

APPENDIX –A

STATEMENT ON ACADEMIC HONESTY AND

POLICY ON STUDENT ADVANCEMENT IN THE SOCIAL WORK MAJOR

ACADEMIC HONESTY

Academic dishonesty occurs when someone takes credit for work produced by another. Academic dishonesty includes, but is not limited to:

1. Representing any work of another person, including materials from the professional literature, as one's own product and achievement. This includes, but is not limited to:
 - a. Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source.
 - b. Paraphrasing without proper acknowledgment of the source.
2. Giving or receiving unauthorized aid in any assignment or examination.
3. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
4. Representing interactions of clients in written case materials that did not in fact happen or presenting untrue statements in such materials.

The student who violates these provisions may receive a failing grade without further warning and may be subjected to additional penalties as provided by the Advancement process and as provided in generally applicable policies of the University.

Academic dishonesty and the appearance of dishonesty is avoided if proper bibliographic citations are included whenever the work of another is used. Proper bibliographic citations include four elements (Rudolph & Brackstone, 1990).

1. Name of author or authors, correctly spelled and in the form that appears on the work.
2. Edition number for books; volume number, and issue number, if there is one, for periodicals.
3. Complete publication date: month, day (if given), and year for periodicals; year for books.
4. Inclusive page numbers of articles; specific page numbers for cited parts of articles.

Rudolph, J., & Brackstone, D. (1990, April 11). Too many scholars ignore the basic rules of documentation. The Chronicle of Higher Education, p. 12.

POLICY ON UNDERGRADUATE STUDENT ADVANCEMENT IN THE SOCIAL WORK MAJOR

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

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:

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

Reliability

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



- Punctuality.** Students arrive to class, practicum, and other meetings on time and provide prompt notification of lateness. Student are infrequently late and, if they are late, provide an explanation for their lateness.
Minor violation. Example: Arriving late or not providing prompt notification
Moderate to serious violation. Example: A pattern of arriving late or not providing prompt notification
- Dependability and integrity.** Students complete all assignments and tasks for classes, group projects, practicum, and other departmental and University requirements on time; only request extensions when an event beyond their control affects their ability to complete assignments and tasks; and give credit to others for their work (viz. do not plagiarize). In practicum, students collaborate with their practicum instructor to identify and complete tasks as planned and represent accurately the placement hours worked and tasks completed.
Minor violation. Example: Completing assignments or tasks late.
Moderate to serious violation. Example: A pattern of completing assignments or tasks late, not providing ample notice when requesting to turn assignments in late or not completing a task on time; or any instance of dishonesty, including plagiarism.

Engagement and Receptivity

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

tone of voice that is irritable or hostile, eye rolling or other non-verbal forms of that communicate disrespect, expressing disagreement with others' opinions and views in a disrespectful manner, not checking or responding to correspondence in a timely manner or at all, or using electronic devices in a manner that is inconsistent with policy or is disruptive.

Self-Awareness

- *Emotional self-regulation.* Students strive to be personally and professionally centered when engaging with classmates, classroom instructors, practicum instructors, staff, clients, and others; use appropriate professional language (spoken and written) to filter emotional content; and take responsibility for and avoid blaming others for their feelings or behavior.
Minor violation. Example: Not attending to their emotional behavior.
Moderate to serious violation: Example: A pattern of not attending to their emotional behavior.
- *Boundary maintenance.* Students maintain strict personal-professional boundaries in the real and virtual worlds, and, when in doubt, seek appropriate consultation regarding professional boundaries. Students speak on behalf of their practicum agency only as authorized. Students follow class and practicum policies regarding appropriate hours of communication with classroom instructors, practicum instructors, staff, clients, and others outside of regular work hours (e.g., weekends, evenings).
Minor violation. Example: Violating boundaries. A single boundary violation may be considered a moderate to serious violation.
Moderate to serious violation: Example: A pattern of violating boundaries.
- *Professional attire.* In professional situations, including practicum, interviews for practicum placements, meetings, and interactions with colleagues, students dress in a manner that is appropriate for the context or setting.
Minor violation. Example: Dressing in an unprofessional manner for the context or setting.
Moderate to serious violation. Example: A pattern of dressing in an unprofessional manner for the particular context or setting.

