



DEPARTMENT OF SOCIAL WORK  
**University of Northern Iowa**



# **Social Work Program Undergraduate Handbook**

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## **INTRODUCTION**

The Department of Social Work at the University of Northern Iowa offers a bachelor's degree in social work. The program was reaccredited by the Council on Social Work Education (CSWE) in June 2015. The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country. Educational Policy and Accreditation Standards (EPAS) are used by CSWE to accredit baccalaureate- and masters- level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. The UNI Social Work program abides by the educational policy and accreditation standards (EPAS) set forth by the CSWE. The CSWE Core Competencies are listed at the end of this handbook.

The goal of undergraduate social work education is to prepare majors, upon graduation, to fulfill the responsibilities of beginning level social work positions. Undergraduate social work education is considered a professional educational program with field education as the capstone experience for students in the social work program at UNI. All students at UNI have Liberal Arts credit requirements. These courses help to ensure that students receive a broad liberal arts education. In addition to completing the University's Liberal Arts Core Program, the Social Work major requires 45 credit hours, which includes the field placement taken in the student's senior year for 11-15 credits, which is a total of 120 total credits for the degree. Students who graduate with a major in Social Work from UNI receive a Bachelor of Arts degree with a Social Work Certificate.

## **PROGRAM MISSION, GOALS & OBJECTIVES, AND CURRICULUM**

### **MISSION STATEMENT**

The mission of the UNI BA in Social Work program is to prepare students for beginning generalist social work practice at the individual, family, small group, organizational and community levels while adhering to social work values and ethics. Students will learn to use research informed practice to advocate for social and economic justice. This commitment is supported by the promotion of multicultural responsiveness. Critical thinking is a fundamental component of the program that encourages students to examine challenging or opposing concepts and explore conflicting personal and professional values. Service learning requirements, to include volunteer and internship experiences, contribute to the sharing of knowledge between community partners, faculty and student. (Spring 2020)

### **NASW CODE OF ETHICS/ETHICAL VALUES & PRINCIPLES**

Code Preamble: The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire. NASW Code of Ethics in full form can be found online at [www.uni.edu/csbs/socialwork/field-instruction](http://www.uni.edu/csbs/socialwork/field-instruction).

**VALUE:** Service

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**VALUE:** Social Justice

**Ethical Principle:** Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.

Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**VALUE:** Dignity and Worth of the Person

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**VALUE:** Importance of Human Relationships

**Ethical Principle:** Social Workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**VALUE:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**VALUE:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **UNDERGRADUATE SOCIAL WORK PROGRAM GOALS**

1. Provide an integrated curriculum that builds on a liberal arts foundation and addresses knowledge and skills essential for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. Infuse social work values and ethics throughout students' educational experience to serve as guides for practice and promotion of human and social well-being;
3. Promote student understanding of diversity through curriculum that identifies the experiences and needs of vulnerable and oppressed groups while emphasizing resilience and strengths;

4. Increase students' understanding of the types and processes of discrimination and oppression and enhance their ability to promote social and economic justice through advocacy and social reform;
5. Prepare students to engage, assess, intervene and evaluate practice with individuals, families, groups, organizations and communities within a person-in-environment framework.
6. Prepare students to critically assess and apply empirically-based knowledge, evaluate their own practice effectiveness, and participate in the evaluation of programs and policies.

### **UNDERGRADUATE SOCIAL WORK PROGRAM OBJECTIVES (CSWE Core Competencies)**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

### **SOCIAL WORK MAJOR APPLICATION PROCESS**

The Social Work major is accredited by the Council on Social Work Education. This requires an application to the major in addition to the University declaration procedure. Social workers need strong relationship skills, emotional maturity and stability, honesty, good judgment, sensitivity to others, including those from diverse backgrounds, concern about social issues, and the ability to focus on the needs of others. Core social work values include service, social justice, dignity and worth of the person, importance of human relationships, and integrity and compassion. There are many motivations for becoming a social worker. Some motivations, however, are not appropriate. These include the wish to promote religion with clients, the substitution of the social work major for needed personal therapy, and the desire to control others. Also, if you are currently abusing substances, such as drugs, alcohol, etc., these problems should be resolved before applying to become a social work major. The Undergraduate Social Work Admissions Committee reserve the right to deny an applicant's admission to the major based upon factors related to the potential to become a social worker and make positive contributions to the field. Application requirements include submitting an application, resume, autobiographical sketch and possessing a Cumulative GPA of 2.5 or better.

### **BACHELOR OF SOCIAL WORK DEGREE PROGRAM (2021-2022 Academic Catalog)**

Effective Fall 2021, students who graduate with a major in Social Work receive a Bachelor of Social Work degree (BSW).

