
APPENDIX B

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RIGHTS AND RESPONSIBILITIES OF STUDENTS

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

University

Policies and Regulations Affecting Students (Division of Student Services)

See Policies Related to Student Rights and Responsibilities, including the University's policies on human rights, on nonviolence, sexual harassment and consensual relationships, student organizations, and campus security at <https://dos.uiowa.edu/policies/>

Graduate College: 205 Gilmore Hall

See the Manual of Rules and Regulations of the Graduate College, Academic Grievance Procedures, Thesis policies and manual, the Graduate Student Senate, and *A Handbook for New Students* at <http://www.grad.uiowa.edu/graduate-college-manual>

Graduate College Academic Grievance Procedure

The particular grievance procedure will depend upon the area involved (e.g., student life, academic difficulties, employment). Generally, graduate students first explore how to pursue a grievance with their advisor or with an appropriate departmental administrator. However, if students are uncomfortable or dissatisfied using this route, the Associate Dean of the Graduate College will counsel them on the options available. In addition, the Counseling Service, the Office of the Ombudsperson, and the Office of Affirmative Action will counsel graduate students on a confidential basis and assist them in selecting an appropriate grievance procedure. See <http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>

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

Student Complaints Concerning Faculty Actions

The CLAS Handbook also includes “Student Complaints Concerning Faculty Actions” and “Student Academic Misconduct.” <https://dos.uiowa.edu/policies/> Student complaints concerning the actions of faculty members are pursued first through the informal mechanisms established in each college. Although there is some variation among colleges, these actions generally include: (1) The student should first attempt to resolve the issue with the faculty member involved. (2) Lacking a satisfactory outcome, the student should turn to the School's Problem Resolution Process. 3) If a satisfactory outcome still is not obtained, the student may take the matter to the Director of the School and then the collegiate dean.

Employment-related grievances are resolved in one of two ways. Graduate students who are not members of the UE-COGS bargaining unit should refer to the general University student-employee grievance protocol outlined in <https://dos.uiowa.edu/policies/student-employee-grievance-procedure/>. For graduate student assistants, the procedure contained within the collective bargaining agreement between the State Board of Regents and the United Electrical & Machine Workers Union, Local 896-COGS, is the exclusive remedy for resolving employment-related grievances. <https://coqs.org/>

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

If a student's complaint concerning a faculty action cannot be resolved through the informal mechanisms available, the student may file a formal complaint which will be handled under the procedures established for alleged violations of the Statement on Professional Ethics and Academic Responsibility as specified in [Section III-15 of the University Operations](#)

[Manual](#). A description of these formal procedures, found in [Section III-29](#) and following of the University Operations Manual, can be obtained from each college dean's office; collegiate ombudsperson; University Ombudsperson; College of Liberal Arts, Office of Academic Programs; or the Undergraduate Academic Advising Center.

School of Social Work

The School has several policies concerning admitted MSW students, described below. Direct policy questions to Program Administrator Kate Kemp.

POLICY ON STUDENT ADVANCEMENT IN THE MSW PROGRAM

Graduate social work students are advanced from one semester to the next, based on their academic progress and professional behavior each semester. The MSW Program Director consults with faculty members each semester to review students' academic progress in classroom courses and the field. If there are no concerns, the MSW Director sends a student an email stating they are advanced to the next semester. If there is a concern, the MSW Director sends a student a Letter of Concern by email. If the MSW Program Director has a conflict of interest, the Director of the School will appoint an acting MSW Program Director who will oversee the advancement process.

Academic Standards

Graduate social work students are expected to demonstrate the integration and application of the competencies described by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) in courses, which includes practicum. They maintain a 3.0 cumulative graduate GPA, a grade of C- or higher for letter-graded courses, and a grade of Satisfactory for non-letter graded courses in the Course Plan.

A student shall be placed on academic probation if, after completing nine semester hours of graded (A, B, C, D, F) graduate work at The University of Iowa, the student's UI Cumulative GPA falls below 3.00. A student is in good academic standing when their UI Cumulative GPA returns to 3.00 or higher. If, after completing nine more semester hours of graded (A, B, C, D, F) graduate work at the University of Iowa, the student's UI Cumulative GPA remains below 3.00, the student will be denied permission to re-register. (The SSW policy on a satisfactory GPA is higher than the Graduate College policy on a satisfactory GPA, which is 2.75.) If the student has fewer than nine semester hours of graded (A, B, C, D, F) work left in their Course Plan, they may be dismissed from the MSW program.

Professional Behavior Standards

The NASW Code of Ethics describes ethical behavioral expectations for social workers. To advance in the social work program and graduate, students must consistently demonstrate the attributes of reliability, receptivity, and self-awareness in class and practicum, which are consistent with the Code of Ethics. UI students must also adhere to the University of Iowa Code of Student Life, the UI Policy on Sexual Harassment, and all other applicable Graduate College and University policies governing student behavior.

Reliability

- *Attendance.* Students follow class and practicum attendance policies or practices, and provide prompt notification of absences. Students attend all required meetings, including program and practicum orientations, meetings requested by classroom or practicum instructors, and meetings related to class group projects. In practicum, students establish and maintain a regular schedule and follow the agency's (not the University's) operational schedule.
Minor violation. Example: Not attending a class, meeting or practicum day that is inconsistent with policy or practice or not providing notification
Moderate to serious violation. Example: A pattern of not attending a class, meeting or practicum day that is inconsistent with policy or practice or not providing notification

- *Punctuality.* Students arrive on time to class, practicum, and other meetings and provide prompt notification of lateness. Students joining an online class log on early to ensure they have a connection and their equipment is working correctly.
Minor violation. Example: Arriving late or not providing prompt notification
Moderate to serious violation. Example: A pattern of arriving late or not providing prompt notification
- *Dependability and integrity.* Students complete on time all assignments and tasks for classes, group projects, practicum, and other departmental and University requirements; only request extensions when an event beyond their control affects their ability to complete assignments and tasks; and give credit to others for their work (viz. do not plagiarize). In practicum, students collaborate with their practicum instructor to identify and complete tasks as planned and accurately represent the placement hours worked and tasks completed.
Minor violation. Example: Completing assignments or tasks late.
Moderate to serious violation. Example: A pattern of completing assignments or tasks late, not providing ample notice when requesting to turn assignments in late or not completing a task on time; or any instance of dishonesty, including plagiarism. (see Graduate College Manual <http://www.grad.uiowa.edu/graduate-college-manual-for-plagiarism-policy>)

