SOCIAL WORK FIELD EDUCATION

Summary

Field education is considered as experiential curriculum in social work education. In many instances, it is where students transform into professionals. With the help of a field instructor, the student integrates classroom learning and personal experience with real life situations. While the field “course” takes place in an organizational or community setting, there are still learning objectives, student responsibilities, an evaluation, and a field instructor.

Students are expected to be adult learners and be responsible for key aspects of the field experience such as:

- Knowing the number of credits and hours they need to complete for each term of field
- Registering for field before going to a field placement
- Paying the malpractice premium before going to field placement
- Taking the field learning plan and evaluation to their field instructor at the start of the term
- Knowing the dates on the field schedule for field planning and orientation seminars and when field learning plans, evaluations, and requests for field are due
- Knowing school policies and procedures related to field
- Knowing the steps of problem solving and how to contact their assigned field liaison
- Conforming to the NASW Code of Ethics while in field.

The field experience is definitive for most students: it affirms that they have chosen the right profession. Additional information to assist students with field placement is located in the following chapters in this handbook.
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Social Work Field Education

Introduction

Field Education is commonly described as that part of the curriculum where the integration of theory and practice occurs. The opportunity for this "integration" or "hands-on" learning to take place occurs when the student is assigned to a field instructor or task supervisor in an agency or organization that is affiliated with the School of Social Work. Broadly speaking, the learning is structured through the identification of a variety of educational objectives. The field instructor translates these educational objectives into learning tasks for the student and provides both instruction for and supervision of the learning. Field instructors and task supervisors engage in ongoing evaluation of the student’s progress through the mechanism of the weekly supervision conference and by providing feedback regularly to the student. A field liaison from the School of Social Work visits at least one during the term. Formal evaluation of the student by the field instructor occurs prior to the end of the term.

BASW Program

In the BASW Program, field practicum constitutes 12 credit hours or approximately 600 hours over a two term period in the senior year. The student is in field placement 3 days each week for approximately 8 hours each day. A 3 credit practicum seminar and lab runs concurrently with each term of field placement. The instructor for the practicum seminar lab serves as the field liaison for the field placement. The focus of the BASW field placement is the generalist practice method. During the first term, the student becomes familiar with the agency setting and gradually becomes involved in the professional work of the agency; in the second term, the student is expected to actively use the problem-solving process.

MSW Program

In the MSW Program, field placement constitutes 18 credit hours or 1296 hours over a three term (concurrent with classes) and one Summer Session block (usually without classes). The first or foundation field placement (5 credits / 360 hours) usually occurs in the Spring term of the first year; it is followed by an intensive placement in the same setting (3 credits / 216 hours). The third (5 credits / 360 hours) and fourth terms (5 credits / 360 hours) of concentration field placement occur in the Fall and Spring terms of the second year respectively, and at a different site from the first year field placement.

Students with advanced standing are approved for 4 or 5 credits from their undergraduate field work provided that the undergraduate school is accredited and there are at least 400 actual hours of field work. Advanced standing students may go into field placement during their first term (usually Fall of the first year) or defer field placement until the Spring term of the first year. The learning objectives for these field placements are similar to the second, third and fourth term of the full time student.

There are some variations to this suggested cycle for field placement, which are not mentioned here. It is always best to check with a field advisor especially if you are a part time student or have questions about the actual timing of your field placement. Part time students should begin the first field placement after the foundation courses are completed (usually 15 credits), but not later than twenty-one credits.

In the MSW Program three terms of field placement occur concurrently with course work for which the student has registered. Three days/week for 15 weeks (360 hours per term) is the normal pattern for these field placements. The intensive Summer Session placement is for 5 days a week for 5 and one-half weeks (216 hours).

Upon admission to the School of Social Work, the MSW student identifies a skill concentration. The first term, however, is spent in foundation or core preparation, so that when the first year graduate student enters the field, she or he has a basis upon which to construct learning in the field placement. This is exemplified in the first term of field practicum through a foundation practice experience. In the intensive Summer Session, the student begins to develop and practice concentration skills. In the third term of field
placement, the focus of learning is the further expansion of the skill concentration in intensity and depth. In the fourth term, the learning objective is to develop a skill level that results in preparation for competent professional practice.

Preparing for Field Placement

There are School of Social Work policies based on Council on Social Work Education standards regarding most of these aspects of field placement. Students are required to read and to follow all policies and guidelines related to field placement. Please refer to the section on, “Policies and Guidelines Related to Field Placement,” for further information.

- Students are required to set up a university email address so that they can receive information related to field education. Field information is also available through the school’s web site, http://pitt.edu/~pittssw/academics/fielded/overview.html
- Students must also purchase a malpractice premium in the recorder’s office before they can begin field placement. This is usually done at the time of registration. Lastly, a student must be registered for field while they are in the field.

The section entitled, “Resources Available to the Student,” indicates where the student can obtain information on field placement possibilities.

Requesting Field Placement

1. All students complete and submit a REQUEST FOR PLACEMENT FORM. The Forms are available in the forms display outside Room 2127 C.L., in the information packets distributed at the required field placement planning programs (MSW Program-September 18, 19, 20, 26; BASW Program-November 14) or from the school’s web site. The dates and deadlines for submitting the form each term are also identified on the Field Education Schedule later in this section.

BASW forms are submitted from February 1-15 of the student's junior year; MSW forms are usually submitted October 2-13 for first year MSW field placement that commences in January of the first year. Forms for Summer Session for part time students are submitted from February 13-March 13. Forms for second year MSW Fall/Spring field placement are submitted from March 15-April 27.

MSW Students planning to begin field placement in January must attend one planning session. BASW students MSW part time students occurs in the Spring. Students are provided with request forms, learning objectives, confirmation forms, and other materials at that time. MSW students requesting a concentration field placement should submit their request for concentration field placement between March 15 and April 28.

Students are expected to have a current résumé attached to the REQUEST FOR FIELD PLACEMENT FORM and to send an electronic copy to the assigned field advisor. The résumé should be available to the potential field instructor either prior to or during the interview with the student. Any standard résumé format is acceptable.

