



COLLEGE OF LIBERAL ARTS & SCIENCES

**School of Social Work**

# BA STUDENT HANDBOOK

2019-2020

# BA HANDBOOK 2019-2020

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# 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 than 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 Professor Sara Sanders, MSW, PhD.

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## 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 45 years. Today, the MSW is offered in five locations (Sioux City, Des Moines, Iowa City, Quad Cities and Online) ensuring that social work education is available throughout the state.
- Experiential learning through national and international immersion opportunities (past locations include Chicago, Philadelphia, Mexico, India, and El Salvador), collaboration with and sponsorship of "Wild Bill's" a coffee shop 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 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 2018-2023

GOAL I: ENHANCE RESEARCH, SCHOLARSHIP, AND PRODUCTIVITY.

*Objective 1: Increase or maintain faculty scholarship or productivity.*

*Objective 2: Increase number of undergraduate and graduate students involved in faculty research and productivity, publications, and presentations.*

*Objective 3: Increase visibility of faculty scholarship and productivity.*

*Objective 4: Increased visibility of the School through the recruitment and retention of additional tenure track faculty.*

GOAL II: ENRICH UNDERGRADUATE AND GRADUATE EDUCATION

*Objective 1: Review and redesign MSW curriculum to address current and future needs of the profession.*

*Objective 2: Begin to evaluate BA curriculum content to address current and future needs.*

*Objective 3: Increase scholarship funding for students in the BA, MSW and PhD programs.*

*Objective 4: Enhance recruitment, enrollment and retention of high-quality students in all programs and centers.*

*Objective 5: Create opportunities for development of part-time faculty to expand teaching skills.*

GOAL III: PROMOTE OUTREACH AND ENGAGEMENT

*Objective 1: Advanced educational mission of the School of Social Work through outreach and engagement.*

*Objective 2: Expand School of Social Work engagement with the broader social work community.*

*Objective 3: Increase dissemination of faculty research and Center activities.*

GOAL IV: CREATE A CULTURALLY DIVERSE AND GLOBALLY CONSCIOUS COMMUNITY

*Objective 1: Critically examine all activities of the UI School of Social Work to direct our actions toward cultivating social justice and culturally responsive practitioners, scholars and communities.*

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## BA PROGRAM MISSION, GOALS, REQUIREMENTS FOR THE MAJOR, AND CURRICULUM INFO

The specific mission of the BA program is to prepare culturally aware generalist social workers whose practice is consistent with social work values and ethics, including a commitment to social justice and social change.

### 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 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 three required courses in the social sciences: psychology, sociology, and political science. The Program is accredited by the Council on Social Work Education.

### Admission to the Social Work Major

The School of Social Work endeavors to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives. A limited number of students are admitted to the major each year. The application deadline is February 15. Admission to the program requires: 1) Completion of SSW:1022 Social Justice and Social Welfare in the United States with a grade of C or higher in the first or sophomore year; 2) 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. 3) Completion of an application form and a comprehensive statement, received by the deadline February 15<sup>th</sup>, prior to the fall semester for which the student is applying. For transfer students, all of the above is required, except that substitution of SSW:1022 is permitted with a grade of C or above in a course approved by the department, such as Intro to Social Work or Intro to Human Services. Those who have completed the equivalent of Intro to Social Work at another institution must also submit a completed recommendation form and transcripts. Recommendations and letters of reference will otherwise not be accepted. 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](#).

### The Curriculum

The Bachelor of Arts with a major in social work requires a minimum of 120 s.h., including at least 60-64 s.h. of work for the major (a minimum of 35-38 s.h. in social work courses, 13-14 s.h. in cognate areas, 6 s.h. in one other department or in social work courses, and 6 s.h. in social work electives). Students in the major must maintain a g.p.a. of at least 2.00 in all courses for the major and in all UI courses. They also must complete the College of Liberal Arts and Sciences [General Education Program](#).

Students must complete [SSW:1022 Social Justice and Social Welfare in the United States](#) (3 s.h.) to be admitted to the major and before enrolling in the remaining social work courses required for the major. Social Justice and Social Welfare in the United States (SSW:1022) also fulfills the General Education Program's Values, Society, and Diversity requirement. A transfer student may be given approval by the department to substitute this requirement if they have completed an introduction to social work or introduction to human services course at another institution or the UI Guided Independent Study section SSW:2222:0EXW Introduction to Social Work, however the transfer course would not fulfill the GE requirement. If transferring the course from another institution, the student may be able to reduce the social work credit required for the major by 3 s.h.