Engagement and Receptivity

- *Engagement, initiative, and effort.* Students are prepared to engage in and actively participate in class, practicum, and other professional activities; and complete assignments and practicum tasks in a professional, high-quality manner. In practicum, students spend placement hours in professionally useful activity; show genuine interest and engagement in the daily life of the organization; take the initiative; and demonstrate intellectual and professional curiosity and insightfulness.
Minor violation. Example: Not being prepared, actively engaged, or showing initiative.
Moderate to serious violation. Example: A pattern of not being prepared, actively engaged, or showing initiative.
- *Openness and responsiveness to feedback.* Students demonstrate non-defensive receptivity to feedback and suggestions, show a willingness to be self-reflective and self-corrective, demonstrate a willingness to resolve difficult relationships, and modify their behavior accordingly. Students respond to feedback from classroom instructors, practicum instructors, and others by taking steps to integrate the feedback into their professional behavior and use the feedback as a tool to help strengthen their practice and awareness of self.
Minor violation: Example. Defensiveness, anger, denial, or a lack of accountability when receiving feedback and suggestions from others.
Moderate to serious violation. Example: A pattern of defensiveness, anger, denial, or a lack of accountability when receiving feedback and suggestions from others or not integrating feedback into their professional behavior.
- *Respectful and responsive communication.* Students engage in constructive, respectful dialogue with others when their values and beliefs are challenged, and treat classmates, classroom and practicum instructors, staff, clients, and others in a respectful and nonjudgmental manner. Students respond promptly to all forms of correspondence from classroom instructors, practicum instructors, staff, clients, others, and when working on projects, classmates. Students check their UIOWA email at least every other day and respond promptly to email. Students use electronic devices in the classroom, practicum, and other activities in a manner that is consistent with the course or practicum agency policies. Students demonstrate professional and respectful oral and written communication skills, including when they are using social media and when they are representing their practicum agency in the community.
Minor violation (N/A): All forms of disrespectful communication are considered moderate to serious violations.
Moderate to serious violation. Example: Not treating others in a respectful or nonjudgmental manner. A pattern of interrupting others who are speaking; having sidebar conversations, using a tone of voice that is irritable or hostile, eye-rolling or other non-verbal forms of that communicate disrespect, expressing disagreement with others' opinions and views disrespectfully, not checking or responding to correspondence promptly or at all, or using electronic devices in a manner that is inconsistent with policy or is disruptive.

Self-Awareness

- *Emotional self-regulation.* Students strive to be personally and professionally centered when engaging with classmates, classroom instructors, practicum instructors, staff, clients, and others; use appropriate professional language (spoken and written) to filter emotional content; and take responsibility for and avoid blaming others for their feelings or behavior.
Minor violation. Example: Not attending to their emotional behavior.
Moderate to serious violation: Example: A pattern of not attending to their emotional behavior.

- *Boundary maintenance.* Students maintain strict personal-professional boundaries in the real and virtual worlds, and, when in doubt, seek appropriate consultation regarding professional boundaries. Students speak on behalf of their practicum agency only as authorized. Students follow class and practicum policies regarding appropriate hours of communication with classroom instructors, practicum instructors, staff, clients, and others outside of regular work hours (e.g., weekends, evenings).
Minor violation. Example: Violating boundaries. A single boundary violation may be considered a moderate to serious violation.
Moderate to serious violation: Example: A pattern of violating boundaries.
- Professional attire. In professional situations, including practicum, interviews for practicum placements, meetings, and interactions with colleagues, students dress in a manner that is appropriate for the context or setting.
Minor violation. Example: Dressing in an unprofessional manner for the context or setting.
Moderate to serious violation. Example: A pattern of dressing in an unprofessional manner for a particular context or setting.

Impairment

The National Association of Social Worker’s Code of Ethics, Section 4.05, addresses social worker impairment that may interfere with professional judgment and performance or jeopardize the best interests of people for whom the social worker has a professional responsibility. Impairment may be related to psychosocial distress, legal problems, substance use disorders, mental health difficulties, or other issues. Social work students should address their impairment by seeking professional help, adjusting their workload, withdrawing from the program, or taking any other necessary steps. Students are encouraged to contact the University Counseling Service for assistance: <http://www.uiowa.edu/ucs/>.

Procedures for Student Advancement

A faculty member, academic advisor, staff member, practicum instructor, or another person may identify a concern related to a student’s academic performance, professional behavior, or impairment. The person who identifies the behavior is “the person with the concern.” Student advancement concerns are addressed through an **informal** or **formal** concern process depending on the seriousness of the concern.

Informal Concern Process

Informal concern. Faculty respond to minor concerns by providing feedback directly to the student. Feedback related to the concern and whether the student may remediate the concern is documented in an email to the student. This practice does NOT constitute an informal concern. However, when the student does not respond to feedback or is likely to fail the course, the faculty member should consult with the Director of the MSW Program. The faculty member with the concern or the MSW Program Director may request a meeting with the student and the student’s adviser. The MSW Program Director may contact the students’ instructors to evaluate whether other faculty members have a concern. The faculty member and the Director of the MSW Program will document the concern, and, if the student may remediate the concern, the instructor will describe the plan to address the concern in an email to the student. The plan will include deadlines and the consequences of not meeting course expectations. If the concern is resolved, no further action is taken. If the concern cannot or should not be resolved informally, the formal concern process is initiated.

Formal Concern Process

The purpose of the formal concern process is to address academic standards, professional behavior standards, or impairment before the concern results in dismissal.

1. Immediate Dismissal

If a person has a concern about a student’s professional behavior or impairment that they believe is so egregious as to be grounds for immediate dismissal, they will notify the MSW Program Director and the Director of the School. The person with the concern will write a summary of the concern. If the MSW Program and School Directors concur that the concern meets grounds for immediate dismissal, the MSW Program Director will write a Letter of Dismissal. The letter will describe how the student has not met the School’s standards and be sent to the student by email (UI account) and by mail. The student has a right to grieve the dismissal (described below).

2. Letter of Concern, Advancement Meeting and Probation

The MSW Program Director notifies the student that they are not meeting a standard for advancement by sending them the Letter of Concern.

a. Letter of Concern. If a full-time faculty of the School has the concern, they write the Letter of Concern. If someone else or more than one person has a concern, the MSW Program Director writes the Letter of Concern. The letter will describe how the student has not met the School's standards. The MSW Program Director will send the student and their advisor, the Letter of Concern (by UIOWA email), request a meeting with the student, and instruct the student to contact the MSW Program Director to schedule the advancement meeting within one week of receiving the Letter of Concern. If the student does not contact the MSW Program Director within two weeks of the date it was sent, the MSW Program Director may initiate the dismissal process.

b. Advancement Meeting and Remediation Contract. The MSW Program Director, the student, the student's advisor, and the person(s) with the concern will meet to develop a plan to help the student address the concern. The MSW Program Director will write the remediation contract, obtain signatures, and place the Contract in the student's file. The Contract will state:

- i. the nature of the concern in an appropriate level of detail
- ii. the actions to be taken by the student and, if applicable, others
- iii. the date(s) when each action must be completed
- iv. the date(s) when the MSW Program Director and the person(s) with the concern will review the Contract to determine whether all actions were completed satisfactorily
- v. the sentence, the student is "on probation until the terms of the contract are met."