Students who require accommodation during field placement must submit a letter specifying the particular accommodation that will be needed to assist them to meet the requirements of the field placement at the time they submit their request. Since the field environment is different than classroom environment, the accommodations may be different from the classroom.

Students should not request settings where they or a family member are or have been receiving services.
2. All request forms for field placement are forwarded to the administrative support person for field in Room 2109 C.L. An appointment with a field advisor will be given. Students are not permitted to make independent arrangements for field placement. Field instructor approval and field assignment must be made by field personnel. No student can be guaranteed a stipend from an agency by the field advisor. No field placement is finalized until the student and field instructor receive an official letter of confirmation.

3. Notification of field instructor and field placement potential "match" are provided to the student following a review and discussion of the request and the identification of an appropriate "match". This may take several weeks.

4. The student then arranges to interview with the potential field instructor. In larger agencies, the training director may first interview the student to facilitate the appropriate match between specific students and field instructors. To prepare the student for the initial interview with an agency representative, field education advisors have generated a list of questions. This list can be found in the “Information Packet” on the school’s web site in the Field Education section. The aim of these questions is to sensitize the student as to what information he or she needs to obtain in order to make a responsible decision about the field placement selection. In all cases, the student must meet with the actual field instructor before the field placement arrangements are finalized.

5. At the close of the interview, students should feel free to inquire about the decision-making process regarding field placement. Some field instructors will provide the confirmation immediately while others may have to consult a supervisor or administrator before answering.

6. The student should return the confirmation form to their field advisor or to the administrative support person for field in Room 2109 C.L. as soon as possible. The confirmation form is necessary to verify the final information on the name and address of the field instructor, agency, etc. Without these completed forms, the field placement will not be confirmed. Students should expect to receive a confirmation letter regarding their field placement assignment.

The matching process is a complicated one. Many variables are involved. First, students are matched on the basis of interest, previous experience, learning goals, preference for the field site, professional goals, and transportation needs. Secondly, the School of Social Work works within certain constraints. The number of placements available is not constant. Occasionally agency funds may be cut unexpectedly resulting in staff layoffs. The number of students accepted for field placement may then be reduced. For various reasons, sometimes agencies are unable to inform the School of Social Work expeditiously of the number of staff available for field instruction purposes.

Students are not "to shop" for their own field placement, just as agencies are not permitted “to shop” for students. Larger agencies and organizations usually will not respond to a student request for an interview; interviews are granted only when a field advisor has consulted with an agency representative prior to the student call. Some agencies may not be able to accommodate students during a particular term. There are settings that will accept only second year MSW students. A particular field site may have additional requirements such as a physical exam or Mantoux test (for tuberculosis), or require clearance from the Commonwealth of Pennsylvania for Act 33 (relating to history of child abuse offense) or Act 34 (relating to criminal history). To obtain this additional personal information is the responsibility of the student. Students can access these forms through http://www.dpw.pa.us/general/forms/pub/003671038.htm.

A new site, or one not previously used by the School of Social Work may not have an Affiliation Agreement with the School of Social Work, University of Pittsburgh. The Affiliation Agreement is a legal document that establishes the contractual relationship that exists between the field site and the School of Social Work. A new field instructor must also meet qualifications and should be available to attend field instructor orientation and training.
Resources Available To Students

The following resources can assist and inform the student who is preparing to select a field placement:

1. Field Education maintains a separate Directory of Affiliated Agencies. This Directory provides a thumbnail sketch of the opportunities available at a wide variety of field sites. The directory is updated annually to coincide with the start of each new academic year. Forms pertaining to various aspects of field placement are located on the school’s web site: http://www.pitt.edu/~pittssw/academics/fielded/overview.html.


3. Another valuable but often underutilized resource is discussion with students who are currently in placements.

4. Each Fall, the Field Education advisors provide a separate planning program for BASW and MSW students in which students have the opportunity to ask questions about field placement.

5. Students are encouraged to confer with their faculty advisor. Faculty advisors who are knowledgeable about field instruction sites can serve as an important link in the appropriate matching between student and field site or field instructor.

For MSW students, the process of obtaining the second field placement is similar to how the first was obtained. Students must submit the required form and an updated resume by the stipulated deadline. Field education advisors may discuss this request during the field visit or schedule a separate meeting to discuss planning for the concentration field placement.

Assignment of Field Placement and Interview With the Field Instructor

Once the student is notified of the recommended field assignment, the student is responsible to schedule an interview with the designated field contact person in the agency. In smaller settings, the interview may be with the actual person who will do the field instruction. In larger settings, the student may be interviewed more than once, initially by the training coordinator or training director and then by the identified field instructor.

In making the appointment, students need to obtain clear directions to the site, inquire about parking if needed and repeat back the date and time of the appointment. If an appointment needs to be canceled, this is to be done immediately. If an emergency occurs on the day of the appointment, a call to the field instructor or training coordinator with an explanation is in order. Ask if a tour can be available following your visit. Request an agency brochure or newsletter in advance, and visit the agency web site (if available) so that you can have questions prepared to ask during the interview. You may also want to write down any concerns that you will want to discuss during the interview, such as specific hours, physical limitations, etc.

THE FIRST IMPRESSION COUNTS! Make your initial contact a positive one.

Many field settings have official dress codes or at least norms for dress. If you want to do the placement or gain experience in that particular setting, respect the dress code or norms. Take the initiative to inquire about what norms may exist. When you begin field placement, you take another step to build a your professional image.

- Prepare for your interview. Seek information about the agency beforehand. Many agencies have web sites. Review the questions list available in the Information Packet on the web site.
• Be on time for your interview. Demonstrate your ability to be dependable and punctual.

• Plan to talk about you: work experience, volunteer experience and life experiences that reflect on your choice of social work as a career, but do not tell your life story.

• Take along a list of courses that you have successfully completed.

• Ask questions about the site, what kind of learning experiences will be available, what other students have completed while in placement, if there will be additional students or if you will be the only student.

• Inquire about the style of supervision, how often, and when supervision will occur. Discuss your learning style, that is, how you best learn.