#### **Social Work Major**

The Social Work major requires a minimum of 120 total hours to graduate. This total includes Liberal Arts Core requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

#### **Required**

#### **Prerequisites:**

12

[BIOL 1014 \(840:014\)](#)

Life: Continuity and Change (or any BIOL course)

Any course in LAC Category 1C Quantitative Techniques and Understanding

<a href="#">PSYCH 1001 (400:001)</a>	Introduction to Psychology	
<a href="#">SOC 1000 (980:001)</a>	Introduction to Sociology	
<b>Social Work</b>		
<a href="#">SOC 2020 (980:080)</a>	Statistics for Social Research	3
<a href="#">SW 1001</a>	Introduction to Social Work and Social Services	3
<a href="#">SW 2091 (450:091)</a>	Practice with Individuals	3
<a href="#">SW 3185 (450:185)</a>	Social Work Research	3
<a href="#">SW 3192 (450:192)</a>	Practice with Groups and Families	3
<a href="#">SW 4144 (450:144g)</a>	Social Policies and Issues	3
<a href="#">SW 4163 (450:163g)</a>	Diversity and Difference	3
<a href="#">SW 4164 (450:164g)</a>	Human Behavior and the Social Environment	3
<a href="#">SW 4196 (450:196g)</a>	Practice with Communities and Organizations	3
<a href="#">*SW 4200</a>	Field Instruction (11 hours required) **	11
<b>Select at least three of the following:</b>		<b>9</b>
<a href="#">SW 1041 (450:041)</a>	Social Welfare: A World View	
<a href="#">SW 2045 (450:045)</a>	American Racial and Ethnic Minorities	
<a href="#">SW 3102 (450:102)</a>	Conflict Resolution	
SW 3179 Cooperative Education (3 hours)		
<a href="#">SW 4121 (450:121g)</a>	Social Work in Mental Health Settings	
<a href="#">SW 4143 (450:143g)</a>	Self-Care and Stress Management in Helping Professions	
<a href="#">SW 4171/5171 (450:171g)</a>	Addictions Treatment	
<a href="#">SW 4173/5173 (450:173g)</a>	Social Services for Older Adults	
<a href="#">SW 4175/5175 (450:175g)</a>	Child Welfare Policy and Practice	
<a href="#">SW 4193 (450:193g)</a>	Models of Social Work Practice	
<a href="#">SW 4194/5194 (450:194g)</a>	Seminar in Social Work ***	
<b>Total Hours</b>		<b>59</b>

\* [STAT 1772 \(800:072\)](#) will substitute for [SOC 2020 \(980:080\)](#).

\*\* [SW 4200](#) can also be taken for 4 additional credit hours on an elective basis.

\*\*\* [SW 4194/5194 \(450:194g\)](#) may be repeated on different topics.

A minimum cumulative grade point average for all college work of 2.50 is required for admission to the Social Work major. A minimum UNI grade point average of 2.50 is required for graduation as a Social Work major.

\*The field program does not grant social work course credit or field hours for life experience or previous social work related experience. The field hours can only be completed through the field instruction course.

## Social Welfare Minor

The Social Welfare Minor provides a comprehensive understanding of the social welfare system, the values behind it, and the social issues facing individuals, families, groups and communities. It provides an

understanding of social welfare and social service programs, and introduces students to the wide variety of Social Work positions.

Students complete one required course and four elective courses offered by the Department of Social Work for a total of 15 credits. If a student chooses to Major in Social Work, all the courses taken for the Social Welfare Minor will apply to the Major; however, students cannot receive both a Minor in Social Welfare and a Major in Social Work at the same time. Only students who graduate with a degree in Social Work from a program accredited by the Council on Social Work Education (CSWE) are eligible to be licensed as social workers in the State of Iowa (LBSW) and can be considered for Advanced Standing in the MSW program.

**Required Core Courses:**

<a href="#">SW 1001</a>	Introduction to Social Work and Social Services	3
<b>Electives (Select four courses from the following):</b>		<b>12</b>
<a href="#">SW 2045 (450:045)</a>	American Racial and Ethnic Minorities	
<a href="#">SW 3102 (450:102)</a>	Conflict Resolution	
<a href="#">SW 4121 (450:121g)</a>	Social Work in Mental Health Settings	
<a href="#">SW 4144 (450:144g)</a>	Social Policies and Issues	
<a href="#">SW 4163 (450:163g)</a>	Diversity and Difference	
<a href="#">SW 4164 (450:164g)</a>	Human Behavior and the Social Environment	
<a href="#">SW 4171/5171 (450:171g)</a>	Addictions Treatment	
<a href="#">SW 4173/5173 (450:173g)</a>	Social Services for Older Adults	
<a href="#">SW 4175/5175 (450:175g)</a>	Child Welfare Policy and Practice	
<b>Total Hours</b>		<b>15</b>

**SOCIAL WORK PROGRAM CERTIFICATES**

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following program certificates, contact the Department of Social Work or the Office of the Registrar, which serves as the centralized registry.

***Child Welfare Certificate***

Must be a major in Social Work to complete this program certificate.

**Required:**

<a href="#">SW 4175/5175 (450:175g)</a>	Child Welfare Policy and Practice	3
<a href="#">POL AMER 4142/5142 (942:142g)</a>	Problems in Juvenile and Family Law	3
<a href="#">SW 4200</a>	Field Instruction	11-15
<b>Select two of the following:</b>		<b>6</b>
<a href="#">SW 3102 (450:102)</a>	Conflict Resolution	

<a href="#">SW 4171/5171 (450:171g)</a>	Addictions Treatment	
<a href="#">SW 4193 (450:193g)</a>	Models of Social Work Practice	
<a href="#">PSYCH 3403/5403 (400:142g)</a>	Abnormal Psychology	
<a href="#">PSYCH 3603/5603 (400:125g)</a>	Child and Adolescent Psychopathology	
Total Hours		23-27

Students will do their field placement (11-15 hours) at a site approved by the Director of Field Instruction.