The Contract must be signed by the student, the MSW Program Director, and the person(s) with the concern.

c. Refusal to Meet or to Sign the Contract. By signing the remediation contract, all signatories agree to the terms of the Contract. If the student is unwilling to meet to develop a Contract or is unwilling to sign the Contract, the student may be dismissed.

d. Probation and Letter of Advancement with Probation. Students who have a remediation contract are on probation. When the student has an approved remediation contract that extends past the current semester, the MSW Program Director will write a letter of advancement, stating the student is advanced to the next semester on a probationary basis. A student on probation may be restricted from entering practicum until the concern is sufficiently resolved.

e. Remediation Contract Evaluation. The person who wrote the Letter of Concern will meet with the MSW Program Director to review the student's progress toward completing all actions of the remediation contract by the date specified in the Contract. If the student satisfactorily completes all actions by the agreed-upon dates, the MSW Program Director will notify the student by email (UI account) that they have met all conditions of the Contract and are advanced to the subsequent semester. The remediation contract may be altered:

- i. If the student can document an emergency that prevented them from renegotiating the remediation contract before the deadlines stated in the Contract or that prevented them from completing an action in the Contract before its deadline. An emergency may, but need not, involve the student's physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. The student must speak with the MSW Program Director and their advisor to discuss how to document the emergency. Renegotiation may include meeting with the advancement committee, rewriting the remediation contract, and obtaining signatures.
- ii. If the student believes someone violated, misinterpreted, or improperly applied a University, College, or School procedure, rule, regulation, or policy during the advancement process that prevented them from meeting all conditions of the remediation contract or from renegotiating a new contract before the deadlines stated in the Contract.

f. Failure to Meet Conditions of the Remediation Contract. If the student has not satisfactorily completed all actions in the Contract by the agreed-upon dates, the MSW Program Director writes the Letter of Dismissal (see below, "Letter of Dismissal

or Alternative Action,” for an exception).

3. Letter of Dismissal or Alternative Action

If the MSW Program Director concludes the student has not met all conditions of the remediation contract, the MSW Program Director will email the student of the dismissal decision and invite the student to meet with the MSW Program Director. If the student does not contact the MSW Program Director to schedule a meeting within one week of the email, the MSW Program Director will send the Letter of Dismissal.

At the meeting with the student, the MSW Program Director and the person who wrote the Letter of Concern will discuss unmet conditions in the remediation contract and hear any evidence that the student may offer relating to why they believe they should be permitted to remain in the program. Following this meeting, the MSW Program Director will take one of two actions: dismiss or an alternative action.

Dismiss. If the MSW Program Director determines the student did NOT meet all conditions in the remediation contract and the MSW Program Director does not believe that the evidence proffered by the student at the meeting warrants the student's continuation in the program, the MSW Program Director will email the Letter of Dismissal to the student, and the student will not be permitted to re-register in the School of Social Work. The dismissal letter is sent to the student, the Director of the School, the person who wrote the Letter of Concern, the student's advisor, and the Graduate College. The letter is also placed in the student's file. The letter will be sent to the student by email (UI account) and by mail. The letter will state that the student has two weeks to initiate the grievance process by notifying the Director of the School in accordance with the grievance policy described below.

Alternative Action. If the student did NOT satisfactorily complete all conditions of the Contract, but the MSW Program Director concludes that good cause exists for the student to remain in the program, the MSW Program Director may add conditions to the Contract for the student to remain in the program, may add dates by which conditions must be met, and state whether the student remains on probation. The MSW Program Director will notify the student of their decision by email and by mail, with a copy to the person who wrote the concern and the student's advisor.

This dismissal process pertains only to the School of Social Work. A student dismissed from the School is not dismissed from the University unless the reason for dismissal meets the Graduate College criteria (see <http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>).

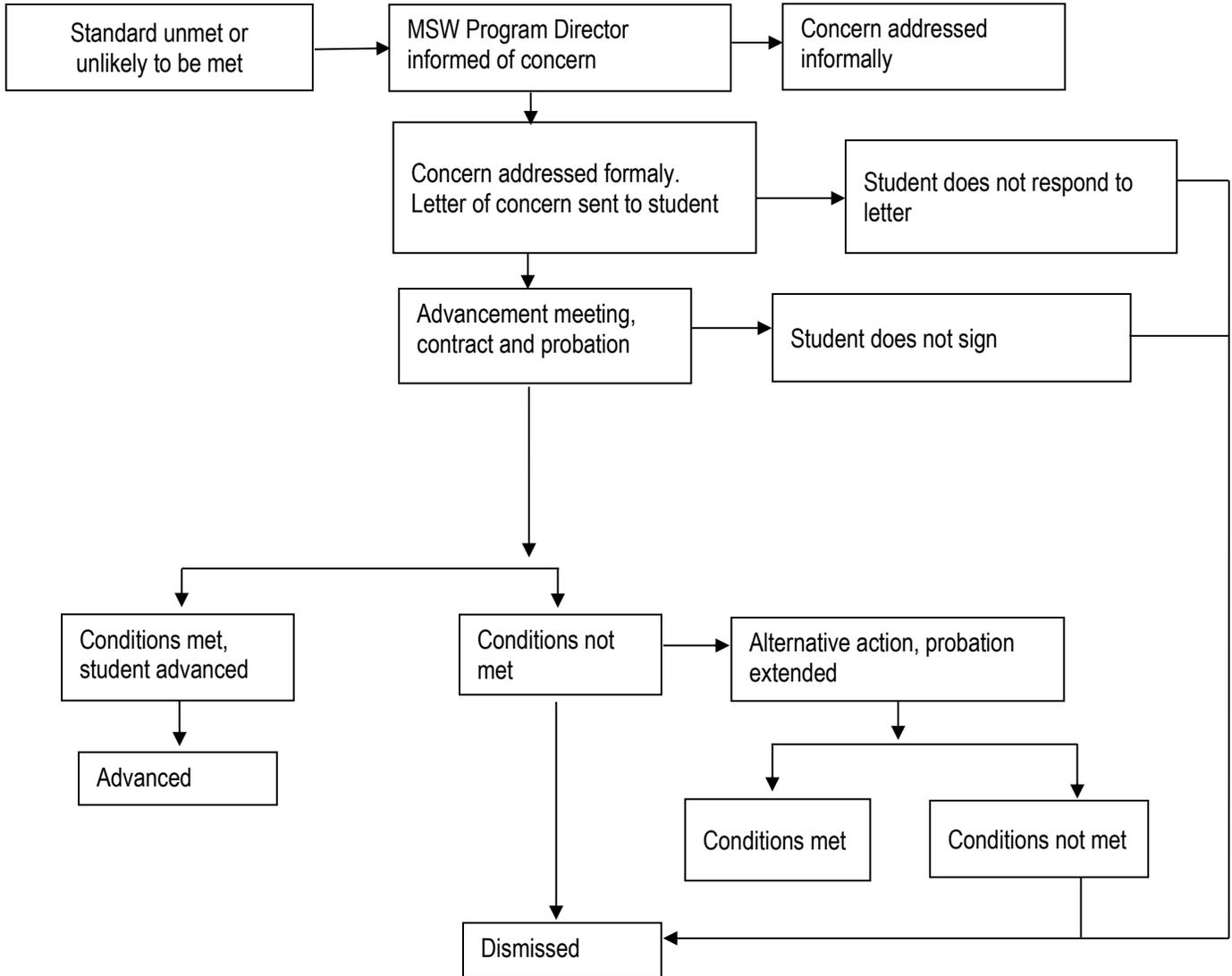
4. Dismissal, Confidentiality, and Letters of Recommendation