• At the close of the interview, request an answer about whether you are accepted for the placement. If other staff needs to be involved in the decision, ask for a date when you may call back to get the answer.

• Remember to thank the interviewer and any other staff person who may have spent time with you during the visit.

• While you are visiting the field site, please remember to observe confidentiality. During a tour, you may observe a confidential record on a desk or you may recognize a name on a chart or sign-in roster, etc. Even though you are not yet in placement, it is important that you demonstrate your ability to respect the privacy of others.

• Let the field education advisor who sent you on the interview know that you completed the process by promptly completing and returning the Student Confirmation Form. Remind the field instructor who interviewed you to complete and return their confirmation form.

Factors Influencing Placement Confirmation

It is unusual for a student to change his or her mind about going to a particular site after the field visit, but it occasionally happens. Sometimes a student will want to be placed in a hospital, but during the visit the student may recognize how difficult it is for them to see patients who are ill, or they may react to some of the odors present or be overwhelmed by the size of the hospital. This is important information to be learned in advance of the actual placement so that another alternative may be explored.

Occasionally, but not often, the field instructor and the student have very different styles or personalities and know from the first contact that to pursue the placement might result in tension for both and might diminish the productivity of the placement.

Environments in some field sites today are fast-paced and stressful. Other environments may deal with a population that is so different from what the student has heretofore experienced in his or her life, that it may shock or frighten the student and thus, diminish the learning potential. Students usually need well-structured learning experiences that might not be available in a more informally structured setting such as a neighborhood placement or a drop-in center; some sites prefer individuals who have actually worked in the field before coming to school because the complicated nature of their services requires learning and experience beyond that which is experienced in the classroom. The amount of field instruction may vary from setting to setting and may suggest varying levels of increased independence. All of this is taken into consideration during the placement process.

While many "themes and variations" exist related to placement selection and assignment, most students do get placed following their first interview. However, if a student does not get placed following
the initial interview, this is not considered a failure or a problem. The field education advisor working with the student needs to be informed so that the "first choice" or "selection" can be re-evaluated and the student can be sent to another field site more suited to her or his learning needs. However, if this inability "to match" student to a field placement continues after three referrals, the situation will be reviewed by the Director of Field Education, the Program Director, and the Associate Dean for Academic Affairs.

**About Field Instructors and Field Instruction**

Field Instructor qualifications are described in the "Definition of Field Instructor" incorporated in the University Affiliation Agreement.

Field instructors should have an MSW from an accredited social work program with at least two years professional experience. In unusual situations the School of Social Work may approve an individual with related credentials such as a Master's or Ph.D. in Psychology or Education or Public Health. In those cases, the school assures a social work perspective through its articulated field learning plan, the seminars in field education, and through faculty and field liaisons who assure that social work professional practice issues and values are embodied within the scope and instruction of the field placement experience through contacts with the student and field instructor.

Field instruction models vary according to how an organization is staffed. The designated field instructor may not be the person providing day-to-day supervision; however, the designated field instructor should meet with you formally, at least weekly for a minimum of an hour, and be instrumental in the development of the Field Learning Plan and end of term evaluation. Likewise, you are expected to actively participate in each of these three functions.

Other staff may have suggestions, work with you on assignments, and give feedback to you; this is perfectly acceptable. You can learn about different approaches and styles this way. If your field instructor is the person working with you daily, feel free to ask about spending some time during the placement with other staff so that you also can enrich the experience through exposure to a variety of approaches and styles. To learn how the same situation can be addressed in different ways to get results can be educationally challenging.

**Student Responsibilities in the Field Placement**

The primary responsibilities for students in field placement include:

- Active participation in the learning process,
- An open attitude towards learning,
- Performance of all activities in consonance with social work values and ethics.

In addition, students are more specifically expected to:

- Take the field learning plan to the field instructor and assist the field instructor in formulating learning tasks that will satisfy the learning objectives which are reflected in the Field Learning Plan;
- Systematically pursue each learning objective through the tasks identified with achieving that objective;
- Become increasingly skillful in delivering services to clients or completing administrative or organizing assignments;
• Follow the practices and policies of the agency or organization seeking to make improvements through recognized organizational mechanisms;

• Develop professional self-reflective skills through the review of field placement experiences with the field instructor;

• Demonstrate responsibility and professionalism by completing all agreed upon tasks;

• Perform in a manner consistent with the NASW Code of Ethics and standards of professional practice;

• Assure that the completed Field Learning Plan, the student End of Term Field Evaluation, and evaluation of the field experience are received on time by their field liaison or in Field Education, Room 2109 C.L.

Student Rights in Field Placement

The student has the right to:

• A field instruction assignment that meets the requirements of the student’s educational program.

• Meet the field instructor prior to confirming the assigned field placement.

• Expect that no task that violates the ethics and values of the profession will be assigned.

• Due process if a problem arises related to the student’s performance or behavior in the field. The field advisor is responsible for guiding the problem-solving activities.

• Participate in, to see, and to have a copy of her/his field evaluation. The student also has the right to expect that the field instructor discuss the evaluation with her/him. When substantial differences exist in an evaluation between student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

Beginning the Field Placement

Confirm your starting date and your schedule prior to actually beginning the field placement. For most students, field placement occurs three days each week except for the intensive Summer field placement which is five days each week. There may be some schedule variations in hours and credits for part-time students. When registered for field placement credits, part time students must complete no less than 16 hours each week in placement; this is the equivalent of three credits. At least 8 hours must be completed during daytime hours. The duration of the field placement is then extended to meet the required number of hours. All variations in field placement schedules must be approved by the field advisor, Director of Field Education.

The recommended schedule is 24 hours per week for BASW and for MSW placement except for Summer Session I, which is 40 hours per week.

All students are also required to purchase a malpractice liability premium when registering for field placement credits. This is accomplished in the Room 2110 C.L. The premium cannot be purchased unless the student is registered for field credit. Students cannot begin field placement without purchasing this coverage. The coverage is not extended to contracted employment that is not part of the field placement.
MSW students in field placement are required to maintain a time and activity sheet that is to be signed off regularly by the field instructor and submitted with the final evaluation for the term. This form can be found on the field section on the school’s web site. In addition, it is recommended that students keep an activities log in which is written a brief description of activities and your role. The log can then serve as a reference tool during supervision. Some field instructors and faculty advisors may ask to review your log with you as part of the supervision process.

