

IOWA

College of Liberal Arts and Sciences

School of Social Work

BASW STUDENT HANDBOOK

2022-2023



Table of Contents

WELCOME	3
MISSION	3
BASW PROGRAM ADMISSIONS, REQUIREMENTS FOR THE MAJOR AND CURRICULUM INFORMATION	3
Admission to the Social Work Major	3
Council on Social Work Education (CSWE) Competencies	3
The Curriculum	4
GPA Requirement in the Major	5
Recommended Course Sequences	5
Four-Year Graduation Plan	5
Certificate Programs	6
Honors in the Social Work Major	6
Minor in Social Work	6
Individual Study SSW:3191	6
FIELD EXPERIENCE	6
Completing all Social Work Courses in the Major	7
Semester and Clock Hours for Completing Field Experience	7
Field Experience Seminar	7
STUDENT ADVANCEMENT AND SUPPORT	7
Student Advancement in the Program	7
Student Services Center	7
Academic Advisors and Faculty Mentors	7
COMMUNICATION AND FACULTY AND STAFF YOU SHOULD KNOW	8
Methods of Communication	8
Faculty and Staff	9
STUDENT INVOLVEMENT IN THE SCHOOL OF SOCIAL WORK	9
Student Feedback	9
The Social Work Student Association (SWSA)	9
Phi Alpha Honor Society	10
Volunteering	10
OTHER SOURCES OF INFORMATION AND SUPPORT	10
College and University Information and Support	10
Student Life Cultural Centers	11
Academic & Career Development Services	11
Health and Mental Health Services	12

Financial Support	13
Food and Housing Insecurity, Legal Services & Child Care Services	13
Applying to Social Work Graduate Programs	14
APPENDIX A – ADMISSIONS POLICY AND PROCEDURES	15
APPENDIX B – HONORS IN THE SOCIAL WORK MAJOR	210
APPENDIX C - POLICY ON STUDENT ADVANCEMENT IN THE SOCIAL WORK MAJOR	24
APPENDIX D - CSWE COMPETENCIES	34

WELCOME

Welcome to the University of Iowa School of Social Work. You are beginning professional education in a school with a history of commitment to social change and a mission to prepare effective social work professionals for evidence-based social work practice. Social work is distinctive among the helping professions with its commitment to social justice and social change and serving the individual and environmental needs of individuals marginalized by our society. This commitment is expressed in the School's focus on systems theory and the person-in-environment perspective and on a family- and community-based approach to social work practice.

MISSION

The specific mission of the BASW program in social work 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 program's goals are to:

- prepare students for culturally competent generalist social work practice with individuals, families, small groups, organizations, and communities;
 - provide students with a base for continuing graduate education in social work and for lifelong learning; and
 - prepare students for active engagement with issues of social justice, oppression, and social welfare in local, state, regional, national, and global goals.
-

BASW PROGRAM ADMISSIONS, REQUIREMENTS FOR THE MAJOR AND CURRICULUM INFORMATION

Admission to the Social Work Major

The School of Social Work seeks to maintain a heterogeneous student body by enrolling students with diverse backgrounds and cultural perspectives. The School admits approximately 45 students to the major each year. **The application deadline is February 15th.**

Students typically apply in their sophomore year and complete the program in two years. However, students can apply in their junior year and complete the program in a year and a summer. To be admitted to the program, you must:

- 1) Completed SSW:1022 Social Justice and Social Welfare in the United States (or an equivalent course taken at another 4-year institution or a community college) with a grade of C or higher (this course can be in progress at the time you submit your application);
- 2) Submit an application form and essays by the February 15th deadline before the fall semester you plan to enter the program.
- 3) Have a cumulative GPA of 2.50 (on a 4.0 scale) at admission. The School will consider applicants who do not meet the minimum GPA on an individual basis. If your GPA is below the minimum, in your application materials you must demonstrate familiarity with social work through considerable volunteer work, a strong commitment to social justice, and describe in an optional essay your plans for improving your GPA in the program

Ideally, students should apply in their sophomore year, enter the program as juniors, and complete their social work courses over two years. However, students can apply in their junior year and complete the major in a year and a summer.

The School does not require or accept recommendations or reference letters. See the BA Social Work Admissions Policy Statement and Guidelines for Application in Appendix A for more detailed information on the application process.

Council on Social Work Education (CSWE) Competencies

The Council on Social Work Education (CSWE) is the accrediting body for schools of social work in the US. The University of Iowa's social work program has been continually accredited by CSWE since 1974. CSWE sets the competencies you will learn and demonstrate to be competent BA level social workers. Course outlines for all social work courses in the major list the competencies you will be expected to demonstrate in that course. You will also have the opportunity to demonstrate these competencies in your field placement. See Appendix D for a full list of the 2022 CSWE competencies.

The Curriculum

The Bachelor of Arts with a major in social work (BASW) requires a minimum of 120 s.h., including at least 60-64 s.h. of coursework in the major.

The major in social work requires the following:

SOCIAL WORK COURSES IN THE MAJOR (35- 38 s.h.):

SSW:1022	Social Justice and Social Welfare in the United States (or transfer equivalent)	3 S.H.
SSW:3840	Human Behavior and the Social Environment	4 S.H.
SSW:3841	Fundamentals of Social Work Practice	3 S.H.
SSW:3842	Interpersonal Skills Laboratory	2 S.H.
SSW:3844	Introduction to Social Work Research	4 S.H.
SSW:3845	Social Work Processes	4 S.H.
SSW:3847	Discrimination, Oppression, and Diversity	3 S.H.
SSW:4189	Field Experience Seminar	1 S.H.
SSW:4893	Field Experience	8-11 S.H.
SSW:4843	Social Welfare Policy and Practice	3 S.H.

REQUIRED ELECTIVES

Students must complete one of two options:

- 1) 6 s.h. of social work electives AND 6 s.h. of courses in the same outside discipline closely related to social work. Outside disciplines include African American studies (AFAM); aging and longevity studies (ASP); American studies (AMST); communication studies (COMM); criminology, law and justice (CRIM); entrepreneurial management (ENTR); global health studies (GHS); journalism and mass communication (JMC); management and entrepreneurship (MGMT); political science (POLI); psychological and brain sciences (PSY); public health (CPH); sociology (SOC); social justice (SJUS); Spanish (SPAN); and gender, women's, and sexuality studies (GWSS).
OR
- 2) 12 s.h. of social work electives

Students working on a minor or a certificate may apply up to 6 s.h. of social work electives towards the certificate or minor. You cannot use courses that fulfill GE CLAS Core requirements towards your elective requirements.

CO-REQUIREMENTS

BIOL:1140 Human Biology: Nonmajors	4 s.h. (or a 3 s.h. human biology equivalent from another institution)
PSY:1001 Elementary Psychology	3 s.h.
POLI:1100 Intro to American Politics	3 s.h.
SOC:1010 Introduction to Sociology	3 s.h.

UI GENERAL EDUCATION REQUIREMENTS

Students must also complete the College of Liberal Arts and Sciences General Education Program. The SSW:1022_Social Justice and Social Welfare in the United States (3 s.h.) fulfills the General Education Program's Values, Society, and Diversity requirement. Introduction to Social Work courses taken at other institutions do not fulfill this general education requirement.

Students can also use other co-required courses to meet general education requirements (BIOL:1140 Human Biology as partial fulfillment of the Natural Sciences requirement; PSY:1001 Elementary Psychology, SOC:1010 Introduction to Sociology, or POLI:1100 Introduction to American Politics for the Social Sciences requirement).