All faculty, staff, and other school representatives will abide by all applicable privacy rules and FERPA regulations regarding the disclosure of the fact that a student was dismissed from the social work program. When students ask for letters of recommendation, staff or faculty members will:

- i. ask for the request in writing,
- ii. ask the student to state whether the student waives the right to read the letter before the staff or faculty member submitting it, and
- iii. inform the student that a faculty or staff member can decline to provide a letter of reference for the student.

Approved--SW Faculty, General Council, Graduate College, February 2019

Advancement and Grievance Process



Documents Used in the Advancement Process

Document	Written by . . .	Sent to . . .	Includes . . .
Informal Concern	Faculty member	<ul style="list-style-type: none"> • Student, MSW Program Director, advisor, student's file, by email 	<ul style="list-style-type: none"> • Which standard(s) were not met • Plan to address concern
Letter of Concern (formal)	Faculty member or MSW Program Director	<ul style="list-style-type: none"> • Student, MSW Program Director, advisor, student's file, by email 	<ul style="list-style-type: none"> • Which standard(s) were not met • Request to meet • Deadline to contact the MSW Program Director
Remediation Contract	MSW Program Director	<ul style="list-style-type: none"> • Student, advisor, student's file, person with the concern by email 	<ul style="list-style-type: none"> • See criteria above. • Revised Course Plan, if applicable
Evaluation Report	Person with the concern	<ul style="list-style-type: none"> • MSW Program Director, advisor, student's file, by email 	<ul style="list-style-type: none"> • Whether each condition in Contract was met on time
Letter of Advancement	MSW Program Director if the remediation contract exceeds one semester	<ul style="list-style-type: none"> • Student, student's file 	<ul style="list-style-type: none"> • Decision to advance with or without probation
Letter of Dismissal	MSW Program Director	<ul style="list-style-type: none"> • Student, MSW Program Director, advisor, student's file • Director of the School • Graduate College 	<ul style="list-style-type: none"> • Which condition in Contract was unmet • Decision to dismiss
Letter of Alternative Action	MSW Program Director	<ul style="list-style-type: none"> • Student, MSW Program Director, advisor, student's file • Director of the School 	<ul style="list-style-type: none"> • Which condition in Contract was unmet • Decision to take alternative action

Approved by the faculty—December 12, 2018
 Approved by UI General Counsel and UI Graduate College February 2019

Problem Resolution within the School of Social Work

The problem resolution process in the School of Social Work is used to address problems, including dismissal. Information on students' rights and responsibilities in the Graduate College can be found at <http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>. Notwithstanding the grievance procedure set forth below, students and faculty are encouraged to resolve problems on an informal basis.

Grievance Policy and Procedures

Issues that may be appropriate for a grievance at the School level include a violation, misinterpretation, or improper application of University, Graduate College, or School procedures, rules, regulations, or policies governing the MSW program, including dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy. To initiate a grievance, the student must first notify the Director of the School in writing within two weeks of the action that is the subject of the student's complaint. The student's written notification to the Director of the School must describe:

- (a) the facts and circumstances of the alleged violation,

- (b) the University, College, or School procedure, rule, regulation, or policy allegedly violated,
- (c) the person or persons alleged to be in violation,
- (d) the date(s) of the alleged violation, and
- (e) the preferred remedy sought by the student.

Upon receipt of the student's written notification, the Director of the School will schedule a meeting with the student, at which time the student will present evidence in support of all of the student's claims. The Director of the School may request the submission of documents in advance of the meeting. The Director of the School also has the discretion to approve or deny the presence of student representatives at this meeting.

Following the meeting, the Director of the School may solicit information from any other person who may have information pertinent to the grievance. The Director of the School may also schedule a follow-up meeting with the student. After this evidence-gathering process and depending on the nature of the issue, the Director of the School will:

- (a) take action within their authority to resolve the issue and provide to the student a written response explaining the rationale for such action,
- (b) refer the student to the Graduate College or another office (e.g., Office of the Ombudsperson), or
- (c) determine that the issue is grievable at the School level and proceed as described below.

If the Director of the School determines, in their sole discretion, that the issue is grievable at the School level, the Director of the School will appoint a grievance committee of three faculty members, one of whom will be appointed by the Director of the School to serve as the committee moderator. The Director of the School will attempt to appoint members who were not directly involved in the student's allegation. The Director of the School will send an email to the student's University of Iowa email account informing the student of the committee's membership.

The Director of the School will provide the committee with the grievance materials. The committee will meet to review the materials and may seek additional information from the Director of the School, the student, or others who may have pertinent information. Upon reaching a decision, the committee will make a recommendation to the Director of the School in writing and provide a rationale.

The Director of the School will either accept or reject the committee's recommendation or direct the committee to clarify their decision within one week of receiving the initial recommendation.

The Director of the School will provide a copy of the committee's written recommendation and rationale, along with their final decision to the student by email (UI account) and by mail. If the allegation is rejected, the letter will describe additional actions the student can take to address the problem. For instance, a student may next bring the issue to the associate dean of the Graduate College or contact the [Office of the University Ombudsperson](#).

If the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on probation. If the student is placed on probation, then an advancement meeting will be scheduled with the student.



School of Social Work

School of Social Work
MSW ADMISSION AGREEMENT STATEMENT

Admission Agreement for (Center) MSW
Fall 2022

Name UI student ID#
 @uiowa.edu,
 Email address(es)

 Phones -CELL# home# work #

Update contact information to ensure future mailings:

My contact information is new from when I applied: Phone email
 Date change will be effective

Center: Iowa City Concentration: Clinical Practice Leadership Practice Undecided
 Concentration may be changed prior to beginning the advanced curriculum, which begins with the fall semester.