Many students use the major's required course [BIOL:1140 \(002:021\) Human Biology](#) as partial fulfillment of the General Education Program's Natural Sciences requirement.

The major in social work requires the following:

#### SOCIAL WORK COURSES:

##### **All of these:**

SSW:1022 (042:022)	SOCIAL JUSTICE AND SOCIAL WELFARE IN THE UNITED STATES	3 S.H.
SSW:3840 (042:140)	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	4 S.H.
SSW:3841 (042:141)	FUNDAMENTALS OF SOCIAL WORK PRACTICE	3 S.H.
SSW:3842 (042:142)	INTERPERSONAL SKILLS LABORATORY	2 S.H.
SSW:3844 (042:144)	INTRODUCTION TO SOCIAL WORK RESEARCH	4 S.H.
SSW:3845 (042:171)	SOCIAL WORK PROCESSES	4 S.H.
SSW:3847 (042:147)	DISCRIMINATION, OPPRESSION, AND DIVERSITY	3 S.H.
SSW:4189 (042:189)	FIELD EXPERIENCE SEMINAR	1 S.H.
SSW:4193 (042:193)	FIELD EXPERIENCE	8-11 S.H.
SSW:4843 (042:143)	SOCIAL WELFARE POLICY AND PRACTICE	3 S.H.

#### REQUIRED ELECTIVES

Students must complete a minimum of 6 s.h. of social work electives and 6 s.h. of courses in one other discipline or they can select additional course work in social work. If they opt to complete 6 s.h. from another discipline, students typically select courses in areas closely related to social work,

such as anthropology, political science, psychology, sociology, and gender, women's and sexuality studies. Students who are working on a minor or a certificate may apply up to 6 s.h. toward this requirement

**These:**

Social work electives 6 s.h.  
Electives in another discipline related to social work 6 s.h.

**Or this:**

Social work electives 12 s.h.

COGNATE AREAS

**Natural and social sciences—all of these:**

BIOL:1140 (002:021) HUMAN BIOLOGY 4 s.h.

POLI:1100 (030:001) Intro to American Politics 3 s.h.

PSY:1001 (031:001) Elementary Psychology 3 s.h.

SOC:1010 (034:001) Introduction to Sociology 3-4 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 to be taken in the following sequence. Most social work courses are offered only once each year. Social Work electives may be taken in any semester after completion of SSW:1022.

**First and Second Years**

General Education courses including:

SSW:1022 Social Justice and Welfare in the U.S. 3 s.h.

BIOL:1140 Human Biology 3-4 s.h.

POLI:1100 Introduction to American Politics 3 s.h.

PSY:1001 Elementary Psychology 3 s.h.

SOC:1010 Introduction to Sociology: Principles 3-4 s.h.

6 s.h. in social work electives may be taken prior to admission to the major. 6 s.h. in another discipline (or additional social work electives) may be taken prior to admission to the major.

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

**Third Year – Fall Semester**

SSW:3840 Human Behavior in the Soc Env. 4 s.h.

SSW:3847 Discrimination Oppression Diversity. 3 s.h.

Social Work elective 3 s.h..

**Third Year – Spring Semester**

SSW:3844 Intro to SW Research. 4 s.h.

SSW:3845 Social Work Processes. 4 s.h.

**Fourth Year – Fall Semester**

SSW:3841 Fundamentals of Social Work Pract. 3 s.h.

SSW:3842 Interpersonal Skills Laboratory. 2 s.h.

SSW:4843 Social Welfare Policy and Practice. 3 s.h.

Social Work elective 3 s.h.

**Fourth Year – Spring Semester**

SSW:4189 Field Experience Seminar. 1 s.h.

SSW:4193 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 – Summer Semester** -3 s.h. of social work electives may be recommended if student has not taken any prior to this time.

**Fourth Year – Fall Semester**

SSW:3840 Human Behavior in the Soc Env. 4 s.h.

SSW:3841 Fundamentals of Social Work Pract. 3 s.h.

SSW:4843 Social Welfare Policy and Practice. 3 s.h.

SSW:3847 Discrimination Oppression Diversity. 3 s.h.