GPA Requirement in the Major

Students must maintain a 3.0 GPA in their social work courses in the major (excluding the co-required courses) and an overall 2.00 GPA in all courses.

Recommended Course Sequences

Most social work courses are offered only once each year. You can take social work electives in any semester, including the final semester of your field placement. You must complete all the required social major courses (excluding electives and co-reqs) before you can enter your field placement.

First and Second Years

General Education courses including:

SSW:1022 Social Justice and Social Welfare in the United States	3 s.h.
POLI:1100 Introduction to American Politics	3 s.h.
PSY:1001 Elementary Psychology	3 s.h.
BIOL:1140 Human Biology (or 3 s.h. transfer equivalent)	4 s.h.
SOC:1010 Introduction to Sociology	3 s.h.

You can take social work electives or electives in another discipline before being admitted to the major.

If you begin the program as a **JUNIOR**, the course sequence 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	

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.

If you begin the program as a **SENIOR**, the course sequence is:

Third year – Summer Semester – we may recommend 3 s.h. of social work electives in the summer before beginning the program if you have not taken any electives, although there are limited social work electives available to BASW students in the summer.

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

To stay on the University's four-year graduation plan, you must meet minimum requirements by certain semesters.

Before the third semester begins, you should have completed at least 30 s.h. of the 120 s.h. required for graduation.

Before the fifth semester begins, you should have completed:

SSW:1022 Social Justice and Social Welfare in the United States

Four courses that can be applied to the major – either electives or co-required courses
Been admitted to the School of Social Work
Completed at least 60 s.h.

Before the seventh semester begins, you should have completed:

Six more courses in the major
At least 90 s.h.

Before the eighth semester begins, you should have completed:

All the courses in the major except for SSW:4189 Field Experience Seminar and SSW:4193 Field Experience.
Finalized your field placement.

During the eighth semester, you must complete any remaining co-requirements, electives, or general education requirements and be registered for the remaining hours needed to earn 120 s.h. for graduation.

Certificate Programs

The School offers three certificate programs. Students can count six semester hours of required social work electives towards their certificate program. For more information, check out the link for each certificate program on the School's website.

Certificate in Critical Cultural Competence - <https://socialwork.uiowa.edu/undergraduate/certificate-critical-cultural-competence>

Certificate in Aging and Longevity Studies - <https://socialwork.uiowa.edu/undergraduate/certificate-aging-longevity-studies>

Certificate in Resilience and Trauma Informed Perspectives - <https://socialwork.uiowa.edu/undergraduate/certificate-resilience-and-trauma-informed-perspectives>

Honors in the Social Work Major

The School of Social Work has an honors program leading to a Bachelor of Arts with honors in social work. You must have a cumulative grade-point average of at least 3.33 and complete a 6 s.h. honors project (see Appendix B for more information about honors in the major).

Minor in Social Work

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. You must maintain a 2.00 GPA in all courses for the minor. You can not take coursework for the minor pass/non-pass (S/U). You must also take SSW:1022 Social Justice and Welfare in the United States or, for transfer students, an equivalent introduction to social work course from another institution approved by the department. Students completing the minor cannot take required social work major courses. These courses are only available to students admitted to the social work program.

Individual Study SSW:3191

Individual Study allows you to pursue an area of interest that is not offered in the regular curriculum. To complete an individual study, you ask a professor with expertise in your topic to supervise your study. You must complete a *Contract for Individual Study* form, signed by you and your professor and approved by your advisor at least three weeks after the start of classes. Information about each faculty members areas of expertise are on the school's website: <http://clas.uiowa.edu/socialwork/people>

FIELD EXPERIENCE

Field Experience is an integral component of the curriculum in social work education. In your field placement you will engage in supervised social work practice and apply classroom learning in the field setting. Detailed information regarding Field Experience and Field Seminar are available on our Field Education website (<https://socialwork.uiowa.edu/field-education>) and our Field Education manual (<https://socialwork.uiowa.edu/field-education/manual>). Our Field Director, Sarah Witry (sarah-witry@uiowa.edu) is also available to answer any questions you have about field placement. Below are some details you should be aware of as they prepare for your field placement.

Completing all Social Work Courses in the Major

You must complete all your social work courses in the major before you can enter field placement. You do not have to have completed all your social work electives or other degree requirements before entering field.

Semester and Clock Hours for Completing Field Experience

Field Experience and Seminar are offered in the spring and summer semesters. Field Experience is graded S/U. You will register for a minimum of eight (8) semester hours for field experience and complete 400 clock hours in your field placement. If you are completing field in the spring semester, this averages out to 26-27 hours per week over the semester. If you complete field experience in the summer (mid-May through August, 12-weeks) you will be in field placement for 33-34 hours per week. Total hours for the term are more important than the weekly hours since as your weekly hours may vary according to activities and learning opportunities in the agency or community. You must make up any time missed because of agency holiday(s), planned vacation and/or illness, etc.. Make-up time is negotiated between the you and your field field instructor.

You can register for additional semester hours (up to 11) with advisor and Field Director approval. Each additional semester hour requires you to complete an additional 50 clock hours (11 semester hours = 550 hours) in the spring semester.

Students are discouraged from taking any additional semester hours during the summer due to shortness of that term.

We recommend you take a light load of courses (no more than 12 s.h.) while enrolled in Field Experience and Field Experience Seminar to meet the time commitment necessary to achieve your field learning objectives and complete your clock hours. You should carefully consider the balance of work obligations with your field hours. We strongly discourage you from working while completing field in the summer.

Field Experience Seminar

The seminar is a one (1) semester 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.

STUDENT ADVANCEMENT AND SUPPORT

Student Advancement in the Program

Because the BASW is a professional degree, meeting academic performance standards is a necessary, but not sufficient, outcome for ensuring advancement in the social work program. As future social work professionals, social work students must meet the *academic standards* (knowledge, skills, and competencies) and *professional behavior standards* of the program which are based on, but not limited to the requirements of the NASW Code of Ethics and the University of Iowa's Code of Student Life.

Each semester, the BA Program Director will review your progress with faculty. If you are making satisfactory academic progress and meeting the professional behaviors standards, you are automatically advanced to the next semester. If a faculty member shares a concern, the BA Director may address this with you informally. If there are more serious concerns about your progress, the faculty member or BA Director may initiate our Student Advancement and Problem Resolution process. This process is intended to support you in remediating the concerns so you can continue to advance in the program. For more information about this process, see the Policy on Student Advancement in the Social Work Major in Appendix C.

Student Services Center

The School's Student Services Center is located in 308 North Hall. The Center is open Monday through Friday from 8 am – 5 pm. Staff are available to answer your questions.

Academic Advisors and Faculty Mentors

You will be assigned both an academic advisor and a faculty mentor.

Academic Advisor. You will have a faculty or staff member as your academic advisor. Your advisor monitors your progress throughout the program. Each semester, you are required to meet with your advisor to review your degree audit and get approved to register. Advisors will not clear you to register without meeting first. All advisors are available during their published office hours or by appointment.

Academic advisors help with:

- ✓ Class registration
- ✓ Questions 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

If a faculty member is concerned about your advancement in the program, your advisor assists with developing the remediation plan to address the concern (see Student Advancement Policy in Appendix C).