\*Prerequisites for [SW 4200](#); [SW 1001](#); [SW 4164 \(450:164g\)](#); [SW 3185 \(450:185\)](#) [SW 3185 \(450:185\)](#) [SW 3185 \(450:185\)](#) [SW 3185 \(450:185\)](#) and a statistics course; completion of [SW 2091 \(450:091\)](#) and [SW 3192 \(450:192\)](#) with a minimum grade of C in each course; Social Work major; minimum UNI GPA of 2.50; senior standing.

### ***Conflict Resolution Certificate***

Conflict can be viewed on both the macro and micro system levels. It can be interpersonal, as in the area of individual or family dynamics, or organizational, as in labor, racial/ethnic, or international relations. The Certificate in Conflict Resolution focuses on understanding the roots of conflict, as well as its management or resolution. This certificate is designed for students working toward a baccalaureate degree, and whose anticipated careers may provide opportunities for conflict resolution. Examples of related majors include social work, sociology, criminology, communication studies, education, environmental science, management, public administration, public policy, and political science.

The objectives of the Conflict Resolution program are to:

- provide students with a grounding in conflict theory and approaches to conflict resolution;
- provide students with beginning skills in conflict resolution and management;
- provide opportunities to integrate conflict resolution knowledge and skills in a variety of academic areas.

**Program of Study, 15 hours total (five 3-hour classes)**

#### **Required**

Social Work/Sociology/Anthropology:

<a href="#">SW 3102/SOC 3090 (980:102)/ANTH 3470 (990:102)</a>	Conflict Resolution	3
or <a href="#">COMM 4333/5333 (48C:148g)</a>	Communication and Conflict Management	

**Electives: select four courses from the lists below: \*** **12**

#### **Micro Systems track courses**

Teaching:

<a href="#">TEACHING 4170/5170 (280:170g)</a>	Human Relations: Awareness and Application
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School of Applied Human Sciences:

<a href="#">FAM SERV 1010 (31F:010)</a>	Human Identity and Relationships
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<a href="#">FAM SERV 1020 (31F:020)</a>	Family Relationships
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<a href="#">FAM SERV 3145/5145 (31F:145g)</a>	Violence in Intimate Relationships
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<a href="#">FAM SERV 4153/5153 (31F:153g)</a>	Family Relationships in Crisis
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Psychology:

<a href="#">PSYCH 2201 (400:060)</a>	Psychology of Gender **
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<a href="#">PSYCH 2203 (400:160)</a>	Social Psychology **
<a href="#">PSYCH 3404/5404 (400:106g)</a>	Psychology of Human Differences **
Social Work:	
<a href="#">SW 4143 (450:143g)</a>	Self-Care and Stress Management in Helping Professions
Communication Studies:	
<a href="#">COMM 4316/5316 (48C:136g)</a>	Mediation Theory and Process **
<a href="#">COMM 4344/5344 (48C:151g)</a>	Intercultural Communication
<a href="#">COMM 4346/5346 (48C:153g)</a>	Gender Issues in Communication
<a href="#">COMM 4355/5355 (48C:141g)</a>	Listening
<a href="#">COMM 4447/5447 (48C:108g)</a>	Performance and Social Change
<b>Macro Systems track courses</b>	
Social Work/Social Science:	
<a href="#">SW/SOC SCI 1041</a>	Social Welfare: A World View
<a href="#">SW 4163 (450:163g)</a>	Diversity and Difference **
Social Science:	
<a href="#">SOC SCI 1020 (900:020)</a>	Women, Men, and Society
Political Science:	
<a href="#">POL INTL 3120 (943:120)</a>	International Security
<a href="#">POL INTL 4125/5125 (943:125g)</a>	North-South Relations
<a href="#">POL INTL 3126 (943:126)</a>	Human Rights
<a href="#">POL COMP 3123 (944:123)</a>	Nationalism
History:	
<a href="#">HISEUB 4675/5675 (963:157g)</a>	Great Power Diplomacy from the Congress of Vienna to the Present
Geography:	
<a href="#">GEOG 3220 (970:100)</a>	Environmental Geography: Variable Topic
Sociology:	
<a href="#">SOC 2040 (980:156g)</a>	Social Movements **
<a href="#">SOC 2075 (980:100g)</a>	Social Psychology **
<a href="#">SOC 3045/5045 (980:135g)</a>	Social Inequality **
<a href="#">SOC/ANTH 3080</a>	Immigration and Transnationalism **
<b>Total Hours</b>	<b>15</b>

\* Courses are listed under separate tracks to guide your preference of micro or macro preparation. At least one course must be selected from each track. A minimum grade of C is required for each course.

\*\* These courses have additional prerequisites as follows:  
[PSYCH 2201 \(400:060\)](#), [PSYCH 3404/5404 \(400:106g\)](#), and [PSYCH 2203 \(400:160\)](#), have prerequisite of [PSYCH 1001 \(400:001\)](#). Course [PSYCH 1001 \(400:001\)](#) may be used to satisfy Category 5B of the Liberal Arts Core.