**Fourth Year – Spring Semester**

SSW:3842 Interpersonal Skills Laboratory. 2 s.h.

SSW:3844 Intro to SW Research. 4 s.h.

SSW:3845 Social Work Processes. 4 s.h.

Social Work Elective 3-6 s.h.

**Fourth Year – Summer Semester**

SSW:4189 Field Experience Seminar. 1 s.h.

SSW:4193 Field Experience. 8-s.h.

### 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: SSW:1022, 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

A minor in social work requires a minimum of 15 s.h. in social work courses, including 12 s.h. in courses numbered 3000 or above taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in all courses for the minor. Course work for the minor may not be taken pass/non-pass. The minor requires that students take SSW:1022 Social Justice and Welfare in the United States or SSW:2222:0EXZ (042:022) Introduction to Social Work (or for transfer students, an equivalent course from another institution approved by the department). Required social work courses are not available to students who are not admitted to the social work program.

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## Council on Social Work Education (CSWE) Accreditation of the BA in Social Work Program

The **specific mission of the BA program** is to prepare culturally aware generalist social workers whose practice is consistent with social work values and ethics, including a commitment to social justice and social change.

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, values and affective processes. 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 2015)

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact

practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services;

apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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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. Detailed information regarding Field Experience and Field Seminar are in the Field Manual 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.

### SSW:4193 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:

SSW:1022 (042:022)	SOCIAL JUSTICE AND SOCIAL WELFARE IN THE UNITED STATES	3 S.H.
SSW:3840 (042:140)	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	4 S.H.
SSW:3841 (042:141)	FUNDAMENTALS OF SOCIAL WORK PRACTICE	3 S.H.
SSW:3842 (042:142)	INTERPERSONAL SKILLS LABORATORY	2 S.H.
SSW:3844 (042:144)	INTRODUCTION TO SOCIAL WORK RESEARCH	4 S.H.
SSW:3845 (042:171)	SOCIAL WORK PROCESSES	4 S.H.
SSW:3847 (042:147)	DISCRIMINATION, OPPRESSION, AND DIVERSITY	3 S.H.
SSW:4843 (042:143)	SOCIAL WELFARE POLICY AND PRACTICE	3 S.H.

#### 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 nine 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. A student learning contract is developed with activities that are evaluated by the field supervisor and faculty coordinator. The Field Experience course is graded S/U.

#### Credit and Time Requirement

Field Experience and Seminar are offered in the spring and summer semesters.

Eight (8) semester credit hours (400 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: 50 contact hours = 1 credit, with a minimum of 400 hours over the semester. Students may complete up to 11 credits (up to 550 hours) in the spring semester. In the Summer term, field is offered over an 12-week session, beginning mid-May and continuing through the beginning of August. Students are discouraged from taking an additional semester credit hours during the summer due to shortness of that term.

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 - SSW:4189 - (Graded)**

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 SSW:3191 (on campus)**

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 approved by the student's advisor at least three weeks after the start of classes and will be kept in the student's official file. Information about each instructors' areas of interest are on the school's website: <http://clas.uiowa.edu/socialwork/people>

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## **Honors in Social Work SSW:4192**

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" 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 their 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 their 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/>

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).

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## **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 or in Des Moines. All students should be accessing their uiowa 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. Also, for Iowa City students, 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.

A **Student Services Center** is open Monday – Friday during the hours of 8am – 5pm at 308 North Hall in Iowa City; ph: 319 335-1250. Students are welcome to stop in to ask questions or to pick up forms.

### **COMMUNICATION WITH FACULTY AND STAFF**

Entering BA students in the School of Social Work, have both an academic advisor and a faculty mentor. Continuing students have a faculty advisor that serves as both academic advisor and faculty mentor. Both parties are available to assure your success in the program and professionally and both monitor your progress through the program. The below highlights the types of issues you would want to bring to each party.

## Academic Advisor – Kate Kemp and Tomeka Petersen

- ✓ Class registration
- ✓ Question about financial aid, scholarships, etc.
- ✓ Clarifications on School policies and procedures
- ✓ Dropping or adding a class
- ✓ Learning more about academic certificates, the Honor's program, and immersion opportunities

Students must meet with the academic advisor at least once each semester to be cleared to register for the next semester.