Faculty Mentor. You are also assigned a faculty mentor. If your academic advisor is a faculty member, this person serves as both mentor and advisor. You can meet with your mentor as needed, but typically you and your mentor should check in each semester. Faculty mentors help with:

- ✓ Exploring your short- and long-term career goals in social work
- ✓ Consult about graduate school, job searches, career options
- ✓ Problem solve classroom situations, grades, or other barriers to success
- ✓ Explore field placement options

COMMUNICATION AND FACULTY AND STAFF YOU SHOULD KNOW

Methods of Communication

The following are different ways you will receive information from faculty and staff about your courses, registration, scholarship and job opportunities.

University (uiowa.edu) email. You should check your uiowa.edu email account DAILY! The university requires that all communications are sent to your university email account. Faculty often communicate with students in their courses via email (directly or through ICON). Your academic advisor will email you about important registration information. All communications from university administrative offices (financial aid, billing, registrar, etc.) are sent to your uiowa.edu account. Finally, the university instructs faculty and staff not to respond to students through personal email accounts.

School of Social Work Email Listserv. The school maintains an email listserv for all BASW students. We regularly send out notices about campus or community jobs notices, scholarship opportunities, campus events, and information about graduation. The Social Work Student Association (SWSA) will also communicate with you through the listserv.

Mailboxes. You will be assigned a mailbox outside of Room 308 North Hall.

North Hall Electronic Video Monitors. Be sure to check hallways and electronic video monitors for notices about planning or advising sessions, as well as for optional educational or social events.

Bulletin Boards. 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.

Faculty and Staff

The following faculty oversee various administrative functions of the school:

Mercedes Bern-Klug, Professor, Director of the School. The Director of the School oversees all operations of the School of Social Work, and oversees grade grievances and dismissal appeals.

Alison Oliver, Lecturer, BASW Program Director. The BASW Program Director is responsible for developing and maintaining the BASW educational program, resolving concerns about students' academic or professional behaviors, and serving as a resource for students.

Sarah Witry, Clinical Assistant Professor, Director of Field Education. The Director of Field Education oversees all operations related to field placements.

The following staff are available to assist you:

Kate Kemp, MSW, LISW, Program and Admissions Administrator

Kate administers and provides program planning for the School's educational programs in support of the program directors (BA, MSW, and PhD) and the School's 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. (office is 308 North Hal 319-335-1254) She is also an academic advisor for many BA students.

Tomeka Petersen, MSW, LISW, Admissions and Program Coordinator

Tomeka 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 and works closely with the UI College Admissions office. She serves as an academic advisor. She supports the Program Administrator, Program Directors, and supervises student employees in the Iowa City office.

Chuck Wieland, Administrator

Chuck administers the Operations of the School, including preparing budgets and overseeing financial accounts, research and teaching assistantship appointments, and departmental financial aid and awards.

Wynne Worley, Operations Coordinator

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

The following faculty direct or coordinate our certificate programs:

Aging Studies and Longevity Studies Certificate
Resilience and Trauma Informed Perspectives Certificate
Critical Cultural Competence Certificate Coordinator

Nadia Sabbagh-Steinberg (nadia-saggagh@uiowa.edu)
Harmony Linden (harmony-linden@uiowa.edu)
Yolanda Spears (yolanda-spears@uiowa.edu)

STUDENT INVOLVEMENT IN THE SCHOOL OF SOCIAL WORK

There are many opportunities for involvement in the School, the campus, and the community. Participating in opportunities outside the classroom help you learn more about the field of social work. The following are ways in get involved:

Student Feedback

The School collects your input through student evaluations of each course and instructor using the university wide system of Assessing the Classroom Environment (ACE) forms. Also, the school surveys graduating students about their experiences in the program. Your feedback is important to us. We hope you'll respond!

The Social Work Student Association (SWSA)

The Social Work Student Association (SWSA) is a formally recognized undergraduate organization by the University of Iowa Office of Student Life. SWSA is open to social work majors and social work interest students. The goals and functions of SWSA are determined through student input and participation. The benefits of SWSA are numerous.

SWSA focuses upon community service activities, fundraising, providing social networking opportunities, hosting invited speakers and connecting with NASW concerning social issues and social legislation. Meetings are announced on the BA email listserve.

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 fall 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. Students are encouraged to volunteer throughout their undergraduate work. There is a listing of [volunteer opportunities](#) on the School of Social Work website.

OTHER SOURCES OF INFORMATION AND SUPPORT

College and University Information and Support

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

The University of Iowa General Catalogue

<http://catalog.registrar.uiowa.edu/>

Student Life at Iowa

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

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

Unsafe Situation on Iowa City Campus

<https://hr.uiowa.edu/threat-assessment>

UI Police 335-5022; Threat Assessment & Care Team 335-2955

121-51 USB

Sexual Misconduct, Dating Violence & Stalking

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

455 Van Allen Hall, 335-6200

International Student and Scholar Services, including Study Abroad

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

1111 University Capitol Centre, 335-2700

Student Disability Services (SDS)

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

141 University Capitol Centre, 335-1462

335-1498 (text telephone)

Center for Diversity and Enrichment

<https://diversity.uiowa.edu/cde>

2750 University Capitol Centre, 335-3555

The Office of Institutional Equity (OIE)

<https://diversity.uiowa.edu/eod>

Located at 2750 University Capitol Centre, Suite 3719, 335-3555

In April 2021, the University of Iowa announced it was forming a new Office of Institutional Equity (OIE) under the Division of Diversity, Equity, and Inclusion (DDEI) to streamline the process of reporting bias, harassment, discrimination, equity, free speech, and sexual misconduct concerns.

Effective July 1, 2021 the Office of Sexual Misconduct Response Coordinator (OSMRC), the Office of Equal Opportunity and Diversity (EOD), and two investigators of the Office of Student Accountability (OSA) related to Title IX complaints merged to become the OIE. Working together, the three units will provide a centralized complain investigative team, a coordinated intake and record-keeping process, and improved response times to investigations.

Office of the University Ombudsperson

<https://ombudsperson.org.uiowa.edu/>

Third Floor, Jefferson Building, 335-3608 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 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://multicultural.uiowa.edu/culturalcenters/lnacc/>

308 Melrose Ave, 335-8298

The Asian Pacific American Cultural Center (APACC)

<https://multicultural.uiowa.edu/culturalcenters/apacc/>

223 Lucon Dr., 335-2719

Lesbian, Gay, Bisexual, Transgender & Queer (LGBTQ+) Community

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

Diversity, Equity, and Inclusion 2750 University Capitol Centre, Suite 3719, 335-3555

Women's Resource and Action Center (WRAC)

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

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

Academic & Career Development Services

Volunteer & Service Learning Opportunities

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

C310 Pomerantz Center 335-1023

Writing Center

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

110 EPB, 335-0188

Speaking Center

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

410, 412, and 414 EPB, 335-00479

Job Search Information

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.

Health and Mental Health Services

Student Care and Assistance Program

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

135 IMU 319-335-1162

Student Care & Assistance provides assistance to University of Iowa students experiencing crisis and emergency situations.