During the initial days in field placement, an orientation to the agency and / or setting usually occurs. Orientation consists of meeting people, learning more about the setting and its operations, discovering what procedures you will need to know to perform your learning assignments. If information is unclear, ask for clarification. Keep a notebook in which you record information that may be of importance to you. In your notebook write names of people you meet and what they do; later in the placement you may have an opportunity to consult with them or have a need to enlist their help. Identify where resource information is kept in the agency or organization and how you can access it. Exploration of the placement will allow you to know what part you play in the total operation.

During the initial days in field placement, an orientation to the agency /or setting usually occurs. Orientation consists of meeting people, learning more about the setting and its operations, discovering what procedures you will need to perform your learning assignments. During and following orientation, the field instructor makes an educational assessment of the student. You should provide a list of courses that you have completed and are currently enrolled in to your field instructor.

Developing the Field Learning Plan is a joint responsibility of the field instructor and the student. When a field instructor is new, the field liaison may choose or be invited to be involved in establishing the Learning Plan. The University of Pittsburgh, School of Social Work uses an "articulated" set of learning objectives. That means that the learning objectives are identified by the student's educational program; the role of the student and field instructor is to further define how those objectives can be translated into learning tasks. The Field Learning Plan specifies the educational objectives, the learning tasks to be completed by the student, the targeted time period for completion of the tasks and the method of evaluating the student's performance for each task.

The School of Social Work has guidelines or expectations about what the focus of the placement. These include: field placement objectives to be interpreted by the field instructor to fit the experiences available at that particular site.

Generalist Method is the focus of both terms of the BASW field placement. The faculty have defined generalist method is described as: the application of knowledge, values and skills of the general method of problem-solving, which spans the processes of engagement, data collection, assessment, intervention, evaluation, and termination. Preparation in the general method focuses on the application of the method to client / consumer systems of various sizes (individuals, families, groups, communities, organizations). Key to this problem-solving approach is its applicability to multicultural contexts, focusing on the strengths inherent in client/consumers and systems. The ethics and values of the social work profession anchor this practice.

In the first term of the MSW field placement, the focus is referred to as the “generalist perspective" or “foundation”. For the MSW student, the generalist perspective or “foundation” emphasizes a view of the client as an active agent both influencing and being influenced by multiple environmental contexts. This orientation requires students to be knowledgeable about and to develop skills to intervene at the micro, mezzo, and macro levels. It necessitates that students be able to communicate effectively with clients, other professionals, and various community organizations and institutions. The interventive process of problem solving involves the following steps: engagement, assessment, intervention, evaluation, termination, and follow-up as culturally relevant to diverse populations, clients across the lifespan, and systems of various sizes. This generalist perspective is grounded in the traditions and values of the social work profession. These are considered by the Council on Social Work Education (CSWE) to be core knowledge and skills that every social worker, regardless of field of practice, should possess. They serve as a base or foundation for concentration skills for the MSW student. In this first term, the placement will
have a generalist perspective focus but students and field instructors may weigh assignments in the student’s skill concentration area.

MSW students may begin to specialize their learning in the intensive Summer Session I field placement. The Summer Session I field placement focuses on the knowledge of the dynamics and problems associated with the population or system and the practice and policy issues involved in working with them. This is termed “bridge to concentration” because it prepares the student for a concentration experience.

The second year MSW student is expected to be placed in a setting where he or she can specialize in a major skill area either direct practice with individuals, families, small groups, or community organizing and social administration. The third term of placement focuses on the application of the concentration skills and knowledge to target populations or systems. The objectives of the fourth term of placement focuses on the intensity, range and depth of the application of the concentration skills and knowledge and should prepare the student for autonomous practice.

Please note: A list of objectives for field placement for each educational program and level is included at the end of this section.

Ongoing Learning in Field Placement

While BASW students attend a Practicum Seminar and Lab concurrent to the field placement, MSW students do not. As a support to MSW students, particularly in the first term of field placement, an on-line seminar has been developed. Students registered for field can refer to http://www.courseweb.pitt.edu for additional information; however, the student can only access the site by using the Pitt email user name and password.

As the student becomes more involved in the actual work of the organization, the tasks associated with the learning objectives become more involved. It isn't unusual for field instructors to develop the Field Learning Plan so that the learning tasks cover a period of two terms. Learning for most adults is gradual and progressive. What is learned early in the placement experience serves as a building block for what is learned later in the field placement.

Learning must also be meaningful for students. Sometimes students object to answering the telephone. They may see that as a clerical responsibility. Yet it is often in performing this task that one must demonstrate knowledge about the organization and demonstrate an ability to engage the caller and elicit appropriate information in order to answer the request or refer the caller to the correct person. If, however, the entire term were to be spent solely performing this task, the student would not be able to fulfill the School of Social Work's requirements for the field placement.

Field instructors will occasionally ask students majoring in interpersonal skills to do a process recording on a selected case. (Process recording is a supervision tool in which the student captures the dialogue and events of an interview in a very detailed manner. The field instructor reviews the written material with the student. The field instructor asks questions and makes comments that will assist the student to develop and to refine his or her skills. Audio and video-tapes are also used in this same way.) It would be inappropriate however, for the student to be asked to do this with every interview. It would also be inappropriate if no joint review of the material occurred. Students need to observe the agency privacy guidelines for sharing and releasing information related to the activities of the field placement. This includes tapes, papers, and classroom discussion. For additional information on the HIPAA privacy regulations, MSW students can check the courseweb site or look under the “resources” section of the field material on the school’s web site.

The student role is not the same as an employee role. CSWE prohibits substitution of employment as a field placement. Students participate in an orientation period and engage in training that is sometimes similar to the training of employees. Tasks they perform may at times be identical to those of other staff. They are expected to comply with organizational practices as do staff. Students do not carry the
workload of paid staff. Their educational assignments are structured to emphasize learning, not merely completion of a task. They engage and participate in educational supervision that we call field instruction; this is differentiated from administrative supervision that employees more commonly receive. Administrative or agency supervision as it is sometimes called focuses on getting the work done, not the actual learning required to complete and understand or assess the task or one's performance.