Please check the appropriate box and complete the form as instructed to let us know your plans to attend

I plan to attend

or

I do **NOT** plan to attend UI MSW

Check your program:

- 2-YR Regular Standing program
- 3-YR Regular Standing program
- 4-YR Regular Standing program
- 2-YR Advanced Standing program
- 3-YR Advanced Standing program

Please provide a brief note to cancel your admission to the UI MSW program. Please explain or state "will not be attending":

Type name here if you do not plan to attend:
 Email form to: ssw-admissions@uiowa.edu

To complete the Admissions process, please complete and return both pages of this form by June 6, 2022 to: ssw-admissions@uiowa.edu

UI School of Social Work
Tomeka Petersen, Admissions and Programs Coordinator
308 North Hall
Iowa City IA 52242-1223

At the School of Social Work, we seek to engage in constructive, considerate dialogue as personal values are challenged in the process of developing a professional social work identity. We seek to respectfully engage with others who are different from ourselves in the classroom and the community, regardless of our personal values.

Therefore, we expect that applicants accepting admission will join faculty and staff in this effort, and will:

Encourage and welcome diversity in all aspects of campus and community life.

Seek to recognize and address social justice issues that affect human beings as a consequence of oppression, poverty, marginalization and/or alienation because of the intersection of multiple factors, including but not limited to those identified by CSWE: 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.

Learn to recognize and work to avoid using language that may be considered prejudicial, avoid discriminating behavior, and challenge stereotypes when others speak in generalizations.

Foster intercultural dialogues, examine individual biases, and critically analyze intersections of privilege and oppression.

Expand understanding of cultural diversity by exploring cultures other than your own through rigorous academic study and participating in/supporting community events.

Demonstrate empathy in a culturally sensitive manner, listen when others speak, and work to solve problems peacefully.

Strive to create a community that is a welcoming and supportive environment for all.

Adhere to program policies articulated in the Social Work Student Handbook (including the professional competencies articulated by CSWE in the Educational Policy Statement).

To complete the admissions process, the following statement must be signed:

I have read the following documents and agree that I am bound by the provisions of these policies in my coursework and practica.

Please check each box to confirm you have read:

- The statement above that supports a culturally inclusive community for all people.
- National Association of Social Workers Code of Ethics ([NASW](#))
- International Federation of Social Workers Code of Ethics ([IFSW](#)) The
- Statement on Academic Honesty (attached).
- The MSW Student Advancement Policy (attached). An updated version is forthcoming.
- The Practicum Policy (attached).
- The [UI Code of Student Life](#).

Signature (typed name is considered an electronic signature)

Date

ACADEMIC HONESTY

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and may result in grade reduction for the assignment, an F for the course, or more serious penalties depending upon the severity of the transgression. Plagiarism and cheating include, but are not limited to, the following:

- 1) presentation of the ideas of others without credit to the source
- 2) use of direct quotations without quotation marks and without credit to source
- 3) paraphrasing without credit to the source
- 4) participation in group project which presents plagiarized material
- 5) failure to provide citations for material obtained through electronic research
- 6) downloading and submitting work from electronic data bases' without citation
- 7) submitting material created/written by someone else as one's own
- 8) copying from someone else's exam, homework, or laboratory work
- 9) allowing someone else to copy or submit one's work as his/her own
- 10) accepting credit for a group project without doing one's share
- 11) submitting the same paper in more than one course
- 12) using notes or other materials during test without authorization
- 13) not following the guidelines specified by instructor for "take home" exams
- 14) the fabrication of research data

Graduate students' misconduct will be reported to the MSW or PhD program director, at which point further disciplinary action may be taken. Please refer to the *MSW Educational Handbook* or the *PhD Handbook*, which includes a description of the Student Advancement Policy, and the *Graduate College Manual of Rules and Regulations*. <http://www.grad.uiowa.edu/graduate-college-manual>.

PRACTICA STRUCTURE AND PROCESS

I. Structure and Sequence

Practicum at the University of Iowa School of Social Work is composed of two levels of courses.

- A. **Generalist Practicum Course.** Students admitted to the MSW program without a bachelor's degree with a major in social work from an accredited program are required to complete the Generalist Practicum, which is 300 contact hours during the spring semester of the **first year** for full-time students, during the summer semester of the **first year** for 3 year cohort students, or the spring semester of the **third year** for four-year students. Three (3) semester hours of credit will be earned for successful completion of the Generalist Practicum.
- B. **Advanced Practicum Course.** All students admitted to the MSW program are required to take the Advanced Practicum during the fall and spring of the **final year**. The minimum required 600 contact hours of Advanced Practicum will earn 6 semester hours of credit.
- C. **Co-Requisite Courses.** Students must also take the Generalist Practicum Seminar for Generalist Practicum and Advanced Practicum Seminar I and II for Advanced Practicum concurrently with their practicum.

II. Placement Assignment Process

Approved placement sites and agencies are usually within a 50-mile radius of Iowa City/Cedar Rapids, Quad-Cities, Des Moines, and Sioux City. The sites provide learning opportunities for the two concentrations and many fields of practice. Placements outside these practicum centers are permitted by special arrangement, require approval by the Field Director or Administrator and are contingent upon both UI SSW resources as well as student's ability to travel to the School of Social Work center for required meetings and seminar participation. Students in the online program will work with the Online Field Administrator to develop placement sites in or near their communities.

III. Employment While an MSW Student

The School of Social Work is committed to part-time graduate social work education. The School endeavors to educate as broad a cross-section of students as possible, including non-traditional students, those who must work to support families, and who therefore find it challenging to be full-time students.

There are times in the MSW program, however, when part-time students will likely find concurrent full-time employment very difficult, if not impossible. When students are fulfilling the requirements for the Generalist and Advanced Practica (300 hours per semester), combining 3-4 days/week in practicum with course work makes continuing in full-time employment very difficult. In addition to the total hours, the hours of operation for many jobs overlaps with the hours of operation at available practica sites.

Before registering in the MSW program, part-time students must make plans to reduce or eliminate their outside employment while they are in Generalist and Advanced Practicum.

Practica are designed to extend and integrate learning achieved in class with practice in the field. The student has an opportunity to employ social work interventions and ethical decision making processes with different client populations at multiple levels. A particular focus is the application of research to social work theory and practice, including the evaluation of interventions and outcomes. Because of the importance of practica to the

overall preparation of students for the profession, as dictated by the Council on Social Work Education Accreditation Standards, work experience prior to admission into the MSW program cannot meet the practica requirements.