[SW 4163 \(450:163g\)](#), [SOC 2040 \(980:156g\)](#), [SOC 2075 \(980:100g\)](#), [SOC 3045/5045 \(980:135g\)](#), AND [SOC 3080/5080 \(980:120g\)](#) have prerequisite of [SOC 1000 \(980:001\)](#). [SOC 1000 \(980:001\)](#) may be used to satisfy Category 5A of the Liberal Arts Core.

[COMM 4316/5316 \(48C:136g\)](#) has prerequisite of [COMM 2344 \(48C:004\)](#).

Choice of courses and subsequent course prerequisites *may* increase the length of this program. A minimum grade of C is required in all courses taken for the certificate.

### ***Substance Abuse Counseling Certificate***

This UNI certificate program is designed to prepare Social Work majors for the field of substance abuse treatment. To receive a UNI certificate, a student must complete the requirements for the Social Work major (including graduation with the B.A.) and the specific course work and field instruction experiences as indicated.

For any student who received a previous degree and returns for the Substance Abuse Certificate, all requirements of the certificate apply. The returning student must do Field Instruction in an inpatient or outpatient treatment program. Courses may be waived if they were completed for an earlier degree.

<b>Required</b>		
Social Work:		
<a href="#"><u>SW 4171/5171 (450:171g)</u></a>	Addictions Treatment	3
<b>Electives: select three of the following</b>		<b>9</b>
<a href="#"><u>SW 4175/5175 (450:175g)</u></a>	Child Welfare Policy and Practice	
<a href="#"><u>FAM SERV 3145/5145 (31F:145g)</u></a>	Violence in Intimate Relationships	
<a href="#"><u>FAM SERV 3160/5160 (31F:160g)</u></a>	Family Assessment and Intervention	
<a href="#"><u>CRIM 3228</u></a>	Mental Health and the Criminal Justice System *	
<a href="#"><u>FAM SERV 1020 (31F:020)</u></a>	Family Relationships	
<a href="#"><u>PSYCH 3102/5102 (400:170g)</u></a>	Drugs and Individual Behavior	
Total Hours		12

Student will do their field placement (11-15 hours) at a site approved by the Director of Field Instruction.

### **COURSE MAPPING**

<b>FRESHMAN</b>				
Fall		Hours	Spring	Hours
Liberal Arts Core		9	Liberal Arts Core	9
STAT 1772 (1C)		3	BIOL 1014 Life: Cont & Change (4A)	3
SOC 1000 Intro to Sociology (5A)		3	PSYCH 1001 Intro to Psychology (5B)	3
		<b>15</b>	<b>*Apply to SW major if UNI &amp; Cumulative GPA is 2.5 or better</b>	
				<b>15</b>
<b>SOPHOMORE</b>				
Fall		Hours	Spring	Hours
Liberal Arts Core		12	Liberal Arts Core	12
SW 1001 Intro to SW and SS		3	SW 2019 Practice with Individuals	3
		<b>15</b>		<b>15</b>
<b>JUNIOR</b>				
Fall		Hours	Spring	Hours
SOC 2020 Stats for Social Research (if		3	SW 4164 Human Behavior & the Social	3

haven't taken STAT 1772) or *Elective	
SW 3192 Practice with Groups & Families	3
SW 4163 Diversity & Difference	3
*Elective	3
Capstone	3
	<b>15</b>

Environment	
SW 4196 Practice with Communities & Organizations	3
SW 3185 Social Work Research	3
*Electives	6
	<b>15</b>

**SENIOR**

Fall	<b>Hours</b>
SW 4144 Social Policies & Issues	3
*Electives	12
	<b>15</b>

Spring	<b>Hours</b>
*SW 4200 Field Instruction (11-15 credits)	15
	<b>15</b>

\*Need 3 Social Work Electives  
 \*\* The field program does not grant social work course credit or field hours for life experience or previous social work related experience. The field hours can only be completed through the field instruction course.  
 Total credit hours: minimum of 120

**SOCIAL WORK ACADEMIC ADVISING**

The University of Northern Iowa aspires to create the best academic advising experience for each student. Academic Advising is a critical component of the teaching and learning environment at UNI. Advising is a personalized educational experience, empowering students to explore, articulate and achieve their academic, career and life goals. (UNI Academic Advising Vision and Mission Statement found at <https://advising-portal.uni.edu/advising-uni>)

Once a UNI student, a student interested in social work is identified as a premajor in Social Work and assigned an academic advisor from UNI’s Academic Advising Office, the Social Work Department Head or Social Work BA Program Director. Once a Social Work major, the Social Work Department provides individualized academic advising support by assigning students to faculty academic advisors who also maintain teaching responsibilities. Students can find out who they are assigned to through their Student Center on MyUniverse. It is the student's responsibility to reach out to their advisors as needed to assist with providing guidance on issues that may include but are not limited to the social work major, course programming, adding an additional major/minor/certificate, adding/dropping courses, course substitutions, transfer courses, graduation requirements and courses. The goal of all academic advising is to help students make responsible decisions as they develop educational plans compatible with their potential and with their social work career passion and goals. (*Accreditation Standard 3.1.6*)

**POLICIES AND PROCEDURES FOR TRANSFER STUDENTS**

More than 35 percent of incoming students have transferred to UNI from two- and four-year schools and almost 50 percent of social work majors are transfer students. The process for transferring to UNI can be found at <https://admissions.uni.edu/transfer>. Students can find out what courses taken at an Iowa community college transfer to UNI for the social work major by checking out Transfer Plans of Study found at <https://admissions.uni.edu/transfer/plans>. Transfer students can consult with Jenny Becker, BA Program Director ([Jennifer.becker@uni.edu](mailto:Jennifer.becker@uni.edu); 319-273-7881) prior to applying and once admitted to UNI, will register for social work courses with BA Program Director.