Students and field instructors are expected to utilize the Field Learning Plan as a guide in regular instructional and supervision meetings. The student is expected to actively participate and submit written, audio and visual materials as requested by the instructor and to meet agreed upon deadlines. As an adult learner, the student is an active learner. Asking, clarifying, seeking out new information and participation are essential to this role.

On the other hand, the field instructor is expected to assure that instructional meetings have a focus, adhere to the guidelines established, and provide the student with critical feedback related to the completed assignments.

Sometimes students have difficulty with critical feedback. They may interpret the information too personally and conclude that the supervisor doesn't like them. Others may reject the critical feedback as they think to themselves: what does the field instructor know anyhow? Feedback is important in shaping practice skills and in developing professionally. (See information on Suggestions for Giving and Receiving Feedback in the Resource page www.pitt.edu/~pittsw/academics/fielded/links.html. A student who has difficulty with receiving feedback needs to talk with his or her field instructor; the capacity and the development of self-reflective skills are essential to the professionalization process. If a problem exists in the giving or receiving of feedback, the field education assistant or the faculty advisor needs to be consulted as soon as possible. Waiting until the end of the term is too late. Many valuable opportunities will have been missed. The student is referred to "Guidelines for Problem-Solving" located in the Policies and Guidelines section at the end of this information.

Evaluation of practice

Evaluation of practice is a skill that students must learn. Evaluation of practice means that the student develops a methodology to ascertain the effectiveness of client or program interventions. While the required research courses in both the BASW and MSW Programs include the basic content for evaluation of practice, many of the methods courses also provide content relevant for practice evaluation.

Common tools used to develop “evaluation of practice” include surveys, questionnaires, rapid assessment tools, schedules, focus groups, before and after comparisons, inventories, statistical analyses, etc. Most agencies use several methods to evaluate practice effectiveness even though field instructors may not readily associate these methods with applied research.

In the generalist method (BASW) and the generalist perspective and foundation (MSW) field placements students are expected to engage in a broad base evaluation of some aspect of the agency’s work or the student’s learning tasks. The following are but a few examples to illustrate how such evaluation can be built into the field learning plan and the student’s experience.

In one setting, the student reviewed the applications that were denied for services to determine what the reasons were and whether or not services could be received from other auspices. This evaluation of an agency practice uncovered data that permitted the agency to apply for funding from another source and to target services to this group of people. This example of an evaluation of practice included policy analysis, planning, and grantsmanship - an exciting way for a student to see the pragmatic implications of applied research.

In another setting, a student canvassed staff through informal discussions, then through a more formal survey. The focus of the task was to ascertain what concrete action might better support the efforts of an already heavily burdened staff. The student ascertained that the development of a shared and current community resource information system would be most helpful. The student, with staff input and support,
was then able to collaboratively plan and launch this project. While the project was meant to support staff, the student also learned about the type of resources used by this organization, how referrals were made, and how to synthesize information to be most useful to staff.

In another example, a student initially developed an inventory and tracked consumer complaints about services. Analysis of the data concretized around two major problems that could be clearly identified and tracked. This problem statement led to the formulation of steps for correction. In the process, the student learned how to apply the problem-solving steps to consumer concerns.

On an individual level, a student taught an adolescent how to monitor, then how to alter a particularly offensive behavior. Incentives for success were identified by the client and student (with the help of the field instructor). All could then observe, monitor, and measure the results of the intervention.

In the advanced practice field placement, students should use concentration specific research methods in their learning.

- Direct practice students should be able to measure the results of the effectiveness of interventions with individual clients/consumers, families, and groups regardless of the model (social systems, psychodynamic, cognitive-behavioral) they choose for specialization.
- COSA students should be able to assess community and organizational needs and strengths as well as to evaluate program outcomes.

**Evaluation**

Throughout the term the student needs to know how he or she is performing. With the student evaluation, there should be no surprises. In preparation for the final evaluation, the student and field instructor need to review the Field Learning Plan and the criteria outlined by the School of Social Work in the Student Evaluation Form. Separately, each is to evaluate using the identified criteria. This is followed by a joint conference in which both student and field instructor share information. The grade for the student is recommended at this time. The field instructor forwards the results of the conference to the School. The final grade is given by the field liaison.

Undergraduates receive letter grades for field placement. The scale for the letter grades is outlined on the BASW student evaluation form.

Unless specified by the student, graduate students may receive a grade of S (Satisfactory) and N (Non-satisfactory). S and N grades are not computed in the overall GPA.

If a graduate student wishes to receive a letter grade, the student must complete a grade option form, which is signed by the faculty advisor and returned to 2110 C.L., no later than the tenth (10th) week of the fall and spring Trimester; no later than the fifth (5th) week of the Summer Session I and/or II.

The student evaluation for MSW students is due two weeks before the close of the term. The specific due date for MSW evaluations can be found on the Field Education Schedule.

Students sometimes disagree with the evaluation on a particular point. The active learner takes responsibility for differences of this nature and asks for discussion of the matter. In the discussion, the student seeks the basis for the determination. If it is unjustified, the student has responsibility to present accurate data to validate his or her point of view. Significant differences in opinion that do not get resolved need to be brought to the faculty advisor's/field advisor's attention.

Any time a problem develops in the field placement, the student and field instructor are expected to make an attempt towards resolution of the problem. If they are not successful, the field liaison needs to be
involved. In extreme situations, the concentration chairperson, the Director of Field Education, the Director of the BASW or MSW program / Associate Dean of Academic Affairs may be involved. The student is expected to engage in problem-solving following established guidelines.

Students are required to complete the EVALUATION OF THE FIELD EXPERIENCE FORM prior to the completion of their field experience in a particular organization. The completed form is returned to the field education administrative support staff person in Room 2109 C.L. This evaluation form assists the Director of Field Education to continue to evaluate the appropriateness of each site and of each field instructor for continued student placement opportunities. Field instructors are additionally sent an Evaluation of Field Processes Form so that they may give feedback on the school’s performance of responsibilities related to the student field assignment.