## Faculty Mentor

- ✓ Students should meet with their faculty mentor as needed; but ONE session at the beginning of fall semester is required
- ✓ Consultation about graduate school, job searches, career option
- ✓ Problem solve classroom situations, grades, or other barriers to success
- ✓ Exploration about field placement options

If the advancement policy is invoked, the faculty mentor will be involved.

**Faculty Mentors** are assigned, but there is a process to request a change of faculty mentor. (See Change of Faculty Mentor form, appendix F).

The *BA Program Director* is **Carolyn Hartley, 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 mentoring 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*, **Keri Neblett**, 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 her in Room 301A. The **Field Experience** forms are on the social work website and provides detailed information about the Field Experience and Seminar.

## Staff

The following staff are available to assist students:

### **Tomeka Petersen, MSW, LISW, Admissions and Programs Coordinator**

Tomeka is an academic advisor for BA and MSW students. She recruits students and facilitates information sessions about the BA and MSW programs and the application process. She staffs the Admissions Panels and maintains the applicant and student databases. She coordinates and manages the registration/course enrollment and she works closely with the UI College Admissions office. She supports the Program Administrator, Program Directors, supervises student employees in the Iowa City office, and schedules classrooms.

### **Kate Kemp, MSW, LISW, Program and Admissions Administrator**

Kate is an academic advisor for BA students and administers and provides program planning for the educational programs of the School in support of the program directors (BA, MSW and PhD) and the School Director. She interprets and enforces University, College, School, CSWE policies and procedures, provides faculty and student advising consultation, and is responsible for ensuring the programs comply with these policies and procedures. Also oversees information dissemination concerning the educational activities and programs of the School.

### **Jen Knights, Marketing and Community Engagement Specialist**

Jen coordinates publicity, outreach and marketing for the School. She produces the alumni newsletter InService and maintains the website, oversees the management of Wild Bill's Coffeeshop, coordinates CEU events and alumni

relations for the School and assists faculty with research applications.

**Wynne Worley, Operations Coordinator**

Wynne Assists the Director and provides coordination and support for School operations, including space and equipment.

**Christy Thies, Des Moines and Online Program Coordinator**

Christy provides instructional support for the School of Social Work's students, adjunct faculty and regular faculty at the Des Moines center, including enhanced use of distance education strategies/technologies. She provides on-going developmental activities to sustain/grow the MSW and BA-SW programs in Des Moines; and provides office coordination and management for the Des Moines center.

**Chuck Wieland, Administrator**

Chuck administers the Operations of the School including budget preparation and overseeing of financial accounts. He oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.

**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 academic advisor. You must meet with your academic advisor shortly before or during the early registration period.** The academic 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.

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## Other Important Sources of Information

CLAS Student Academic Handbook <https://clas.uiowa.edu/students/handbook>

Student Life at Iowa

<https://studentlife.uiowa.edu/>

249 Iowa Memorial Union, 335-3557 Many services including Tutor Referral

### Student Life Cultural Centers

Afro-American Cultural Center

<https://multicultural.uiowa.edu/centers/african-american/>

303 Melrose Ave, 335-8296

Latino-Native American Cultural Center

<https://diversity.uiowa.edu/unit/latino-native-american-cultural-center>

308 Melrose Ave, 335-8298

The Asian Pacific American Cultural Center (APACC)

<https://diversity.uiowa.edu/unit/asian-pacific-american-cultural-center>

223 Lucon Dr, 335-2719

Lesbian, Gay, Bisexual, Transgender Community (LGBTQ)

<https://diversity.uiowa.edu/community/lgbtq-community>

Pride Alliance Center 125 Grand Avenue C, 335-7123

International Programs and Study Abroad

<https://international.uiowa.edu/>

1111 University Capitol Centre 353-2700

Community Based Volunteer Opportunities

<https://careers.uiowa.edu/students/volunteer>

International Volunteer Opportunities

<https://international.uiowa.edu/peace-corps>

Student Disability Services (SDS)

<https://sds.studentlife.uiowa.edu/>

3105 Burge Hall 335-1462

335-1498 (text telephone)

Women's Resource and Action Center (WRAC)