## **FIELD PLACEMENT**

### **FIELD DESCRIPTION**

Field instruction is an integral and essential component of Social Work education. It provides a learning experience in a setting where the student has the opportunity to integrate curriculum content, to question the relationship of theory and practice, to develop skills in interpersonal relationships and intervention techniques, to participate in the role of social worker, and to evaluate oneself in that role. There have been many changes in the profession as the trend in social work is toward greater diversity in roles, settings, methods, and clientele. These changes together with the requirements for being a generalist social worker in both urban and rural areas require that field instruction provide learning experiences which will prepare students for a profession that is developing and emerging toward the future. The student is provided with a variety of experiences which foster the development of skills through which they can begin to be a self-directed learner who can work with confidence, exercise independent judgment, and respond to a diversity of roles and responsibilities.

### **FIELD OBJECTIVES**

1. To offer learning experiences which provide the opportunity for students to use and test the knowledge and skills derived from the curriculum in learning the professional competencies of generalist social workers, through active participation in the delivery of human services.
2. To provide settings where students can develop the interpersonal and communication skills essential for professional Social Work.
3. To help students test themselves and their commitment to social work values and attitudes, and to evaluate their own preparation for the profession.
4. To prepare students to identify the policies, practices, services, and procedures that interfere with effective delivery of human services and to develop strategies for change.
5. To prepare students to develop the skills and attitudes of a self-directed learner.

### **CREDIT AND TIME REQUIREMENT**

Undergraduate students complete 11-15 credits or 440-600 hours of field instruction. For the summer term, students can register for 11-12 credits for 38-40 hours per week for 12 weeks. For the fall or spring term, students can register for 11-15 credits for 27-38 hours per week for 16 weeks. Students are able to count field seminars and, if placed out of area, travel to and from field seminars for up to, but not to exceed 40 hours. (*Accreditation Standard 2.2.5*) The field program does not grant social work course credit or field hours for life experience or previous social work related experience. The field hours can only be completed through the field instruction course. (*Accreditation Standard 3.1.5*)

### **PLACEMENT PROCESS**

Undergraduate students have to be admitted into the social work major, need to have a university and cumulative grade point average of 2.5 or better, have completed SW 1001 Introduction to Social Work and Social Services, SW 4164 Human Behavior and the Social Environment, SW 3185 Social Work Research, SW 2091 Practice with Individuals (grade of C or better), and SW 3192 Practice with Groups and Families (grade of C or better), and have senior standing (90 credits or more completed for degree) to be cleared to register for field instruction. In the semester prior to the field experience, students are required to attend a field orientation session, career service workshop, career service resume review and mock interview, complete a pre-professional sketch, resume, reference list and cover letter, meet with the field director to confirm completion of the aforementioned items, and secured an approved site with a signed contract with an approved field site. For more information about the field experience, the BA Field Manual can be found at <https://csbs.uni.edu/socialwork/field-instruction>

## **OPPORTUNITIES FOR STUDENT PARTICIATION**

*(Accreditation Standard 3.1.9)*

**STUDENT SOCIAL WORK ASSOCIATION:** The Student Social Work Association (SSWA) is a growing student organization from the Social Work Department full of students who want to learn more about the profession. The SSWA brings in speakers and organizes events that help students to become informed and active in the community and with those practicing Social Work. Student who join the SSWA to learn more about the social work program and profession, meet other students in the major and get involved in helping others both on campus and in the community through special projects and events. The SSWA holds bi-weekly meetings on an array of topics such as career exploration in social work, assistance with choosing classes and de-stress days before finals. The SSWA is also involved in volunteer opportunities throughout the academic year. With no penalty for missing a meeting, students can choose which speakers or events they want to go to. For more information about the SSWA, please visit their website at <https://csbs.uni.edu/socialwork/student-social-work-association-1>.

**STUDENT REPRESENTATION ON DEPARTMENT COMMITTEES:** Through participating in the Student Social Work Association or by responding to Department requests for student representatives, students have opportunities to represent the student voice at BA Curriculum Meetings, Field Education Meetings and special committees arranged. Students attend the meeting, ask questions, provide feedback on agenda items, complete special tasks or projects assigned, and communicate issues and results back to the social work student population. Student representatives can change from semester to semester, based on interest.