University Health Services

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

4189 Westlawn, 335-8370

Student Wellness Services – Most Services are Free

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

4189 Westlawn South, 335-8394

309 S. Madison Street, 353-2973

Wellness Services offer individually tailored, one-on-one consultations in the areas of:

- Alcohol and Other Drug Support <https://studentwellness.uiowa.edu/appointments/alcohol-drugs/>
- Fitness <https://studentwellness.uiowa.edu/appointments/fitness/>
- Nutrition <https://studentwellness.uiowa.edu/appointments/nutrition/>
- Sleep <https://studentwellness.uiowa.edu/programs/refresh/>
- Stress Management <https://studentwellness.uiowa.edu/appointments/stress/>
- Tobacco and E-Cigarette Support <https://studentwellness.uiowa.edu/appointments/tobacco/>
- [Weight Management Clinic](#) – Most consultations are free. Call 335-8394 (Westlawn) & 353-2973 (Campus Recreation & Wellness Center-fitness only)

Mental Health at Iowa (list of resources)

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

Mindfulness Workshops and Courses

Mindfulness

<https://studentwellness.uiowa.edu/programs/mindfulness> See website for dates, locations and cost. Koru Mindfulness is an evidence-based curriculum specifically designed for teaching mindfulness, meditation, and stress management to college students and other young adults.

Student Care and Assistance Program

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

135 IMU 319-335-1162

Student Care & Assistance provides assistance to University of Iowa students experiencing crisis and emergency situations.

UI Collegiate Recovery Program

319 335-3557 For more information, visit <https://mentalhealth.uiowa.edu/collegiate-recovery-program> or email UI-CRP@uiowa.edu

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

Iowa Crisis Chat (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/>

Financial Support

Diversity Tuition Scholarships for Grad Students – Includes first generation college students

Grad College, 201 Gilmore Hall, 335-2143 <https://grad.uiowa.edu/funding/fellowships/diversity-scholarship>

The Office of Student Financial Aid

2400 University Capitol Centre, 335-1450 <https://financialaid.uiowa.edu/graduate>

SSW Scholarships, Awards, & Financial Aid

<https://clas.uiowa.edu/socialwork/graduate-program/scholarships-awards-financial-aid>

Food and Housing Insecurity, Legal Services & Child Care Services

Basic Needs & Support Resources

319 335-1162 <https://basicneeds.uiowa.edu/resources/>

135 IMU

University Food Pantry

East Pantry location: 278 IMU

West Pantry location: Pride Alliance Center 125 Grand Avenue Court

(319) 335-3059 <https://leadandserve.uiowa.edu/organizations/food-pantry/>

Hawkeye Meal Share

(319) 335-1162 <https://dos.uiowa.edu/assistance/meal-share/>

CommUnity Food Bank

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

1121 S. Gilbert Court, Iowa City

UISG Renter's Guide

<https://uisg.uiowa.edu/student-services/renters-guide/>

Student Legal Services

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

157 IMU, 335-3276. 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.

University Human Resources Child Care Subsidy Program for Student Families

121-50 USB, 319 335-3558

<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/student-parent-resources/exams-child-care-program>

Applying to Social Work Graduate Programs

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, see our website

(<https://socialwork.uiowa.edu/graduate/msw-social-work>) or contact Kate Kemp or Tomeka Petersen in the Student Services Office, Room 308 NH.

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.

5/16/2022

APPENDIX A – ADMISSIONS POLICY AND PROCEDURES

BA in Social Work Admissions Policies and Application Process

Before applying to the BA Social Work program, you must be admitted to the University of Iowa. You can find university admission requirements for undergraduate students at <https://clas.uiowa.edu/students/handbook/requirements-bachelors-degree>. The BA in Social Work is a selective admissions program, so you must apply and meet additional criteria detailed below. Due to class size restrictions, not all students who meet the School's admission requirements are admitted when the applicant pool is large. Applications are due **February 15**.

Criteria for Selective Admission to the BA in Social Work Program

Academic Potential

You must have a cumulative GPA of 2.50 (on a 4.0 scale) at the time of admission. The admissions committee will still consider for admission applicants who do not meet the minimum GPA but demonstrate strengths/potential in other areas on an individual basis.

Prerequisite Course

You must have earned a grade of C or above in SSW:1022 Social Justice and Social Welfare in the United States or comparable course(es) taken at another college and approved by the School of Social Work. If you received a P grade for SSW:1022 in Spring 2020 (due to COVID-19 pandemic), you are eligible for admission. However, the admission committee will contact the instructor for more information about your academic performance in the course. You may be enrolled in SSW:1022 in the spring semester you apply. If admitted, you must earn a C or above in the course before entering the program.

When to Apply

We strongly recommend you enroll in SSW:1022 Social Justice and Social Welfare in the United States in your first or second year at Iowa and apply to the School in the spring of your second (sophomore). Students admitted as juniors complete the program over four semesters (two academic years). You may also apply in the spring of your third (junior) year and complete the program in two semesters and a summer. If not accepted on your first attempt, you may apply the following year; however, only two attempts to apply to the BA program are allowed.

You cannot register for required social work major courses until you are admitted to the School. However, you can take social work electives before you apply.

The School of Social Work does not accept references except for those required for transfer students.

Who Can Apply

Social Work Interest Majors

If you are planning to apply to the School of Social Work, we encourage you to declare a Social Work Interest major through the University's Academic Programs Office. Declaring a Social Work Interest major can be done any time before earning 72 semester hours. As a Social Work Interest major, you can participate in the Student Association and other School activities before being admitted to the program.

Applicants with other majors

Students who have declared another major or are an open major can apply to the School.

Transfer Students

Transfer students from a community college or another BA in Social Work program can apply to the School. You must be

admitted to the University of Iowa when you apply to the Social Work program. Transfer students must follow the admissions process described in this document, and submit the following additional information by the **February 15 deadline**:

Transfer Students from a Community College:

The School has approved introductory level social work courses from numerous area community colleges (see [equivalency tables of approved courses](#)). If the introductory course you took is not on this list, contact Kate Kemp (kate-kemp@uiowa.edu) for approval before you submit your application.

Transfer Students from another Accredited BSW/BASW Program:

If you completed social work courses at another CSWE accredited social work program, you can request to have these courses applied to the Social Work major. The School will evaluate and approve courses on a case-by-case basis. Generally, courses completed more than ten years ago will not be accepted. To have your prior social work courses considered to fulfill our social work major courses, you must provide the course outline(s) from these courses. If these courses are accepted, your advisor will adjust your plan of study accordingly. If you are transferring from another social work program, you should submit your course outlines to Kate Kemp kate-kemp@uiowa.edu before applying so you know what courses are approved towards the major if you are accepted.

Admission Decisions

The admissions committee will notify applicants of the outcome of their application (accepted, declined, or wait-listed) before the spring early registration. If you are enrolled in SSW:1022 Social Justice and Social Welfare in the United States in the spring semester, your admission is contingent on earning a C or better in this course. Final admissions decisions for students whose GPA does not meet the minimum 2.5 will not be finalized until we review your spring semester's grades to assess if you have made adequate progress towards raising your GPA. The School of Social Work makes every effort to assure a diverse body of admitted students from underrepresented groups and representing diversity in gender identity, ethnicity, race, age, religion, sexual orientation, ability, and socioeconomic class.

Academic Advising Before and After Admission

Academic Advising Before Admission

The Academic Counseling Center advises first-year students. CLAS Senior Academic Advisor Tiffany Phillips (tiffany-b-phillips@uiowa.edu) advises Social Work Interest students with more than 24 semester hours. If you have currently earned more than 72 hours, you must declare another major to register for classes. If admitted, we will change your major to Social Work.