**Field Education Liaison Visits**

The Council on Social Work Education requires that School of Social Work representatives have contact with field instructors and students during the field placement. This can occur at the beginning of field placement especially with new field instructors, during the middle, or at the end of the term. While there are many variations of the structure of field liaison visits during the field placement, there are certain themes that are central to the discussion during these visits.

1. How well can the student describe the agency or department, the types of services, clients / consumers / constituents, and interventional processes that are utilized?

2. Who are the populations at risk and what is the diversity of the clients/ consumers /constituents that the student is working with?

3. What are the quantity and quality of the field learning experiences?

4. What are the amount, type of, and quality of field instruction? How has the field instructor furthered the student’s development?

5. Give examples of the integration of field and classroom learning.

6. Give examples of diversity, ethical and social justice issues that are observed or discussed in the field experience.

7. How has the field experience influenced the student’s development of a professional self?

8. How has the student and field instructor prepared for ending the field experience?

Students and field instructors often ask HOW to prepare for this visit. Styles and formality often vary among School of Social Work representatives from the University of Pittsburgh, but in some form, students and field instructors should prepare to:

- demonstrate what the student has learned by way of a verbal summarization, discussion of specific cases, groups, projects, or situations;
- demonstrate that the learning is appropriate to and advances the completion of the student’s educational outcomes;
- demonstrate that the learning has been supervised.

If your field liaison has not called to schedule a visit at least one month prior to the end of a field placement, please call that person as a reminder. Do not hesitate to call your field advisor or field liaison at any time during the field placement for consultation or assistance in problem-solving.
**Ending the Field Placement Experience**

Termination or coming to closure with the field placement experience is probably the least well conducted aspect of the field placement process. To say good-bye to staff with whom you may have developed relationships, and with your field instructor may not be easy.

You demonstrate your ability to completely fulfill your responsibilities by completing such tasks as returning materials, developing closing or final summaries, transferring unfinished work for which the organization is responsible to another individual, and clearing your work area.

Remember to say, "Thank you," to all who assisted you. Everyone who worked with you wants to hear they are appreciated and have contributed to your experience in some way.

You may want to begin talking about termination with your instructor and clients at least a month before you leave. Make sure your last date is set well in advance and that it is confirmed with your field instructor. Ask for help in preparing your concluding activities. It is advantageous to rehearse with your instructor or other staff with whom you closely work what you will say to clients. Sometimes termination of intervention with the client or closure of a project or group is acceptable at this time; in other situations, arrangements for a transfer or continuation of service are required. These decisions need to be made in consultation with your field instructor. Termination needs to be planned to avoid untimely interruptions in service delivery, or projects, or administrative responsibilities.

The field placement experience is rarely a perfect or ideal one. There are ups and downs as in any other life experience. Liking your field instructor and what you are doing at the site helps, but *to learn what you are expected to learn as you become a professional social worker* is really what the experience is all about.
Field Education Objectives for the BASW Student

The General Method

The focus of field placement for the BASW student is the general method. The general method is described as: the application of knowledge, values and skills of the general method of problem-solving, which spans the processes of engagement, data collection, assessment, intervention, evaluation, and termination. Preparation in the generalist method focuses on the application of the method to client/consumer systems of various sizes (individuals, families, groups, communities, organizations). Key to this problem-solving approach is its applicability to multicultural contexts, focusing on the strengths inherent in client/consumers and systems. The ethics and values of the social work profession anchor this practice.

The following objectives are used in conjunction with the Field Learning Plan and the end of the term final evaluation form to determine how the student has performed during the field placement assignment. These objectives cover a two term period, even though each term is evaluated separately. By mid term first semester, the student is expected to be sufficiently oriented to the agency or organization and to have begun direct contact with client systems of different sizes. Development of a beginning awareness of self, use of theoretical knowledge, application of skills and social work values should be evidenced. The second term should reflect increasing proficiency in skills, both professional and work management, including the use of oral and written communications consistent with the language of the practicum setting and of the profession. The second term should also reflect the demonstrated use of professional supervision to enhance learning as well as in-depth understanding and critical analysis of the nature of the agency’s or organization’s services and the special population(s) served.

KNOWLEDGE

1. Understand the historical framework, organizational structure, mission statement(s), and eligibility requirements of the agency.

2. Understand the network of formal and informal resources used by the agency to support consumer and/or client systems of various sizes (individuals, families, groups, communities, and organizations.)

3. Within the context of the general method, understand the contributions of other professions to social work as well as the contributions of social work to other professions.

4. Know about the demographics, structure, resources, and culture of the geographic and/or service area of the neighborhood or community to which the student is assigned or in which the agency is located.

5. Understand the application of a bio-psycho-social spiritual framework to understand individual development and behavior across the life span and in the interactions among individuals and families, groups, organizations, and communities.

6. Understand how legal, economic, and social welfare policies impact the lives of diverse and oppressed populations, particularly those served by the agency/organization.


8. Evidence understanding of the application of advocacy skills that promote social and economic justice.

9. Understand how a strengths perspective promotes responsive and effective practice with clients/consumers.
10. Evidence knowledge of research approaches relevant to generalist practice.

SKILLS

1. Develop effective relationships with clients and colleagues.
2. Apply critical thinking skills within the context of social work practice.
3. Explain agency services to non-agency people.
4. Use both verbal and written communication relevant to generalist practice.
5. Utilize a problem-solving approach (engagement, data collection, assessment, intervention, evaluation, and termination) as appropriate with systems of varying sizes and with a focus on populations-at-risk.
6. Evidence practice techniques to help clients/consumers to utilize their strengths to increase their abilities to problem solve, cope, and network or engage in mutual aid.
7. Demonstrate ability to link and assist clients/consumers with accessing resources, services, and opportunities.
8. Demonstrate advocacy skills that promote effective services and resources for promoting social and economic justice and social change.
9. Apply research methods and findings and related tools to evaluate policy and practice interventions.
10. Apply information technology as appropriate to social work practice in field placement.