### **PROCEDURES FOR RESOLVING STUDENT CONDUCT ISSUES**

**CLASSROOM:** If a student is displaying conduct issues in the classroom, the instructor of the course will working directly with the student to address those issues. If the conduct issues continue, the instructor of the course will consult with department faculty during faulty case consultation sessions that are held after curriculum committee team meetings. This session is an opportunity for the instructor to consult with faculty about student successes, concerns, and how to best support them. If the conduct issues continue, the instructor is to consult with the Department Head. If the student's conduct continues to be problematic and is not aligned with the Social Work program's mission, values and ethics, UNI Academic Ethics/Discipline Policy (<http://www.uni.edu/policies/301>), and/or UNI Student Code of Conduct Policy (<http://www.uni.edu/policies/302>), the student may be counseled out of the program. Students may to reach out to UNI's Office of Compliance and Equity Management for guidance and support at any point during this process (117 Gilchrist Hall, (319) 273-2846).

**FIELD:** Agency supervisors will address any conduct issues with students placed at their agency. If the conduct issues continue, the agency supervisors will notify the faculty liaison assigned to the student. If the conduct issues continue, the faculty liaison can determine if the field director needs to be brought in to assist with the issues through a support plan, or if the student needs to be placed at another site. If a support plan is put into place and the student's conduct continues to be problematic and not aligned with the Social Work program's mission, values and ethics, UNI Academic Ethics/Discipline Policy (<http://www.uni.edu/policies/301>), and/or UNI Student Code of Conduct Policy (<http://www.uni.edu/policies/302>), the student may be counseled out of the program. Students may to reach out to UNI's Office of Compliance and Equity Management for guidance and support at any point during this process (117 Gilchrist Hall, (319) 273-2846).

## **PROCEDURES FOR WITHDRAWING FROM THE SOCIAL WORK MAJOR AND/OR UNIVERSITY**

If a student decides to withdraw from the Social Work program, they should meet with their academic advisor assigned through the Social Work Department. A Declaration of Curriculum form is completed and signed by the academic advisor. The form can be found at [https://csbs.uni.edu/sites/default/files/declaration\\_of\\_curriculum.pdf](https://csbs.uni.edu/sites/default/files/declaration_of_curriculum.pdf).

If a student decides to temporarily withdraw from the University of Northern Iowa, they should meet with their academic advisor assigned through the Social Work Department. There is optional paperwork that the registrar's office encourages students to fill out. It is a withdrawal form and it allows the student to put a freeze on their account to ensure that there is no activity until they decide to return to UNI. It documents the reason for withdrawal and if the student will be returning so the account can be handled accordingly. The withdrawal forms can be found at [https://registrar.uni.edu/sites/default/files/forms/withdrawal.form\\_0\\_1.pdf](https://registrar.uni.edu/sites/default/files/forms/withdrawal.form_0_1.pdf). The student should satisfy any current or past due balance with the University. Leaving a current or past due balance could affect the student's credit score if it goes to collections.

If a student decides to permanently withdraw from the University of Northern Iowa, they should meet with their academic advisor assigned through the Social Work Department. The student should contact the Office of the Registrar at (319) 273-2241 to notify them of the withdrawal. The student should satisfy any current or past due balance with the University. Leaving a current or past due balance could affect the student's credit score if it goes to collections.

### **OFFICE OF THE REGISTRAR ACADEMIC STANDING**

#### **Undergraduate Academic Standing Policy**

Undergraduate students at the University of Northern Iowa are expected to meet academic standards set by the university and to demonstrate satisfactory academic progress towards earning a degree. Academic Alert and Academic Probation serve to warn students that unless their academic performance improves, they may be placed on Academic Suspension. No students in their first-semester in attendance at the University of Northern Iowa will be placed on Academic Suspension.

First-semester students (freshman and transfer students) at the University of Northern Iowa placed on Academic Alert or Academic Probation may be subject to conditions designed to increase academic success. A student who does not agree to these conditions may have their course schedule canceled for the semester.

All continuing students (students who are in their second semester or beyond at UNI) who are placed on Academic Probation should also seek assistance for academic improvement from academic advisors, the Academic Learning Center, or the Counseling Center.

#### **Academic Alert**

Any first-semester student who has a 1.00-1.99 UNI term GPA will be placed on Academic Alert. Only first-semester students new to the university can be placed on Academic Alert. While on Academic Alert, the student will be limited to 15 credit hours. Academic Alert is not recorded on the student's official academic transcript.

At the end of a student's semester on Academic Alert, one of the following actions will be taken:

- The student will be removed from Academic Alert and shall be in Good academic standing if their UNI cumulative GPA is 2.00 or higher.
- The student will be placed on Academic Probation if their UNI cumulative GPA is less than a 2.00.

## **Academic Probation**

Any first-semester student who has a UNI term GPA below 1.00 will be placed on Academic Probation. Also, any continuing student will be placed on Academic Probation when their UNI cumulative GPA is below a 2.00. A student placed on Academic Probation must earn a minimum UNI term GPA of 2.00 for each semester while on Academic Probation until their UNI cumulative GPA reaches 2.00 or higher.

While on Academic Probation, a student will be limited to 15 credit hours. Once a student's UNI cumulative GPA reaches 2.00 or higher, they will be removed from Academic Probation. Academic Probation is not recorded on the student's official academic transcript.