<https://wrac.uiowa.edu/>

Bowman House, 230 N. Clinton St. 335-1486

Writing Center

<https://writingcenter.uiowa.edu/>

110 EPB 335-0188

### **Speaking Center**

<https://speakingcenter.uiowa.edu/>

153 EPB 335-0205

### **Student Health Services**

<http://studenthealth.uiowa.edu/>

4189 Westlawn 335-8370

### **University Counseling Service**

<https://counseling.uiowa.edu/>

Westside Location: 3223 Westlawn 335-7294

Eastside Location: University Capitol Centre, Suite 1950 335-7294

### **Center for Diversity and Enrichment**

<https://diversity.uiowa.edu/office/center-diversity-enrichment>

2750 University Capitol Centre 335-3555

### **The Office of Equal Opportunity and Diversity**

<https://diversity.uiowa.edu/office/equal-opportunity-and-diversity>

Located at 202 Jessup Hall, The Office of Equal Opportunity and Diversity 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**

<https://uiowa.edu/ombuds/>

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.

### **Student Legal Services**

<https://legal.studentlife.uiowa.edu/>

Located at 157 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.

## **General University Support Services**

### **Unsafe Situation on Iowa City Campus**

UI Police 335-5022; Threat Assessment & Care Team 335-5022

### **Sexual misconduct/dating violence/stalking: Sexual Misconduct Response Coordinator**

<https://osmrc.uiowa.edu/>

450 Van Allen Hall, 335-6200

## University Human Resources Child Care Subsidy Program for Student Families

<https://hr.uiowa.edu/well-being/family-services/child-care/subsidy-program-student-families>

and maybe exam week childcare:

<https://hr.uiowa.edu/well-being/family-services/child-care/exams-child-care-program>

## International Student and Scholar Services

<https://international.uiowa.edu/iss>

1111 University Capitol Centre, 335-0335

## Student Care and Assistance Program

<https://dos.uiowa.edu/assistance/>

## Iowa City Community Resources

### Wellness Services - Consultation

<https://studenthealth.uiowa.edu/>

The mission of wellness services is to support student wellness and learning through educational and health promotion services that help students create healthy lifestyles. They offer individually tailored, one-on-one consultations in the areas of:

- [Fitness](#) - Free
- [Nutrition](#) - Free
- [Stress management](#) - Free
- [Tobacco cessation](#) - Free
- [Alcohol and drug use](#) - Free
- [Sexual health](#) – Free
- Call 335-8394 to make an appointment for a consultation
- Sleep Support (Refresh Sleep Program) – Free. To set up a consultation or receive other supports, go to <https://studenthealth.uiowa.edu/refresh/>
- Weight Management Clinic – Most consultations are free. Call 335-8394 (Westlawn) & 353-2973 (Campus Recreation & Wellness Center-fitness only)

## Mental Health Services

### University Counseling Service

(319) 335-7294; <https://counseling.uiowa.edu/> For an emergency, call 911 or 335-7294

8 a.m. to 5 p.m., Monday through Friday. It may take up to two weeks to meet with a counselor.

Westside Location: 3223 Westlawn S., Iowa City, IA 52242

Eastside Location: University Capitol Centre, Suite 1950

### Crisis Services

- **CommUnity** (formerly the Crisis Center of Johnson County)

Crisis call: 1-855-325-4296

Iowa Crisis Chat: <https://www.iowacrisischat.org/>

- **Lifeline**

Crisis call: 1-800-273-8255

National Crisis Chat: <https://suicidepreventionlifeline.org/chat/>

## Food and Housing Insecurity

### University Food Pantry

<https://leadandserve.uiowa.edu/organizations/food-pantry/>

### Hawkeye Meal Share

<https://dos.uiowa.edu/assistance/meal-share/>

### CommUnity (formerly the Crisis Center of Johnson County)

Food Bank, (319) 351-0128; <https://builtbycommunity.org/foodbank/>

1121 S. Gilbert Court, Iowa City

### UISG Renter's Guide

<https://uisg.uiowa.edu/news/2018-2019-renters-guide/>

**Job Search:** Job postings are sent out via the School's list serve and on the [Social Work Job Listings](#) webpage. *The Career Center* 100 Pomerantz Center, Suite C310, (<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>) 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 Kate Kemp or Tomeka Petersen in the Student Services Office, Room 308 NH; BA students of the Des Moines Learning Center contact: [Christy-thies@uiowa.edu](mailto:Christy-thies@uiowa.edu).

National Association of Social Work **NASW Professional Code of Ethics:**

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

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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 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.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information <https://diversity.uiowa.edu/office/equal-opportunity-and-diversity>, (319) 335-0705.