VALUES and ETHICS

1. Practice in a manner consistent with the concept of individuality (uniqueness of the person).
2. Apply the principle of confidentiality and conform to agency guidelines regarding information privacy.
3. Support the client/consumer’s right to self determination except when the client’s actions or potential actions pose a serious, foreseeable and imminent risk to themselves and others.
4. Evidence openness to new approaches in order to meet the client’s/consumer’s identified needs.
5. Apply social work values and ethics consistent with the profession’s advocacy for social and economic justice.
6. Abide by the NASW Code of Ethics in practice situations, seeking out supervisory consultation in ambiguous situations.
7. Practice in a manner that is responsive to the identified needs of others.
8. Place professional interests above personal interests.
9. Use a culturally sensitive approach with diverse and oppressed populations.
10. Identify with the social work profession.

**PROFESSIONAL MANAGEMENT**

1. Separate personal from professional values.
2. Use reflection as a means to develop and enlightened practice.
3. Seek and use supervision effectively.
4. Demonstrate commitment to ongoing professional growth and development (for example, make use of conferences and in-service training).
5. Work productively with support staff, other collaterals, and professional colleagues.
6. Adapt positively to new situations.
7. Project an appearance which facilitates his / her own work with client systems.
8. Demonstrate the ability to meet time requirements for assignments and scheduled practicum hours (including completing all assignments as agreed upon in The Field Learning Plan).
9. Work productively with interdisciplinary teams, including active participation at staff meetings.
10. Apply the appropriate and professional use of information technologies.

**Foundation Field Learning Objectives for the MSW Student**

**The Generalist Perspective**

The MSW Program provides a foundation education based on a “generalist perspective.” The generalist perspective stresses the importance of understanding the interaction between the client (which can entail an individual, family, small group, organization, or community) and the client’s social environment(s). The generalist perspective leads to a view of the client as an active agent both influencing and being influenced by multiple environmental contexts. This orientation requires students to be knowledgeable about and to develop the skills to intervene at the micro, mezzo, and macro levels. It necessitates that students be able to communicate effectively with clients, other professionals, and various community organizations and institutions.

The generalist perspective suggests a process for understanding practice situations and applying interventions that are theoretically derived, empirically supported, and culturally relevant to diverse population groups. This analytic and interventive process of problem solving involves the following steps: engagement, assessment, intervention, evaluation, termination, and follow-up. These steps enable students to work with clients across the life span, with diverse client populations, and with systems of various sizes. What distinguishes them from other methods of “helping” -- what makes them unique, empowering, and effective -- is the professional ethics and values base that informs them.

The generalist perspective, therefore, provides both a thematic link among the foundation courses and field experience and a basis from which to develop more advanced, concentration-specific knowledge and skills. It offers a conceptual framework for integrating theoretical and empirical information and for engaging with and on behalf of clients. Thus, by grounding MSW students in the generalist perspective, the MSW Program makes progress toward achieving both its goal and objectives and the School’s mission.
The focus of the foundation field placement is to provide all students with a structured learning experience that applies foundation knowledge and a generalist perspective to field learning tasks.

Educational Goal #1

Application of Foundation Knowledge* in the Field Placement

Organizational Objectives
a.1. To be knowledgeable about the agency or organization in which field placement occurs. (This includes mission, organizational structure, policies, personnel practices, programs, finances, culture and the problems and issues that impact the organization.)

a.2. To know about legal and social policy issues that apply to the organization and the people served.

a.3. To become knowledgeable about a variety of practice roles* with and within a variety of systems.

Community Objectives
b. To know about the demographics, structure, resources and culture of the neighborhood or community to which the student is assigned or in which the agency and/or organization is located.

Target Population Objectives
c.1. To become increasingly knowledgeable about the structure, dimensions and dynamics or processes of individuals, groups and families to which the student is assigned.

c.2. To understand simple interactions that occur among individuals, and between individuals, families and groups to which the student is assigned.

c.3. To be able to identify and to understand the impact of oppressive and discriminatory attitudes, policies and practices upon people's lives.

* Foundation knowledge includes: human behavior and the social environment, social work values and ethics, diversity, social and economic justice, populations-at-risk, social welfare policy and services, social work practice, and research.

** Practice roles includes but are not limited to: administrator, advocate, behavior changer, broker, caregiver, community planner, consultant, data manager, educator, enabler, evaluator, mediator, and outreach worker.

Educational Goal #2

Application of Foundation Skills* in the Field Placement

Foundation Skill Objectives
a. To develop competency in the foundation skills.

1. To assess, define and prioritize the problem(s) and identify strengths and / or supports;
2. To identify and evaluate alternative solutions and / or interventions;
3. To select and implement solution(s) or intervention(s);
4. To evaluate outcome(s);
5. To terminate; and
6. To follow-up.
b. To use effective communication skills, both oral and written, with a variety of populations, colleagues and members of the community.

c. To develop collaboration skills with consumers, colleagues, staff and others.

d.1. To conceptualize problems, opportunities and interventions.

d.2. To help individuals, families and groups, communities, and/or organizations to use their strengths to pursue a course of action through the use of problem-solving skills.

e. To apply relevant research as well as other pertinent information to practice situations.

f. To be able to identify and systematically evaluate the outcome(s) of intervention(s) through formal methods.

**Educational Goal #3**

Application of Social Work Practice Values and Ethics* in the Field Placement

**Objectives**

a. To identify and develop a practice that is consistent with social work values, ethics and traditions while working with individuals, families, groups, communities, and organizations. This includes knowledge of and practice consistent with the NASW Code of Ethics.

b.1. To think critically within a framework that acknowledges diversity (age, class, culture, physically and mentally challenging conditions, ethnicity, gender, race and sexual orientation).

b.2. To apply knowledge and skills that result in cultural and diversity competency.

b.3. To employ a strengths-based perspective in work with individuals, families and groups.

c. To respect and protect the confidentiality of individuals, families, groups and organizations in which the field placement occurs.

d. To develop and engage in advocacy skills (as appropriate within the field placement assignment) related to issues of social and economic justice for clients, consumers and constituents.