At the end of a student's semester on Academic Probation, one of the following actions will be taken:

- The student will be removed from Academic Probation and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher AND their UNI term GPA is a 2.00 or higher.
- The student will continue on Academic Probation if their UNI term GPA is a 2.00 or higher and their UNI cumulative GPA remains below a 2.00.
- The student will be placed on Academic Suspension if their UNI term GPA is less than a 2.00.

## **Academic Suspension**

A student on Academic Probation who fails to earn a UNI term GPA of 2.00 will be placed on Academic Suspension. Academic Suspension is for a minimum period of one academic semester and is permanently noted on the student's official academic transcript. Once suspended, a student will not be allowed to re-enroll at the University of Northern Iowa until they have been academically reinstated.

## **Readmission after Suspension**

Academic Suspension is for a minimum period of one regular academic semester. Only with strong justification, demonstrated potential for future success, and an agreement to enter the Early Readmission program (ERP) would a student be readmitted prior to sitting out for a semester. Entry into the ERP does not remove the suspension from a student's record.

An undergraduate student who has been placed on Academic Suspension may be readmitted only after completing an application for readmission and receiving formal reinstatement from the [Committee on Admission, Readmission, and Retention](#). The application for readmission can be completed and submitted online.

To request early readmission prior to sitting out a semester, complete the [Application for Early Readmission from Academic Suspension](#). Readmission prior to sitting out a semester is contingent on the Committee's recommendation, and the student's acceptance of entry into the ERP. As a condition of reinstatement, a student will be subject to stipulations designed to increase academic success. A student who does not agree to these conditions will be denied early readmission or have their course schedule canceled for the semester.

To request readmission after sitting out a semester, complete the [Application for Readmission from Academic Suspension](#).

A student who is readmitted after a first suspension, either through admission to the Early Readmission Program (ERP) or after sitting out for one semester, will be placed on Academic Probation following Suspension. A student readmitted after suspension must earn a UNI term GPA of 2.00 for each semester until their UNI cumulative GPA reaches 2.00 or higher. While on Academic Probation following Suspension, the



student will be limited to 15 credit hours for a semester. Failure to earn a UNI term GPA of 2.00 or higher will result in a second suspension.

A second Academic Suspension will be for two regular semesters (summer sessions excluded). Students suspended for a second time may apply for early readmission through the [Committee on Admission, Readmission, and Retention](#) by completing the [Application for Early Readmission from Academic Suspension](#), only after having sat out for a minimum of one regular semester.

If a student sits out for two regular semesters, then the student will complete the [Application for Readmission from Academic Suspension](#). A third Academic Suspension is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission from Academic Suspension a third time.

**At the end of a student's semester on Academic Probation following Suspension, including semesters in the Early Readmission Program, one of the following actions will be taken:**

- The student will be removed from Academic Probation following Suspension and shall be in Good academic standing if their UNI cumulative GPA is a 2.00 or higher.
- The student will continue on Academic Probation following Suspension if their UNI term GPA is a 2.00 or higher and their UNI cumulative GPA remains below a 2.00.
- Following a first suspension, the student will be academically suspended for the second time if their UNI term GPA is less than a 2.00.
- Following a second suspension, the student will be permanently academically suspended if their UNI term GPA is less than a 2.00.

Undergraduate students wishing to discuss the Undergraduate Academic Standing Policy at UNI, or seeking information regarding readmission after Academic Suspension, may make an appointment with [Nicole Lehman](#), Office of the Registrar, Gilchrist 115 or call [319-273-2296](#).

Obtained from <https://registrar.uni.edu/students/academic-standing/undergraduate> in November 2019

## UNIVERSITY RESOURCES & POLICIES

### UNI Rob Library

Rod Library faculty and staff can help you be successful with research assignments, so take advantage of their services. Each department has a designated librarian to support your needs. Anne Marie Gruber is our liaison librarian for this course. You are encouraged to make appointments with her at <https://uni.libcal.com/appointments/AMG> and she can be reached at [anne.gruber@uni.edu](mailto:anne.gruber@uni.edu) or (319) 273-3711. She also holds weekly office hours in McCollum and Sabin Halls.

Librarians can help you with:

- Getting started by finding and narrowing a topic/research question
- Searching for a book, article, or data to support your paper, poster, or other project
- Tips and tricks for finding resources and using library databases and Google efficiently
- Evaluating search results and sources for the most relevant and reliable sources
- Citing sources and creating your bibliography

You can also stop by, chat, email, text, or call the library all hours the library is open. ([www.library.uni.edu/research/ask-us](http://www.library.uni.edu/research/ask-us)).



## **The Learning Center Services**

All students are encouraged to use The Learning Center @ Rod Library for assistance with writing, math, science, and college reading and learning strategies. Beginning week two, The Learning Center (TLC) operates on a walk-in basis and is open 10:00 am to 10:00 pm Monday through Thursday. For more information, go to <https://tlc.uni.edu/tutoring>, email [TheLearningCenter@uni.edu](mailto:TheLearningCenter@uni.edu), call 319-273-6023, or visit the TLC desk located in Rod Library 261. If you are unable to come in during normal tutoring hours, online tutoring is available through Smarthinking. You will need your CATID and passphrase to gain access. To access the Smarthinking platform go to <https://tlc.uni.edu/schedule>.