Employment-Based Practicum. In some circumstances, it can be appropriate for students to arrange a practicum in the same agency where they are employed. Employment tasks can sometimes count toward the practicum experience when they align with the Council on Social Work Education Accreditation Standards and have clear links to the Social Work Competencies. Employment-based practica must be reviewed and approved in advanced by the assigned field administrator and must facilitate the student's growth into a Master of Social Work professional.

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ASSESSMENT OF STUDENTS

The marking system used in the Graduate College is described in detail at:
<http://www.grad.uiowa.edu/manual-part-1-section-vi-marking-system>

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

<u>Grade</u>	<u>Numerical Value</u>						
A+ =	4.33	B+ =	3.33	C+ =	2.33	D+ =	1.33
A =	4.00	B =	3.00	C =	2.00	D =	1.00
A- =	3.67	B- =	2.67	C- =	1.67	D- =	0.67
						F =	0

1. Grades of A+ will have a value of 4.33 in calculating a student's GPA, but the averages displayed at the bottom of the grade report will be truncated so as not to exceed 4.00.
2. Students admitted on conditional status must achieve regular status within two sessions of registration by obtaining a grade point average of at least 3.0 on a minimum of eight letter graded hours.
3. Students are required to maintain a 3.0 throughout the MSW program.
4. Graduate students do not earn credit for courses graded below C- per Graduate College policy.
5. Students are not permitted to take required courses in the major for S/U credit if they are letter graded courses.
6. It is recommended that, when feasible and appropriate, faculty arrange that essay exams and papers be submitted with identification number instead of student name.
7. Retaking a course in which a grade of D, F, or U is recorded is possible but not guaranteed. Students may be given permission to advance on departmental probation and repeat the course, if agreed to as part of the Contract associated with the formal advancement process (see Student Advancement Policy for details)... If a student is permitted to repeat a course, both the original grade and subsequent course and grade entry will appear on the student's transcript and both grades are factored in the g.p.a.
8. Incompletes are not sanctioned by the University except for work that cannot be graded on time for

extenuating reasons. Students must petition the instructor and complete [a contract for an incomplete](#) which must be made up before the end of the following semester or by an earlier deadline as arranged with the instructor. Students may not advance to courses for which they have not met the prerequisites due to incompletes. The grade of Incomplete is to be used only when a student's work during a session cannot be completed because of illness, accident, or other circumstances beyond the student's control. Instructors may report a mark of Incomplete only if the unfinished part of the student's work, in a course other than thesis or independent study, is small; the work is unfinished for reasons acceptable to the instructor; and the student's standing in the course is satisfactory.

9. Earning credit for Individual Study may be an option for MSW students in good standing. The student must identify a supervising faculty member and negotiate an [Individual Study Contract](#) before they register for the individual study course.

POLICIES RELATED TO ACADEMIC PLANNING

Advising

Advisors provide academic advising, determine the application of specific graduate transfer courses to the MSW plan of study and approve and sign drop/add slips and clear advisees to register each semester after meeting with them. They are also involved in approving change of status from part to full-time status and change of concentration. Other changes in plans to complete the program may involve a modification of their plan to complete the program, transferring to another practicum center, or requesting a leave of absence. All modifications require completion of a [form](#) with appropriate signatures. When a concern is filed regarding a student's advancement in the program, the advisor assists with the development of the remediation plan (see Student Advancement Policy).

Changes in Advisor

Students may request a change in advisor if they have identified a faculty advisor who has agreed to serve as their advisor. The student should notify the advisor to whom they are currently assigned and the Program Administrator of the change using the [Advisor Change Form](#).

Students requesting a change in advisor but who have not identified an advisor who will agree to advise them should obtain a list of advisors who are available (by areas of interest and by numbers of advisees currently being served) from the Program Administrator. The student may select one advisor from this list. The student fills out an advisor change form which is signed by the new advisor, Program Administrator and copied to the previous advisor, student file and Programs Coordinator.

When an advisor is no longer available to provide advising, the Program Administrator provides the student with a list of faculty available to serve. The student fills out the Advisor Change Form, which is copied to the new advisor, previous advisor, and Program Administrator. The MSW Program Director serves as back-up to advisors absent for one semester or less.

Graduate Transfer Credit

Advisors may grant a maximum of 12 s.h. Graduate Transfer Credit for previous graduate work if it has been approved by Graduate Admissions as graduate credit and will be less than 10 years old at the time the student graduates. The courses must be identified on student transcript and must be in an area that makes them suitable as required courses when applicable, or as an elective. At least one elective (minimum 2 s.h.) must be preparatory

for the students' advanced practicum. Advisor indicates on the planning form the specific courses to be applied.

Transfer students from other CSWE accredited schools of social work shall complete a minimum of 36 s. h. after enrolling as MSW students at The University of Iowa but will probably need to complete more than 36 in order to satisfy School requirements. The transfer Student is expected to produce course outlines, and sometimes assignments to assist the Program Administrator, MSW Director and sequence faculty to assess comparability to the UI MSW program competencies and practice behaviors. The MSW Director will provide final approval of the student's plan to complete the program. **The University of Iowa and the School of Social Work do not grant social work course credit for life experience or previous work experience.**

If students expect to transfer in courses from other institutions, official transcripts must be submitted to, and evaluated by, Graduate Admissions prior to the end of University of Iowa semester, or graduation may be delayed.

All students must be registered at The University of Iowa during the semester the MSW is to be awarded.

Procedure for Identifying and Referring Students Requiring Writing Skill Support

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

Policy Regarding Students with Disabilities

<https://clas.uiowa.edu/faculty/teaching-policies-resources-accommodating-students-disabilities>

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities. See also the University's [Office of Equal Opportunity and Diversity](#) and their publication, "[Assisting Students with Disabilities: A Guide for Instructors](#)."

A student with a disability is responsible for requesting accommodations. It is crucial that instructors help students preserve their privacy and maintain the confidentiality of student records, including records of disability accommodation. During any discussion about the student's disability or accommodations, instructors must meet with a student in the instructor's office rather than in the classroom. Instructors must make the following announcement during the first class meeting and to include it on the syllabus:

"I would like to hear from anyone who has a disability which may require seating modifications or testing accommodations or accommodations of other class requirements, so that appropriate arrangements may be made. Please contact me during my office hours."

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

In order to receive accommodations, students must contact [Student Disability Services](#) (3015 Burge Hall, 335-1462) and must apply for accommodations. For those eligible for

accommodations, a letter will be made available to the student that specifies what course accommodations are judged reasonable for that student.

An instructor who cannot provide the accommodations specified, or who has concerns about the accommodations, must contact the Student Disability Services counselor who signed the request form within 48 hours of receiving the form from the student.

