of interest are on the school's website: http://www.uiowa.edu/~socialwk/people/index.shtml

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.

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.

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 an 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 develop 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** *(Also see Appendix F for form with list of options)*

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: [http://honors.uiowa.edu/](http://honors.uiowa.edu/)
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).

COMMUNICATION AND RESOURCES

Social Work is all about COMMUNICATION

Highlighted below are some procedures and people identified to make sure you get your questions answered. But remember, it’s up to you to ask your questions! Communication is a two-way street.

You’ve got mail! Probably more than you can read, but ALWAYS check your virtual and actual mailboxes! Each student has an actual mailbox outside of 308 North Hall, and all students should be accessing their iuowa email account because University administrative offices (including the President, Provost, Registrar, Billing Office, Library,) as well as your student organizations (SWSA), your advisor, faculty, staff and other students rely on this method of communication with you. In addition, we send The Record to you weekly and post it on our website. Also, when you are in North Hall, be sure to check hallways and Bill’s Coffeeshop for posted planning or advising sessions, as well as for optional educational or social events. There are several bulletin boards in North Hall with dedicated informational purposes. The undergraduate bulletin board is located on the North wall opposite Room 332.

COMMUNICATION WITH FACULTY 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, approve students to register, and also approve and sign drop/add slips to insure that students understand how this change will impact their plan to complete the BA. Students must meet at least once per semester with their advisor. All faculty are available to students during their published office hours, or by appointment. Your advisor assignment is listed on ISIS, (or contact Susan Dirks in 308 NH). Contact information for your advisor and a listing of office hours is in “The Record” (posted on our website) and in the main office. Advisors are assigned, but there is a process to request a change of advisor. (See Change of Advisor form, available in 308 NH).

The BA Program Director is Sara Sanders, PhD. She is responsible for the development and maintenance of the undergraduate educational programs of the School, for resolving student problems related to the educational program, and provides advising when advisors are on developmental leave. You will meet her at the spring Ice-cream social sponsored by SWSA for incoming students, or at new student orientation, if not before!

The Director of Field Education, Lily French, 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. The Field Experience Handbook is on the social work website and provides detailed information about the Field Experience and Seminar.

Jefri Palermo (IC) and Sandra McGee (DM) serve as the Diversity Support Coordinators. The School of Social Work strives to provide a safe and supportive environment and to facilitate appreciation of diversities represented within the School and beyond. The Diversity Support Coordinator is available to assist all students when they feel marginalized. This may be due to their culture, race, ethnicity, (dis)ability, family structure, sexual orientation, age, belief system, religion or lack of religion, spirituality, or conflicts regarding students’ ability to incorporate personal beliefs with social work principles, values and standards. Consultation with the Diversity Support Coordinator is private, nonjudgmental and confidential.
**Susan, Dirks, Admissions and Programs Coordinator,** is in 308 North Hall. She can assist with admission, student record and registration questions, advisor assignments, room reservations requests and referral to faculty or staff assistance. Susan is in the main office, room 308 North Hall, susan-dirks@uiowa.edu.

**Kate Kemp, Program Administrator and Admissions Director,** collaborates with the program director, and supports faculty and students by answering inquiries regarding CSWE, School and University policies. She also oversees the admissions process, schedules courses, and provides transfer and back-up advising. Her office is in room 325A North Hall. kate-kemp@uiowa.edu

**Jefri Palermo,** the Development Coordinator, is the staff contact for Wild’ Bill’s Coffeeshop operations, our website and print materials and our alumni and continuing education programs. She is located in Rm. 355 North Hall. jefri-palermo@uiowa.edu

**Bev Sweet,** Operations coordinator, schedules appointments for the Director, Ed Saunders, and manages access to the email list-serves and the Record. bev-sweet@uiowa.edu

**Chuck Wieland,** Operations Administrator oversees the finances of the School, including assistantships and scholarship awards. charles-wieland@uiowa.edu

**Christy Thies,** Des Moines Program Coordinator, is a vital link for the BA and MSW programs in our Des Moines center: christy-thies@uiowa.edu

**ORIENTATION** - 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. Another important orientation session will occur as you plan to enter Field Experience.