UNI's Learning Center also provides advising services and is the University's testing center for many standardized tests, including the PLT, GRE, and Praxis Core. Visit the website at <https://tlc.uni.edu> or call (319) 273-6023 for more information or to set up an appointment. For students taking classes through the ICN or Continuing and Distance Education, we offer consultations on Skype or by phone or email. Email [Deanne.Gute@uni.edu](mailto:Deanne.Gute@uni.edu) to schedule a consultation.

## **UNI Web Site Accessibility Guideline**

The University of Northern Iowa endorses the guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web accessibility and compliance with the Americans with Disabilities Act. <http://www.uni.edu/resources/disability>

## **Student Accessibility Services**

Non-discrimination based on Disabilities

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations, it is the policy of the University for students with disabilities to register with Student Accessibility Services (SAS). UNI faculty are not obligated to provide accommodations for students with disabilities without proper notification from SAS and the student. Students may initiate the accommodation process at any time. However, accommodations are not retroactive, and the registration process takes time. Therefore, SAS staff always recommends that students initiate the process as soon as possible rather than wait for academic and social-emotional responsibilities to become overly stressful and/or overwhelming. Student Accessibility Services works with students who have disabilities in an effort to coordinate support services and programs that enable equal access to an education and university life. The primary service our office is known for is the determination of eligibility for academic and residence hall accommodations.

Office: 007 ITTC (Innovative Teaching and Technology Center)

Phone: 319-273-2677 (voice)

For deaf or hard-of-hearing use Relay 711

Email: [accessibilityservices@uni.edu](mailto:accessibilityservices@uni.edu)

Fax: 319-273-7576

Website: <https://sas.uni.edu/>

Contact: Kelly Fiddelke, Student Accessibility Services Coordinator, [kelly.gibbs@uni.edu](mailto:kelly.gibbs@uni.edu)

## **Blackboard Accessibility Statement**

Blackboard® is fully committed to ensuring that our platform is usable and accessible. Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C). For more information, please see <http://access.blackboard.com/> and <https://uni.edu/elearning/newelearning-system-ada-compatible>

## **UNI Academic Ethics/Discipline Policy**

Students at the University of Northern Iowa are required to observe the commonly accepted standards of academic honesty and integrity. <http://www.uni.edu/policies/301>

## **UNI Student Code of Conduct Policy**

The university's student conduct code maintains the principles of respect, honesty, and responsibility to create a safe, healthy environment for members of the campus community while preserving an educational process that is consistent with the mission of the University. <http://www.uni.edu/policies/302>

## **Office of Compliance and Equity Management**

Non-discrimination in Employment or Education

Non-discrimination policy: UNI Policy makes clear: "*The University of Northern Iowa adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. The University prohibits discrimination against any employee, applicant for employment, student or applicant for admission on the basis of any protected class. Protected classes include: age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or any other protected category under applicable federal, state, or local law, including protections for those opposing discrimination or participating in any complaint process on campus or with other human rights agencies.*" For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist Hall, (319) 273-2846.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. The UNI Discrimination, Harassment, and Sexual Misconduct Policy outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or a Title IX Deputy Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

Title IX Officer Leah Gutknecht, Assistant to the President for Compliance and Equity Management, 117 Gilchrist, 319.273.2846, [leah.gutknecht@uni.edu](mailto:leah.gutknecht@uni.edu)

Title IX deputy coordinator: Christina Roybal, Sr. Associate Athletic Director Athletics Administration, North DOME 319.273.2556, [christina.roybal@uni.edu](mailto:christina.roybal@uni.edu)

Resources that provide free, confidential counseling are detailed at [safety.uni.edu](http://safety.uni.edu).

## **UNI Student Health Clinic**

016 Student Health Center

(319) 273-2009

General Medical Care, Routine Health Exams, Injury Evaluations, Immunizations, Coordination of Care for Chronic Medical Issues, Resource Nurse, Psychiatric Services, Travel Consultations, Allergy Injections, Lab Testing, Sexual Transmitted Disease (STD) Testing, Eating Disorders Management, Women's Health Services, Pharmacy

## **Counseling Center**

103 Student Health Center

(319) 273-2676

Mental health counseling, assessment, referral, groups, workshops, consultations.

## **Student Wellness Service**

(319)273-2311

Student Wellness Services provides outcome-based health education programming, services and resources to meet the health and wellness needs of our unique student population based on the UNI National College Health Assessment. The office offers wellness coaching, wellness workshops, as well as health education and screenings.

## **COUNCIL ON SOCIAL WORK EDUCATION (CSWE) CORE COMPETENCIES AND BEHAVIORS**

### **Competency 1–Demonstrate Ethical and Professional Behavior**

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d. Use technology ethically and appropriately to facilitate practice outcomes; and
- e. Use supervision and consultation to guide professional judgment and behavior.

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

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b. Engage in practices that advance social, economic, and environmental justice.

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

- a. Use practice experience and theory to inform scientific inquiry and research;
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

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

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- b. Assess how social welfare and economic policies impact the delivery of and access to social services;
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- a. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- a. Select and use appropriate methods for evaluation of outcomes;
- b. Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**QUESTIONS? Contact:**

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