The following are examples of course-related accommodations:

- allowing extended, but not unlimited, time for completion of examinations;
- allowing examinations to be written in a quiet, low-stimulus environment;
- permitting the use of a word processor with spell check during in-class writing assignments;
- using computer software to assist in the completion of assignments (e.g., spell check, computer-based adaptive devices);
- allowing the use of taped materials and resources to assist the student in reading, listening, and speaking;
- allowing students to dictate essays to a scribe.

College policy permits students with specific learning disabilities to complete components of the General Education Program with accommodations, including completion of the Foreign Language component of the General Education Program without completing language courses. See also [Test Modifications for Students with Disabilities](#)

Students with complaints about disability accommodations should follow the procedures outlined in the [Student Rights and Responsibilities](#) page.

Students for Whom English is a Second Language

<https://esl.uiowa.edu/programs>

- The University of Iowa offers English as a Second Language (ESL) instruction in three distinct, but related, programs: the Iowa Intensive English Program (IIEP), the Teaching Assistant Preparation in English program (TAPE), and ESL credit classes.
- These programs meet the needs of students whose first language is not English. ESL credit classes help students raise their English proficiency so they can complete a degree successfully. IIEP provides intensive instruction for students who must raise their English proficiency to gain admission to a university or college. TAPE helps students improve their oral competence in English so they may assume classroom teaching responsibilities.

Time Limits for Completion of Program

Full-time, 54 s.h. students: complete MSW in 2 years (five) semesters

Part-time 54 s.h. students: complete MSW within 12 semesters and complete a minimum of two courses per semester.

Advanced standing students may complete the 36 s.h. program over 3 semesters full time, or two years, part time.

Students who do not complete in four years must petition the MSW Director for approval to extend their program.

The School of Social Work (SSW) recognizes that students, for a variety of reasons, are unable to complete degree requirements within the time requirements specified in the students' School of Social Work planning form. Accordingly, a student may request a leave of absence by completing the [form](#). Students who do not request a leave of absence must reapply to the MSW program.

The director of the MSW program approves a leave of absence for up to two consecutive semesters (e.g., spring and summer but excluding winter session). The director of the MSW program will only approve a request when there is serious intent to finish degree requirements.

Readmitted Students

Readmitted students:

1. shall meet the requirements of the current program;
2. shall meet the advancement policy requirements;
3. shall meet the current concentration requirements.

Student Files

Active student files are accessible to the student, faculty, and designated staff. Following graduation, student files are archived following the protocol for reducing alumni student files of any extraneous material not needed.

General Academic Planning

Students shall not be permitted to register for more hours than weeks in which courses are offered (by rules of the Graduate College).

There can be no banking of credits. Credits must be awarded for work produced in the semester of registration.

The Concentration must be declared by the time the student begins planning the advanced practicum. This usually occurs in early spring semester before the final year. Changes in concentrations must be discussed and approved by the advisor. There is a [form](#) to process when changing concentration.

Students may be able to change their status to or from full-time, two year, or part-time, three, or four year programs. Changing status requires consideration of: 1) the student's academic plan, 2) the availability of practicum placements, and 3) course availability and class size. This necessitates the approval of the faculty advisor, the practicum administrator at the site where the student intends to complete practicum, and the School's program administrator, utilizing the [Request for MSW Change of Program Type form](#).

Student Responsibilities

Maintaining Registration Planning Sheet. This sheet should be updated each semester with advisor conference prior to registration. Up-to-date copy should always be in archived in MYUI and the student's electronic file which faculty and administrators can access.

Registering each semester

Responding to surveys which assist with program planning, which elective to offer, etc.

Attending mandatory practicum planning meetings

Completing practicum planning forms

Submitting Application for Degree

If a thesis candidate, the student is responsible for meeting all deadlines including deposit deadlines. At the thesis defense meeting the student should obtain appropriate signatures from thesis committee on the "Report to the Graduate College" form and return it to the Program Administrator so that it can be forwarded to the Graduate College.

Completing current student, exit and alumni surveys.

Students who have fees due The University of Iowa (i.e., library) will not be permitted to register for the next semester or to graduate.

Students who plan to complete final examination thesis prior to the final semester must first have approval of advisor, School of Social Work Final Exam Committee, and person in charge of final exam. Student must have completed 5 s.h. of Advanced Practicum with a Satisfactory grade prior to completion of final exam. No more than one required course should remain in the semester after student undertakes final requirement (See Instructions of MSW degree candidates).

INSTRUCTIONS FOR MSW DEGREE CANDIDATES

A student planning to graduate and/or complete Master's Final Examination must complete the following steps:

1. The thesis candidate must submit a signed final examination proposal form to the Program Administrator.
2. All students should submit degree applications in MyUI.
3. The Program Administrator will complete the **Request for Final Examination** for thesis candidate and **Plan of Study** forms for all students, which must be submitted to the Graduate College. The student's program of study will be reviewed at this meeting to ensure all curriculum and Graduate College policies have been followed. The Program Administrator will contact students and advisors only if there is a question or problem. Student receipt of a copy of the Plan of Study indicates that the Plan of Study has been approved by the Graduate College. The Program Administrator will also supply students with a letter addressed to the Iowa Licensure Board verifying students' expected graduation date and intent to sit for the exam prior to graduation. If the student intends to apply to the Iowa Board, they attach this letter with their online application.
4. Changes in the Student's Plan of Study summary sheet, current registration, or an anticipated change in one's graduation date must be reported immediately to the Program Administrator. An Application for Change in Plan of Study form or a Deletion Notice may need to be filed with the Graduate College.

SUMMER GRADUATES TAKE NOTE: To receive the degree in July/August, summer graduates **must** complete **all** course work by the end of the summer session. Students who complete the program after the JULY deadline will be awarded the official MSW degree the following December. File your Application for Degree in the fall semester before the University deadline.

THESIS AND ORAL EXAMINATION

A thesis and final oral examination is not required for the MSW degree. Students may pursue a thesis under the supervision of a social work faculty member and two additional committee members. Students typically complete a thesis if they intend to pursue doctoral education or another position that requires a high level of research competency. A thesis is not required for admission into a Ph.D. or DSW granting social work program. In addition to refining their research skills, students develop skills collaborating with a committee to complete their thesis research. Working with a committee is likely to help prepare students to complete the Ph.D. dissertation and successfully defend it.

Students who wish to explore the thesis option may speak to their adviser, the director of the MSW program, or the director of the Ph.D. program. Because the thesis may require human subject's approval and may involve the collection of data, students in the two-year program should decide whether to pursue a thesis during their first semester in the program and ask a faculty member to chair their thesis by the end of their first semester.

With their advisors' permission, students may apply up to six semester hours of Thesis Hours to the elective requirement for the MSW degree. Thesis Writing Seminar is offered in the fall semester in Iowa City for 1–3 semester hours and applied to the elective requirement.