Academic Advising After Admission

Once admitted, you are assigned either a faculty member or a professional staff member as your academic advisor. If your academic advisor is a staff member, you are also assigned a faculty mentor. Your social work advisor will assist with course planning in the major and advise you on the School's certificate programs (Aging and Longevity Studies, Critical Cultural Competence, Trauma and Resilience). We are less familiar with minors or majors in other departments, so we encourage you to consult with an advisor in those departments.

Academic Advising when Transferring to the UI

The Undergraduate Admissions and the Registrars' Office will evaluate your transcripts to determine which transfer courses fulfill the College of Liberal Arts and Sciences' general education requirements. Your Degree Audit will indicate what, if any, remaining general education requirements you need to complete. When admitted to the UI, you are required to attend a transfer orientation. This orientation includes a meeting with your social work academic advisor, who will review your Degree Audit and create a plan of study to complete the major.

F. Deferring your Admission

If you cannot enroll for the academic year accepted, you must submit a written request to defer your admission until the next academic year so we can hold a spot for you. You can defer admission for only one year. If you need a longer deferral, you will need to reapply to the School.

Students must enter the program as juniors or seniors. If you are not yet a junior but are accepted to the program, we may ask you to defer your admission until you have junior status. You can take social work elective courses, but cannot begin courses in the major. You will be classified as a social work major and advised by a social work academic advisor.

G. Records

The School retains all admission materials until a student graduates. We keep materials submitted by non-accepted students for two years.

Guidelines for Completing the Application

The application deadline is **February 15th** for enrollment in the fall 2023 semester. You must complete the application online using the link found in the Admission Policies pdf found on the [Admissions](#) webpage. You need to upload several documents with your application. **You should gather or complete these documents before accessing the application link.**

The completed application form includes:

- Demographic and academic information (name, email, student ID number, address, phone number, GPA, number of semester hours completed, grade in SSW:1022 Social Justice and Social Welfare)
- Five required essays (use and upload the [Admission Essay Template](#) provided on the Admissions webpage).
- One optional essay if your GPA is below 2.50 (included in essay template)
- One reapplication essay if you are applying to the program a second time (included in essay template)
- A table of social service-related volunteer, community engagement/activism and/or work experiences essays (use and upload the [Social Service Experience Table Template](#) provided on the Admissions webpage).
- For current UI students, your UI grade report (follow [instructions to access your UI grade report](#) on Admission webpage).
- For transfer students, an unofficial transcript from your current institution (upload as a pdf file).

The following is a detailed description of how to complete each part of the application.

A. Demographic and Academic Information

The application asks you to provide some required and optional demographic and academic information. If the information is required, you will not be able to complete the application until you enter the necessary information. We ask you to provide: your current GPA, number of semester hours completed, number of semester hours you are currently taking, grade in SSW:1022 Social Justice and Social Welfare, and name of the course instructor, so please have this information available before starting the application.

B. Essays

The admission essays are your opportunity to help us understand more about who you are and what you hope to accomplish in the School of Social Work and your future career. Please use the [Admission Essay Template](#) provided. Download the template, insert your essays, and upload your saved document.

There are five required essays (1, 2a, 2b, 3, & 4) to be completed by all applicants. For students whose current overall GPA is below the required minimum 2.50, there is an optional essay that allows you to share any information about your GPA you think would be helpful for the admissions committee to know.

For students applying a second time, you must complete a required essay describing what you have done to strengthen your application since you last applied.

Each essay has a maximum number of words allowed per response. Please adhere to the word limit for each essay. Compose your statements in a word-processing program to take advantage of spelling and grammar tools, as well as the word count. Proofread once more to make sure there are no odd characters or line breaks. If you are reapplying to the School of Social Work, your responses should be different from those previously submitted. The admission committee will review your prior application and statements.

Upload your essays to the ESSAYS section in the online application.

C. Social Service Experience Table

We are interested in relevant social service, community engagement, advocacy, or volunteer/work experiences that have informed your decision to pursue a social work degree. Use the [Social Service Experience Table Template](#) provided.

- List and describe any volunteer and/or paid social service related experience(s) you have had.
- In the Other Relevant Activities section, list other activities and offices you have held (designate if held in high school/college/other) that you feel are important to share.

Upload the completed volunteer/work experience table to the SOCIAL SERVICE EXPERIENCES TABLE section in the online application.

D. Unofficial Grade Report/Transcript

Upload a copy of your most recent unofficial Grade Report or transcript.

Current UI students taking courses at UI

Current UI students can find their Grade Report in MyUI by following the instructions on the [Admissions](#) webpage.

Upload your Grade Report to the GRADE REPORT/TRANSCRIPT section in the application. DO NOT upload a copy of your degree audit.

Transfer Students

Upload a copy of your most current transcript. You do not need to provide an official, certified transcript. The transcript should include all courses and grades taken to date, your overall GPA, and courses you are registered for in the Spring semester. Your name and the institution must be visible on the transcript.

Upload your grade report to the GRADE REPORT/TRANSCRIPT section in the application.

If you have any questions about the application process contact us at 319 335-1250 or ssw-admissions@uiowa.edu

E. Naming and Uploading Files

For all uploaded files, make sure your name is clearly printed on the document.

When saving the file, name the file with your last name, first name.

For example:	Addams Jane Essays.docx	OR	Addams Jane Essays.pdf.
	Addams Jane Transcript.docx	OR	Addams Jane Transcript.pdf

F. Incomplete Applications

You are responsible for making sure your application is complete. The admissions committee will not review applications that do not include all required fields or uploaded documents, documents that do not contain your name, or are not named correctly.

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 US veteran, service in the US 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 on nondiscrimination policies, contact the Director, [Office of Equal Opportunity and Diversity](#), the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705 (voice), 319-335-0697 (TDD), diversity@uiowa.edu.

Individuals with disabilities are encouraged to attend all University of Iowa-sponsored events. If you are a person with a disability who requires a reasonable accommodation in order to participate in this program, please contact School of Social Work Student Services Center, in advance at: ssw_office@iowa.uiowa.edu or phone: 319 335-1250.

Tips for Writing your Application Essays

The admissions committee assesses each applicant's fit for the social work program by considering the following qualities deemed essential for the professional practice of social work:

- 1) intellectual capacity and analytical skills as evidenced in your academic performance in courses considered foundational to social work;
- 2) a commitment to social justice, empowering individuals, and serving underrepresented groups;
- 3) an understanding of and willingness to adhere to the profession's Code of Ethics;
- 4) the ability to be self-reflective;
- 5) a recognition of the strengths and resources of cultures different from your own; and
- 6) written communication skills as evidenced by the clarity of writing in your personal essays.

You need to provide evidence of these qualities in your application.

1. In thinking about your life experiences and beliefs that have shaped your interest in the Social Work profession, you might consider the following prompts as you compose your essays:
 - What life events and people have influenced your choice of the profession? What did you learn from these experiences?
 - How have your experiences with persons who are different from you (by race, ethnicity, gender expression, sexual orientation, age, belief systems, etc.) influenced your choice of the profession?
 - How have your paid or volunteer experiences influenced your choice of the profession? What important lessons did you learn from these experiences that led to your decision to pursue a social work degree?
 - Using the [Code of Ethics](#) of the National Association of Social Workers and its Preamble, how are your values consistent with the Code?
 - What are your strengths, and how do you hope to grow in the social work program?
 - What are your short term and long-term goals as a professional social worker? Do you have special interests in working with a particular social problem (such as homelessness, violence, substance abuse, etc.) or with a specific population (youth, the elderly, etc.)? How do these special interests connect to your goals?