Impairment:

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

PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION

A student's academic performance, professional behavior or impairment may be self-identified or be identified by a faculty member, academic faculty mentor, staff member, practicum instructor, or other person affiliated with the University of Iowa. The person who identifies the behavior is "the person with the concern." Student advancement concerns are addressed through an **informal** or **formal** concern process depending on the seriousness of the concern.

Informal Concern Process

Faculty typically respond to minor concerns by providing feedback directly to the student and documenting the concern by emailing the student. When the student does not respond to feedback, is likely to fail a course or fails a course, the Director of the BA Program should be contacted. The BA Program Director may request a meeting with the student to discuss the concern.



and may include the person with the concern and the student's faculty mentor in the meeting. When the student fails a course, the BA Program Director may approve a modified Course Plan. The BA Program Director will document the concern, and, if applicable, the plan to address the concern in an email to the student. If the concern is resolved, no further action is taken and the student advances in the program. If the concern cannot or should not be resolved informally, the BA Program Director initiates the formal concern process.

Formal Concern Process

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

1. Immediate Dismissal

If a person has a concern about a student's professional behavior or impairment that they believe is so egregious as to be grounds for immediate dismissal, they will notify the BA Program Director and the Director of the School.

The person with the concern will write a summary of the concern. If the BA Program Director and the School Director concur that the concern meets grounds for immediate dismissal, the BA Program Director and the Director of the School will request a meeting with the student to discuss the concern and provide the student with an opportunity to respond. They will take into account all of the information related to the students' behavior, including the student's response, and determine whether to initiate the advancement policy or to dismiss. If the BA Program Director and School Director concur that the concern meets grounds for immediate dismissal, the BA Program Director will write a Letter of Dismissal. The letter will describe how the student has not met the School's standards and will be sent to the student by email (UI account) and by mail. The student has a right to grieve the dismissal (described below). If the student does not respond to the request to meet, the BA Program will move forward with the dismissal process.

2. Letter of Concern, Advancement Meeting and Probation

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

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

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

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

The contract must be signed by the student and the BA Program Director.

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

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

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

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

f. Failure to Meet Conditions of the Remediation Contract. If the student has not satisfactorily completed all actions in the contract by the agreed upon dates, the BA Program Director writes the Letter of Dismissal (see below, "Letter of Dismissal or Alternative Action," for an exception).

3. Letter of Dismissal or Alternative Action

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

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

Dismiss. If the BA Program Director determines the student did NOT meet all conditions in the remediation contract 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 email the Letter of Dismissal to the student, and the student will not be permitted to re-register in the School of Social Work. The dismissal letter is sent to the student,



the Director of the School, the person who wrote the letter of concern, the student's faculty mentor, and the College of Liberal Arts and Sciences. The letter is also placed in the student's file. The letter will be sent to the student by email (UI account) and by mail. The letter will state that the student has two weeks to initiate the grievance process by notifying the Director of the School in accordance with the grievance policy described below.

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

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 College of Liberal Arts and Sciences criteria (see <https://clas.uiowa.edu/students/handbook/dismissal>)

4. Dismissal, Confidentiality and Letters of Recommendation

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

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

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 faculty mentor/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 faculty mentor/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 faculty mentor/mentor, student, 	Decision to advance on departmental probation
Remediation Contract Evaluation	BA Program Director	<ul style="list-style-type: none"> • BA Program Director • Copy to faculty faculty mentor/mentor, student, 	<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 faculty mentor/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 faculty mentor/mentor, student's file 	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 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.