**REGISTRATION** - Each semester you will be required to meet with your faculty advisor. 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 an electronic copy of the schedule published by the School listing the courses we offer for the upcoming semester with registration instructions. **You must meet with your faculty advisor shortly before or during the early registration period.** The faculty advisor will review your degree evaluation, discuss your progress and plans to complete the program (and your career or higher education aspirations or questions), approve the details of your next registration and clear you to register.
OTHER IMPORTANT SOURCES OF INFORMATION

CLAS Student Academic Handbook http://www.clas.uiowa.edu/students/handbook/

Division of Student Life http://studentlife.uiowa.edu/
249 Iowa Memorial Union 335-3557
Many services including Tutor Referral

Student Life Cultural Centers
Afro-American Cultural Center
303 Melrose AVE 335-8296
Latino-Native American Cultural Center
308 Melrose AVE 335-8298
The Asian Pacific American Cultural Center (APACC)
223 Lucon DR 335-2719
Lesbian, Gay, Bisexual, Transgender Center (LGBTRC)
125 Grand Avenue CT 335-7123

International Programs
120 International Center 335-0335

Community Based Volunteer Opportunities
http://www.careers.uiowa.edu/cb/volunteer_opportunities.html

International Volunteer Opportunities
http://www.uiowa.edu/~pcorps/volunteer.htm
Peace Corps OfficeN222 Lindquist Center 335-6447

Student Disability Services (SDS)
3100 Burge Hall 335-1462
335-1498 (text telephone)

Gay, Lesbian, Bisexual, Transgender Union (GLBTU)
http://www.uiowa.edu/~glbtu/

Women in Science and Engineering (WISE)
http://www.uiowa.edu/~wise/index.html
418 Gilmore Hall 335-3530

Women’s Resource and Action Center (WRAC)
http://www.uiowa.edu/~wrac/
130 N Madison 335-1486

Support Service Programs
http://diversity.uiowa.edu/cde/trio-student-support-services
18 Phillips Hall 335-1288

Writing Center
http://www.uiowa.edu/~writingc/
110 EPB 335-0188

Student Health Services
http://studenthealth.uiowa.edu/
4189 Westlawn 335-8370

University Counseling Service
http://www.uiowa.edu/ucs/
3223 Westlawn 335-7294

Career Center http://www.careers.uiowa.edu/
100 Pomerantz CTR, Suite C310
335-1023

The Office of Equal Opportunity and Diversity http://www.uiowa.edu/~eod/ 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.

Office of the University Ombudsperson http://www.uiowa.edu/~ombud/ - 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** [http://imu.uiowa.edu/legal/](http://imu.uiowa.edu/legal/) — 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.

**Job Search:** Job postings are sent out via the School’s list serve, in The Record and available in print outside 308 NH. The Career Center 100 Pomerantz Center, Suite C310, ([http://www.careers.uiowa.edu/](http://www.careers.uiowa.edu/)) offers a variety of services to support your job search.

**Applying to Graduate Programs in Social Work** The Council on Social Work Education ([http://www.cswe.org](http://www.cswe.org)) has a listing of all MSW programs in the U.S. If you are interested in The University of Iowa Master’s of Social Work program, contact the Schools Admissions Director in Rm. 325 NH.


---

**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 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 most posted educational and social functions that take place in 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 each committee. Student representatives are elected by SWSA to serve on the curriculum and diversity committees. In addition, the Diversity Committee is open to any interested person, even if not elected. If you are interested in serving on a committee as an undergraduate representative, contact the SWSA officers. (Refer to Appendix E for committee compositions).

**Student Feedback**

The School formally requires your input through student evaluation of 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. Also students are surveyed upon exit from the program.

When you are an alumnus, expect to receive surveys on a regular basis. Your feedback is important to us. We hope you’ll respond!

It is important that students and alumni utilize these formal, as well as other informal, means of communicating about the educational experience as your input helps us improve our service to students, and the professional community and the clients they serve.
The Social Work Student Association (SWSA)

SWSA is a formally recognized by The University of Iowa Office of Student Life as an undergraduate organization for pre-social work and social work majors. The group is active in University, community, and in the School of Social Work. 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 BA Program Director is the official liaison to SWSA.

The Student Association generally focuses upon community service activities, fundraising, providing social networking opportunities, hosting invited speakers and connecting with NASW concerning social issues and social legislation.

All social work and social work interest 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 announced on the BA email list serve. 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.

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 to apply for membership in the spring of their senior year. Contact Kate Kemp, Program Administrator, for details.

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. There is a listing of volunteer opportunities on the School of Social Work website.