Because of the word limit of each essay, be selective in the material you present. You cannot respond to each prompt, but consider these prompts as you reflect on what content you will include in your essays.

2. The admissions committee will use your essays to evaluate your written communication skills. Make sure to proofread (grammar and spell-check) before submitting your essays. Use topic sentences to begin paragraphs. If you need additional writing assistance, you can get help from the UI Writing Center (<https://writingcenter.uiowa.edu/>).
3. Get feedback on your essays. Ask someone who knows you well to read your essays and give you critical feedback about their organization and content. The admission committee cannot provide feedback on your essays before you submit them, but we encourage you to seek input from social workers you may know from your volunteer or work experiences.
4. Give yourself time to reflect on the points you want to make. Seek information that you need from books, websites, etc. Write a draft. Sleep on it. Revise. Get feedback. Revise again. Proofread your final versions before uploading.

APPENDIX B – HONORS IN THE SOCIAL WORK MAJOR

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).

APPENDIX C – POLICY ON STUDENT ADVANCEMENT IN THE SOCIAL WORK MAJOR

Social workers' professional actions and decisions impact the lives of vulnerable persons. Because the BASW is a professional degree, meeting academic performance standards is a necessary, but not sufficient, outcome for ensuring advancement in the social work program. As future social work professionals, social work students must meet the *academic standards* (knowledge, skills, and competencies) and *professional behavior standards* of the program which are based on, but not limited to the requirements of the NASW Code of Ethics and the University of Iowa's Code of Student Life.

Undergraduate social work students are advanced from one semester to the next based upon meeting both satisfactory academic progress and professional behavior standards each semester. The BA Program Director consults with faculty members each semester to review students' academic progress in classroom courses and in the field experience. The BA Program Director also informally consults with faculty about student concerns that may arise at any time during the semester. Students will be notified each semester, by letter sent to their University email account, whether they are advanced to the next semester. Students who receive an unconditional advancement are permitted to continue their progress through the program. If the faculty review raises concerns about a student's academic performance or professional behavior, the student will be notified per the procedures described in the PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION section of this document about the process for remediating the concerns.

ACADEMIC STANDARDS OF THE PROGRAM

Undergraduate social work students are expected to demonstrate the integration and application of the competencies stipulated by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) described in the BA Social Work handbook. Each course in the curriculum is designed to address multiple competencies through methods including lecture content, in class and written assignments, presentations, group projects, exams, and skill practice.

Academic Performance:

- Students are expected to maintain an overall cumulative 3.0 GPA in letter-graded courses in the major and a satisfactory (S) grade in non-letter graded courses in the major.
- Students must maintain an overall 2.0 GPA. The minimum GPA of 2.0 is consistent with CLAS policy and includes a grade point average of 2.0 (C) in all college work attempted and all work undertaken at the University of Iowa.
- Students are expected to demonstrate honesty and integrity in all aspects of their academic program and adhere to the CLAS Code of Academic Honesty (<http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

PROFESSIONAL BEHAVIOR STANDARDS OF THE PROGRAM:

Students' professional behaviors and student impairment (as discussed below) are also issues to be considered when advancing students in the BSW program. Students are expected to adhere to the University of Iowa Code of Student Life (see II-A at <https://dos.uiowa.edu/policies/code-of-student-life-15-16/>), the UI Policy on Sexual Harassment and all other CLAS and University policies governing student behavior. Social Work students are also bound by the NASW Code of Ethics in their interactions in the program and field placement. Additional or more specific descriptions of professional behavior are provided below. Students are expected to meet these behavioral standards in the classroom, the field setting, in interactions with faculty and peers, and when representing the School of Social Work in the community or outreach activities.

Professional Behavior and Violations:

- **Attendance:** Students are expected to abide by class attendance policies. Students are also expected to attend all required meetings requested by faculty or related to class group projects and program and field orientations. Students are expected to follow the course policy regarding notifying their instructors about absences.

Mild violation: Example: The student misses a class, field day, or a required meeting that is not in keeping with the attendance policy or expectations for that course or activity, and does not provide ample notice and rationale for the absence.

Moderate to severe violation: Example: A pattern of missing class, field, or other required meetings to the extent that the student may not be able to meet the course competencies, regardless of whether the absence meets University policy for excused absences.

- **Punctuality:** Students are expected to arrive to class, advising appointments, field placement, and other meetings on time. Students are also expected to complete assignments and other departmental or University requirements on time.

Mild violation: Example: Student has some instances of arriving late to class, field placement, appointments or meetings or turns in required materials late.

Moderate to severe violation: Example: A pattern of being late to class, field placement, appointments or meetings, and/or turning in assignments late or requesting extensions for class work.

- **Responding to Program-Related Communication:** Students are expected to respond to correspondence from faculty and classmates with whom they are working on projects in a timely manner. This includes regularly checking their UIOWA email account, the Record, and student mailboxes for program or course information. All written communication should be done in a professional manner.

Mild violation: Example: Student does not respond to email requests from faculty or classmates related to course work in a timely manner. Student has a single incident of responding in a less than professional way to faculty or classmates.

Moderate to severe violation: Example: Student exhibits a pattern of not responding to communication in a timely manner which is determined by the nature or urgency of the communication or course policy. The student routinely communicates in an unprofessional way in their program-related communication.

- **Respectful Communication:** Students are to treat classmates, faculty, future clients, and others in a respectful and non-judgmental fashion. This expectation for respectful communication applies in the classroom, the field setting, in interactions with faculty and peers outside the classroom, and when representing the School of Social Work in community or outreach activities.

Mild violation: Example: All forms of disrespectful communication are considered moderate to severe violations.

Moderate to severe violation: Example: Interrupting when others are speaking; having sidebar conversations in class; using a tone of voice that is irritable or hostile; eye rolling or other non-verbal forms of communicating disrespect; expressing disagreement with others' opinions and views in a disrespectful manner.

- **Engagement:** Students are expected to be engaged in their courses, field placement, and other program requirements. Students should also refrain from behaviors that may impact the engagement of others, such as the use of personal cell phones, social networking sites, or other forms of technology that may disrupt the learning of others.

Mild violation: Example: Infrequent but inappropriate use of technology in the classroom or field setting such as texting, emailing, and/or surfing the web.

Moderate to severe violation: Example: Student exhibits a pattern of sleeping in class; and/or a pattern of engaging in activities that exhibit inattentiveness such as texting, checking emails or social media, and/or surfing the web during class.

- **Acceptance of Feedback:** Students will respond to suggested feedback by faculty and field supervisors and will then take steps to integrate the feedback into their professional conduct. Students will use the feedback as a tool to help strengthen their practice and awareness of self.

Mild violation: Example: Student exhibits some defensiveness, anger, or a lack of ownership when receiving constructive feedback from others.

Moderate to severe violation: Example: Student exhibits a pattern of defensiveness, anger, denial or a lack of ownership when receiving constructive feedback from others or fails to integrate this feedback in to their professional conduct.

- **Professional Attire:** Students will dress in a fashion that is appropriate for professional situations, including field placement, meetings, interviews and interactions with current or future colleagues.
Mild violation: Example: Student occasionally dresses in a manner that is not considered professional for the particular context or setting.
Moderate to severe violation: Example: Student exhibits a pattern of dressing in a way that is not considered professional for the particular context or setting.
- **Reliability and dependability:** Students will complete all assignments and tasks by the assigned deadline for classes, group projects, committees, meetings, and/or field requirements. Students will actively participate in professional situations by attending meetings on time and being prepared to engage and participate in the agenda.
Mild violation: Example: Student has an occasion where work is incomplete or inadequate or disregards deadlines for assignments.
Moderate to severe violation: Example: Student exhibits a pattern of producing incomplete or inadequate work or disregarding deadlines for assignments.