1. Guidelines for the Proposal

Students submit a proposal to their committee for approval before they collect data, if applicable, and analyze data. The proposal is typically 30 pages and includes (page estimates in parentheses):

Chapter 1: Introduction

- Background of the problem (<2)
- Mini or brief literature review (<2)
- The gap you will fill (1 paragraph)
- Purpose (1 sentence)
- Research questions (1)
- Overview of methods (<1)
- Preview of subsequent chapters (<1)

Chapter 2: Literature

- Introduction/preview of literature (<1)
- Review of the literature (15-20)
- Summary/conclusion: State of the literature, gap(s) in literature, and how you will fill gap(s). May include a (restatement of) your research questions or hypotheses (2-3)

Chapter 3: Methods

- Design, sampling, selection criteria (2)
- Sample size and, if known, sample characteristics (2)
- Data collection procedures (2)
- Human subjects, if required by your chair (1)
- Measures (cf. Instruments; 2-3)
- Data analysis procedures and, if applicable, power (2)

References

Tables and figures

Measures/instruments

Consent form(s), if applicable

Timeline, if requested

2. Guidelines for the Thesis

Before the oral exam, students revise the chapters that were included in their proposal and write the Public Abstract (less than 250 words), and the Results and Discussion chapters.

Chapter 4: Results

Chapter 5: Discussion

- Summary
- Interpretation
- Limitations
- Recommendation for Future Research
- Recommendations (e.g., policy, practice, social work education)
- Conclusions

3. Deadlines and Other Important Information

Students considering the thesis should carefully read all Graduate College policies related to the thesis.

<https://www.grad.uiowa.edu/academics/thesis-and-dissertation>

The student's chair will help them navigate these policies and the thesis process

FINAL EXAMINATION PROSPECTUS FORM FOR THESIS CANDIDATES

Date: _____
MM/DD/YR

Student's name: _____
Center: IC DM QC SC On-line

University ID #: _____

Expected date of final oral exam (session/year): _____

Expected date of graduation (session/year): _____

I approve the proposal and agree to serve on the final exam committee.

Chairperson: _____
Print Name Signature

Member: _____
Print Name Signature

Member _____
Print Name Signature

A copy of this form, signed by the committee, must be sent to the program administrator within two weeks of the proposal meeting meeting.

Turn in to the Programs Coordinator in 308 NH for copies and departmental processing:

original: Programs Coordinator for Student file
cc: Program administrator Student

Iowa Social Work Licensure

All Master's level social workers in Iowa must apply for licensure and must be licensed to practice social work. At the last practicum seminar of the fall session, students will be invited to consider whether they want to sit for the Iowa SW Licensure exam prior to graduation.

To apply for licensure in Iowa (and request permission to sit early) each student must:

1. Go to the Iowa Board of Social Work Examiners website <http://idph.iowa.gov/licensure/iowa-board-of-social-work> and apply online
2. The Board requires that the School provide a statement that the student is in good standing and expected to graduate in the spring or summer if you wish to sit for the exam before your final transcript is available. The School's Program Administrator (Kate Kemp) will conduct a degree audit in January, for all students in practicum seminar, and submit the plan of study for those students to the Graduate College. (The final version will be in your advising notes summary page). She will then send the required statement of expected graduation to you as an email attachment. If you choose to apply and sit early for the exam, you will need to attach this letter to your application to the Board. If you do not want to sit early, or are moving to another state, and don't intend to apply for Iowa licensure, you can just discard the email.
3. Request Transcript from University of Iowa Transcripts section in the Registrar' office by requesting on MyUI (other options are offered here <https://registrar.uiowa.edu/transcripts>. Be sure and check that you want them to hold transcript for: "after degrees" to be sent to the Board after you graduate (or else they will send it now, which is not helpful). The final transcript is available about three weeks after graduation. Have it sent to Iowa Board of Social Work Examiners, Iowa Department of Public Health, Lucas State Office Bldg. – 5th Floor 321 East 12th Street Des Moines, Iowa, 50319-0075. There is also an email address for the online submission on the Board's website.
4. The Board will notify you by mail when your application is accepted and inform you of how to schedule and sit for the Exam.
5. Then you just need to successfully complete the MSW program!

The School has purchased study guide materials that students may check out in each center.

Licensure requirements vary by state. The American Association of State Social Work Boards <http://www.aswb.org> supplies phone numbers, addresses and email addresses for each state's licensure board as well as information about the exam (its contents, how to prepare, etc.)

If you have any questions, please feel free to contact kate-kemp@uiowa.edu

THE UNIVERSITY OF IOWA
Consent to External Background Check

Professional degree programs customarily include clinical practicum requirements for graduation. As a pre-requisite for enrollment in a practicum course in UIHC, students are required to undergo a criminal background check. This check includes, but is not limited to, past criminal offenses, and registry information, such as child and dependent adult abuse information.

As a pre-requisite to your enrollment in a course with a clinical practice component you must agree to undergo a criminal background inquiry. This inquiry will be based on your social security number and will evaluate state, local, and federal data bases for each of your reported addresses. If there is evidence of arrest for a crime(s), conviction for a crime(s), presence on an abuse registry, or other information which reasonably suggests that patient safety might be compromised, your College will be notified, and you will be asked to provide additional information. A determination about your continued progress in the academic program will then be made by the College in accordance with collegiate and university procedures.

Please indicate your consent to this check by completing the form below

Name of Student _____
Last Name First Name Middle Name

Other Names Used _____ Date of Name Change _____

Gender: Male Female

Street Address _____

City _____ State _____ Zip Code _____

List all cities, states, and zip codes of residences for the past 7 years:

City _____ State _____ Zip Code _____

Social Security Number _____ Drivers License Number _____

Name of Student _____

College _____

Date of Birth _____

AUTHORIZATION

I hereby authorize, without limitation, any party or agency contacted with by the University of Iowa, any of its agents or any entity employed by the University of Iowa to conduct an external review of my background as described above.

I hereby release the University of Iowa and its agents, employees and agents and employees of any party or entity contacted by the University of Iowa for purposes of providing criminal background information from any and all claims that I may have arising from or relating to the collection or reporting of information obtained in the process of a criminal background investigation to assure my qualification for participation in a clinical practicum.

I understand that my date of birth is used solely as an identifier to avoid possible misidentification while completing the background check process.

I HAVE READ AND UNDERSTAND THE INFORMATION ABOVE AND I GIVE MY PERMISSION TO THE UNIVERSITY OF IOWA TO CONDUCT A CRIMINAL BACKGROUND INVESTIGATION AS A PRE-REQUISITE TO ENROLLMENT IN A CLINICAL PRACTICUM.

Signature of Student

Date

Signature of Witness

SAMPLE

CSWE Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and

community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences

may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.