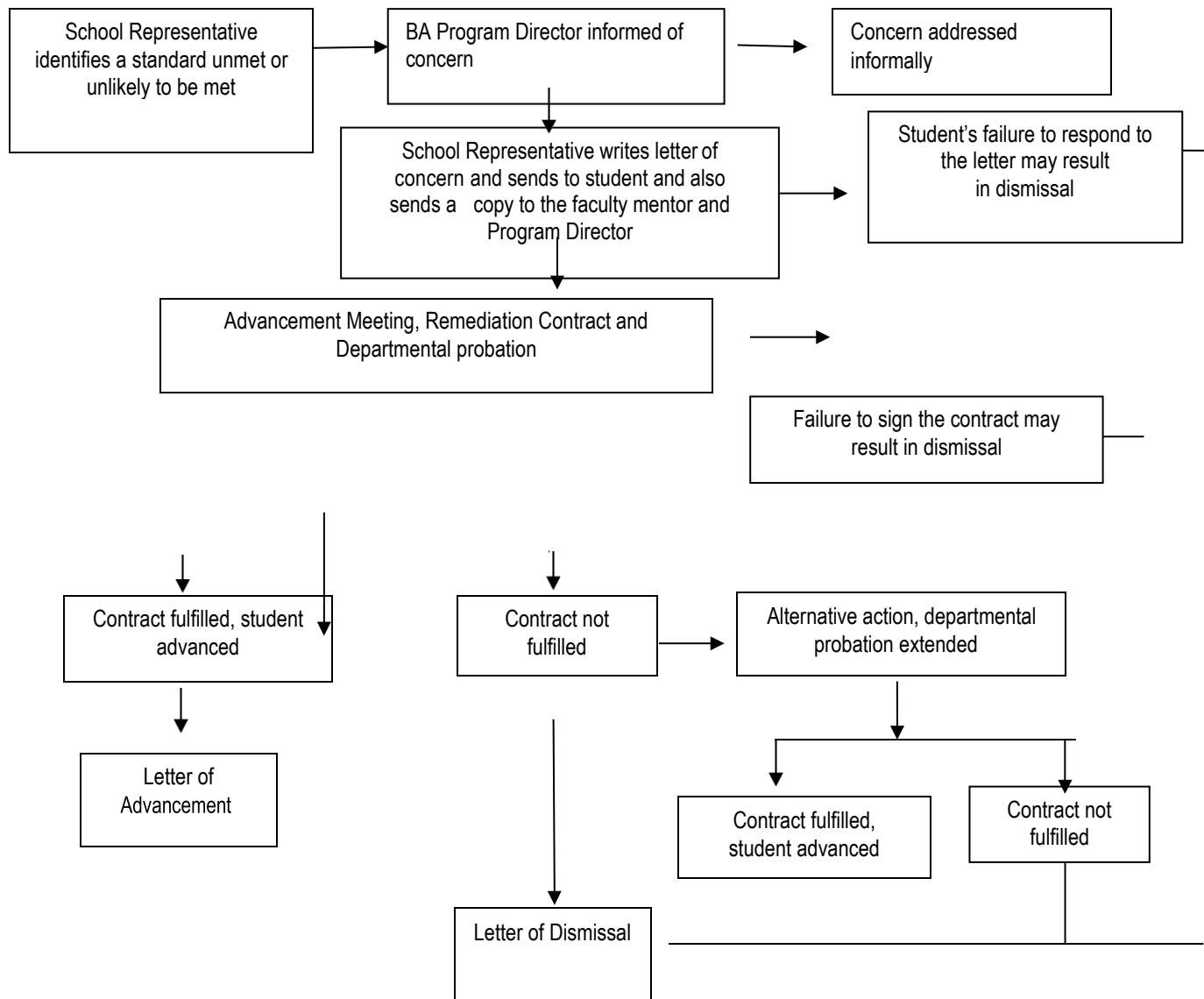


The Director of the School will provide a copy of the committee's recommendation and rationale, along with their final decision to the student by email (UI account) and by mail. If the allegation is rejected, the letter will describe additional actions the student can take to address their issue.

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 with the student.

a. staff member can decline to provide a letter of reference for the student.

School of Social Work Advancement and Grievance Outcomes



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