Student Impairment:

The National Association of Social Worker's Code of Ethics, Section 4.05, addresses social worker impairment that may interfere with professional social work practice and requires social workers to take necessary steps to address the impairment. Impairment may be reflected in a student's inability or unwillingness to control psychosocial stress, mental health issues, substance abuse, or other personal problems that interfere with professional functioning. Students who are impaired show signs of being unable or unwilling to comprehend and resolve their personal issues in a manner that does not interfere with their professional responsibilities (Bemak, Epp & Keys, 1999; Lamb, Presser, Pfost, Baum, Jackson & Jarvis, 1987). Students are encouraged to contact the University Counseling Service -- <https://counseling.uiowa.edu/> -- for assistance with any problems they experience.

PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION

A student's academic problems or professional behavior violations or impairment may be self-identified or be observed by a student, faculty member, field instructor, adjunct instructor, faculty mentor, staff person, agency field supervisor, agency colleague, or client. Concerns must initially be reported to the BA Program Director. If the concern is being brought by a faculty or staff member of the School, the faculty or staff member will serve as the school representative for the concern process. If the concern is brought by another student or an individual outside the School, the BA Program Director will serve as the designated school representative who will address the student concern process. If the BA Program Director, in their judgment, has a conflict of interest, the Director of the School will appoint an acting BA Program Director to serve in the role to address that particular concern.

Student advancement issues can be addressed through an **informal** or **formal** concern process depending on the seriousness of the concern. At any procedural point, the student may begin a grievance process (please refer to the Appeal/Grievance Policies and Procedures Policy on page C-12 of this document).

Informal Concern Process

If the student is experiencing an academic problem that appears temporary or the student's professional behavior expectations constitute a 'mild violation', the individual raising the concern will notify the BA Program Director. The BA Program Director may respond to the concern directly or collaborate with the school representative or others regarding an appropriate response.

In most cases, the school representative or Program Director will request a meeting with the student to discuss the concern. In some situations, simply informing the student of the concern is sufficient at this informal level. An outcome of this meeting could also be a determination that the student has not violated a professional behavior standard and no further action is required. In circumstances involving a minor academic concern or a mild violation of professional behavior standards, the school representative or Program Director and student can identify a plan for addressing the concerns. The school representative or Program Director will normally document the discussion about the concern in an email to the student, which will be copied to the BA Program Director, and if resolved, no further action is needed and the student continues to advance through the program.

Formal Concern Process

If the conduct addressed in an informal meeting cannot be resolved informally, the concern falls within the “moderate to severe” violation category, or there is reason to believe the student is impaired, the BA Program Director may designate the issue for resolution by the formal concern process. The purpose of this process is to address academic standards or professional behavior standards before the concern results in dismissal.

Immediate Dismissal

If the school representative has a concern about a student’s conduct or impairment that they believe is so egregious as to be grounds for immediate dismissal, the school representative will notify the BA Program Director and the Director of the School of this concern. The school representative will write a summary description of the concern. If the Program and School Directors concur that the circumstance meets grounds for immediate dismissal, the BA Program Director will write a letter of dismissal to the student. The letter will specify in what way(s) the student is not meeting the School’s standards. The letter will be sent to the student by email (UIOWA account), with restricted delivery (requires a signature). The student has a right to grieve this dismissal decision through the process described below.

Letter of Concern, Departmental probation and the Advancement Meeting

A letter of concern is the means by which the School notifies a student that the student is not meeting a standard for advancement.

a. Letter of Concern. When the BA Program Director designates an issue for resolution by the Formal Concern Process, they will ask the school representative to write a letter of concern to the student. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the School’s standards. The letter will be sent to the student by email (UIOWA account), and copied to the student’s faculty mentor and the BA Program Director.

Upon receipt of the Letter of Concern, the student must contact the school representative to schedule the Advancement Meeting described below with the school representative, the student’s faculty mentor, and the BA Program Director. If the student fails to respond to the letter within two weeks of the date it was sent, the school representative may notify the BA Program Director who may initiate the dismissal process described below.

b. Advancement Meeting and Remediation Contract. The school representative will meet with the student, the student’s faculty mentor, and the BA Program Director, to develop and agree to a plan to assist the student in addressing or remediating the concern. The BA Program Director or designee will write a remediation contract, obtain signatures and place the contract in the student’s file. The contract will state

- i. the nature of the concern(s) in an appropriate level of detail
- ii. the actions to be taken by the student and, if applicable, others
- iii. the dates by which each action must be completed.
- iv. the date by which the BA Program Director and the school representative will review the contract to determine whether all actions were completed on time
- v. the student is on departmental probation until the terms of the contract are met

The contract must be signed by the student, the BA Program Director (or designee), and the school representative.

c. Refusal to Meet or to Sign the Contract. By signing the remediation contract, all of the signatories agree to the terms of the contract. If a student is unwilling to meet to develop a remediation contract or is unwilling to sign the contract, the School may conclude the student has not demonstrated sufficient commitment to progress in the program and may be dismissed. If the student does not agree to sign the contract and the School takes some action as a result, the student can initiate a grievance process with regards to the School’s action by providing written notification to the Director of the School

within two weeks of any such action. Such written notification should conform with the requirements of the Grievance Policy and Procedures below.

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

e. Remediation Contract Evaluation. The school representative, on or before the date specified in the contract, will meet with BA Program Director to discuss the student's progress meeting the conditions of the remediation contract. If the student has satisfied the contract requirements by the agreed-upon dates, the BA Program Director will notify the student by email to the student's University account, with a copy to the student's file.

If the school representative and BA Program Director determine that the student has not fulfilled the remediation contract requirements, subject to the guidance set forth below in subsection (f), the BA Program Director will notify the student by email of the unfulfilled contract terms and the potential for dismissal (see Section 2 below, "Letter of Dismissal or Alternative Action").

f. Failure to Fulfill the Remediation Contract Requirements. When the student does not meet all action steps in their remediation contract by stated deadlines, the BA Program Director will begin the dismissal process described in Section 2 below. 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 CLAS criteria (see <http://clas.uiowa.edu/students/handbook/dismissal>)

The school recognizes three potential circumstances in which the failure to meet remediation contract requirements may not warrant dismissal:

(a) If the student renegotiated the remediation contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the remediation contract and obtaining signatures;

(b) If the student can document an emergency that prevented them from renegotiating the remediation contract before deadlines stated in the contract or that prevented them from completing an action in the contract before its deadline; and/or

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. Students must speak with the BA Program Director and their faculty mentor to discuss how to document the emergency.

(c) 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 the remediation contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

Letter of Dismissal, or Alternative Action.

If the BA Program Director concludes the student has not met the conditions of the remediation contract and should be dismissed from the program, the BA Program Director will send an email to the student's University of Iowa email account informing the student of the dismissal decision and instructing the student that they can meet with the BA Program Director. If the student does not contact the BA Program Director to schedule an appointment within one week of the email, the BA Program Director will write and send the letter of dismissal.

At the meeting with the student, the BA Program Director and the school representative will discuss the unfulfilled remediation contract provisions and hear any evidence that the student may offer relating to why the student believes they should be permitted to remain in the program. Following this meeting, the BA Program Director will take one of two actions: *dismiss* or an *alternative action*.

Dismiss. If the BA Program Director has determined that the student did NOT complete all actions on time, and the BA Program Director does not believe that the evidence proffered by the student at the meeting warrants the student's continuation in the program, the BA Program Director will write a letter of dismissal to the student stating the student has not

met all conditions of the program and/or remediation contract, is not advanced to the next semester, and will not be permitted to re-register. A copy of the dismissal letter is sent to the student, the Director of the School, the school representative, the student's faculty mentor, and the College..A copy is also placed in the student's file.

The letter will be sent to the student by email (UIOWA account). 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 below.

Alternative Action. If the Report concluded the student did NOT complete all actions on time, but the BA Program Director concludes that good cause exists for the student to remain in the program, the BA Program Director will prescribe any additional conditions required for the student to remain in the program through alternative action, and the timeframe by which those conditions will be met. The BA Program Director will notify the student of their decision by letter, with a copy to the school representative and the student's faculty mentor. The letter will also state whether the student remains on departmental probation while an alternative action is being taken.

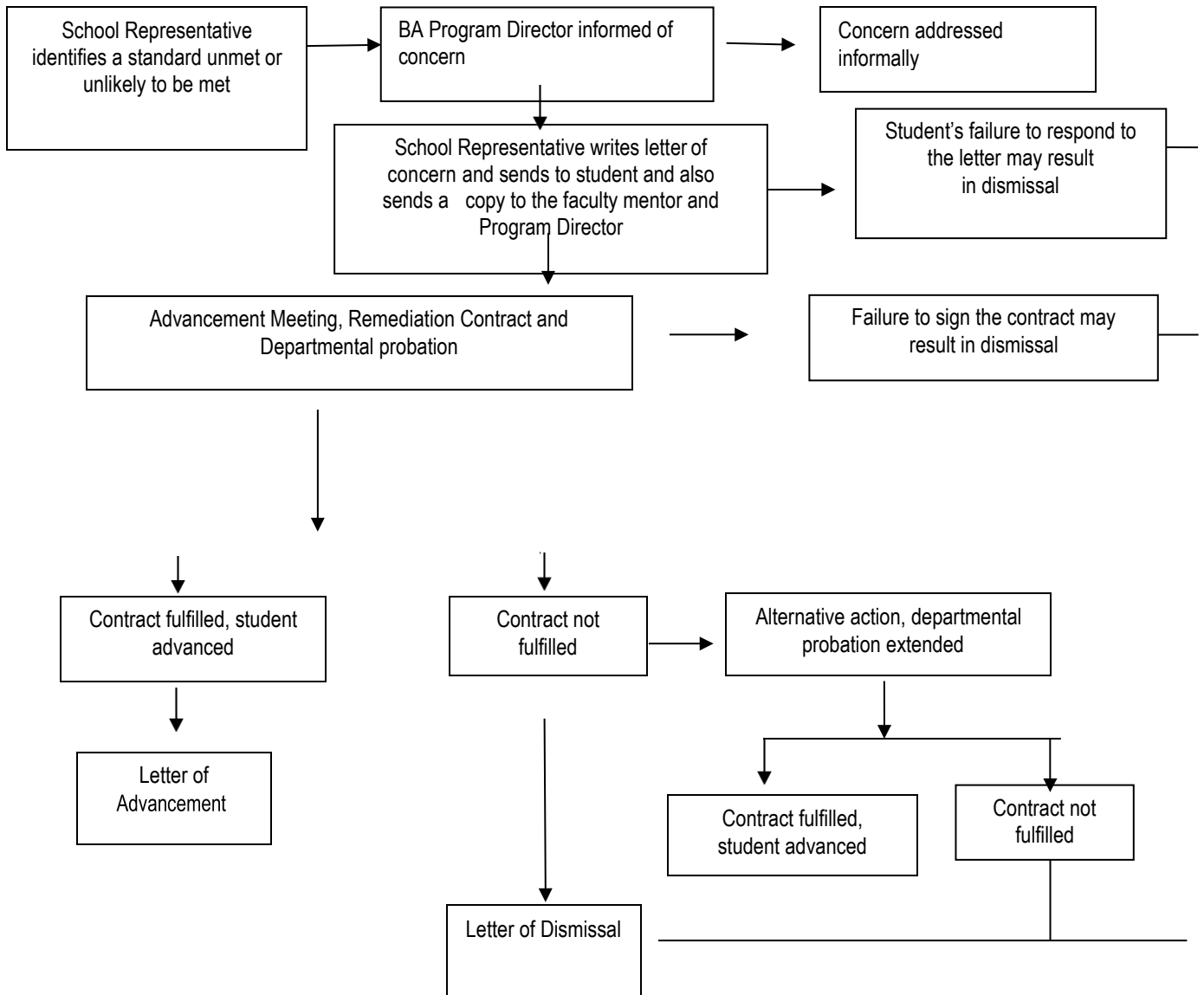
Dismissal, Confidentiality and Letters of Recommendation

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

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

School of Social Work Advancement and Grievance Outcomes



Documents Used in the Advancement Process

Name of Document	Written by . . .	Sent to . . .	Includes
Letter of Concern	BA Program Director or other school representative	<ul style="list-style-type: none"> • Student • Copy to BA Program Director, faculty advisor/mentor, student's file • If plagiarism is alleged, the College must receive the letter 	<ul style="list-style-type: none"> • Concern • Request for advancement meeting
Remediation Contract	BA Program Director or designee	Copy to school representative, faculty advisor/mentor, student, student's file	See narrative
Letter of Advancement with Departmental probation	BA Program Director if the remediation contract exceeds one semester	<ul style="list-style-type: none"> • Student • Copy to faculty advisor/mentor, student, student's file 	Decision to advance on departmental probation
Remediation Contract Evaluation	BA Program Director	<ul style="list-style-type: none"> • BA Program Director • Copy to faculty advisor/mentor, student, student's file 	<ul style="list-style-type: none"> • Satisfactory completion or; • Request for dismissal or alternative action
Letter of Advancement or Alternative Action	BA Program Director	<ul style="list-style-type: none"> • Student • Copy to Director of the School, school representative, faculty advisor/mentor, student's file 	Decision to advance or alternative action
Letter of Dismissal	BA Program Director	<ul style="list-style-type: none"> • Student • Copy to Director of the School, school representative, faculty advisor/mentor, student's file • CLAS 	Decision to dismiss

Problem Resolution within the School of Social Work Policy and Procedures for Undergraduate Students

Problem Resolution

The problem resolution process in the School of Social Work is used to address problems involving dismissal and problems not involving dismissal. Information on students' rights and responsibilities in the College of Liberal Arts & Sciences can be found at <http://clas.uiowa.edu/students/handbook/student-rights-responsibilities>. Notwithstanding the grievance procedure set forth below, students and faculty are at all times 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, College of Liberal Arts & Sciences, or School procedures, rules, regulations, or policies governing the BA 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 complain. 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 all evidence in support of the student's claim(s). The Director of the School may request 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 individual who may have information pertinent to the grievance. The Director of the School may also schedule a follow-up meeting with the student if appropriate. At the conclusion of 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 College or to 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, 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 written 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 accompanied by its 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 recommendation and rationale, along with their final decision to the student by email (UIOWA account). If the allegation is rejected, the letter will describe additional actions the student can take to address their issue.

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

APPENDIX D- 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.