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6) Social workers are responsible for their own ethical conduct, the quality of their practice, and seeking continuous growth in the knowledge and skills of their profession.

**Educational Goal #4**

**Socialization into the Profession and the Development of an Enlightened Professional Self**

**Personal Issues, Conflicts, Differences, Limits, Boundaries Objectives**

a.1. Through introspection, to examine personal issues and to learn how to resolve conflicts when personal beliefs and biases are inconsistent with the values and ethics of the profession.

a.2. To accept, work with and/or seek appropriate assistance for people whose lifestyles, background and attributes are different from those of the student.

a.3. To recognize professional limitations as well as strengths.

a.4. To establish professional boundaries.

**Supervision and Continuing Education Objectives**

b.1. To prepare for, to participate in and to use supervision appropriately, including the use of constructive criticism and objective performance evaluation.

b.2. To actively engage with the field instructor and/or faculty advisor / field liaison in problem solving activities when having difficulties in supervision or in the field placement.

b.3. To seek additional training and/or supervision when needed or recommended.

b.4. To demonstrate an understanding of the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness of local, regional, national and international current events, especially those with social implications.

**Work Management Objectives**

c.1. To consistently organize and make efficient use of time including meeting deadlines and attending to ongoing details of assignments.

c.2. To develop preparation and relationship building skills as they relate to assignments.

c.3. To effectively and consistently plan for, summarize and bring assignments to a close.

c.4. To become computer literate to the extent needed to effectively function in the field placement.
Concentration or Advanced Practice Field Placement Objectives for MSW Students

Direct Practice with Individuals, Families, and Small Groups, Community Organizing and Social Administration (COSA)

The focus of the concentration field placement is to provide students with an experience to engage in structured learning objectives that specifically relate to their chosen concentration. This experience should build on the foundation field placement objectives.

Educational Goal #1
Application of Concentration Knowledge* in the Field Placement

Organizational Objectives
a.1. To be knowledgeable about the agency or organization in which field placement occurs. (This includes mission, organizational structure, policies, personnel practices, programs, finances, culture and the problems and issues which impact the organization.)

a.2. To know about legal and social policy issues that apply to the organization and the people served.

a.3. To become knowledgeable about a variety of practice roles** with and within a variety of systems.

Community Objectives
b.1. To know about the demographics, structure, resources and culture of the neighborhood or community to which the student is assigned or in which the agency and/or organization is located.

Target Population Objectives
c.1. To become increasingly knowledgeable about the structure, dimensions and dynamics or processes of individuals, groups and families to which the student is assigned.

c.2. To understand both simple and complex interactions that occur among individuals, and between individuals, families, groups, communities, and organizations to which the student is assigned.

c.3. To be able to identify and to understand the impact of oppressive and discriminatory attitudes, policies and practices upon people's lives.

*Concentration knowledge includes the foundation knowledge of human behavior and the social environment, social work values and ethics, diversity, social and economic justice, populations-at-risk, social welfare policy and services, social work practice, and research as well as the specific knowledge for one of the following:

Direct Practice knowledge includes concentration-specific courses such as Human Behavior and the Social Environment (child, adult, or aging), social policy (Child and Family Policy, Health Systems and Public Policy, or Social Policy and Gerontology) and research (Qualitative Research, Evaluation Research, Single Subject Research).

Community Practice (COSA) knowledge includes concentration-specific courses such as Organizations and Public Policy, Human Behavior in the Urban Environment, and COSA I, II, and III, Evaluation Research in the Social Services).

* Concentration Practice roles include the foundation or generalist roles of administrator, advocate, behavior changer, broker, caregiver, community planner, consultant,
data manager, educator, enabler, evaluator, mediator, and outreach worker. In addition, students are expected to engage in the following:

Direct Practice roles build upon foundation practice roles. These include, but are not limited to: advocate, behavior changer, broker, case manager, crisis intervener, counselor, discharge planner, educator, employee assistance counselor, enabler, family therapist, group worker, in-home intervener, medical social worker, psychiatric social worker, outreach worker, psychotherapist, and school social worker.

Community Practice (COSA) roles build upon foundation roles. These include but are not limited to: administrator, board developer, financial manager, fund-raiser, human resource manager, legislative aide, organizational analyst, program director, supervisor, program evaluator, program planner, public policy analyst, coalition builder, community developer, community planner, fund-raiser, grassroots organizer, lobbyist, human service networker, leadership developer, mediator, negotiator, organizer, and recruiter.

Educational Goal #2

Application of Direct Practice with Individuals, Families, and Small Groups; Community Organizing and Social Administration (COSA) Concentration Skills in the Field Placement

Concentration Skill Objectives

a. To develop competency in concentration skills.

For Direct Practice with Individuals, Families, and Small Groups

1. Preparation, Engagement and Skills
2. Middle or Working Phase Skills
3. Termination or Ending Skills
4. Specialization skills: Psychodynamic, or Cognitive-Behavioral or Systems Perspective
5. Evaluation

a.1 To specialize in one of the following models/perspective and be able to apply theory and techniques of that model / perspective: Psychodynamic, Cognitive-Behavioral, or Systems.

For Community Practice (COSA)

1. Assessment of community and /or organizational skills (strength and needs based assessments)
2. Implementation skills (program planning, development, and implementation, financial management of non profits, supervision and personnel management)
3. Management skills (develop resources, programs and staff, apply for grants)
4. Communication skills (computer literacy, speak and write effectively, facilitate group activities)
5. Research skills (gather, analyze, and evaluate data related to program effectiveness and social policies)

b. To use effective communication skills, both oral and written, with a variety of populations, colleagues and members of the community.

c. To develop collaboration skills with consumers, colleagues, staff and others.

d.1. To conceptualize both simple and complex problems, opportunities and interventions.
d.2. To help individuals, families and groups, communities, and /or organizations to use their strengths to pursue a course of action through the use of problem-solving and concentration-specific skills.

e. To apply relevant research as well as other pertinent information to practice situations.

f. To be able to identify and systematically evaluate the outcome(s) of intervention(s) through formal methods.

**Educational Goal #3**

**Application of Social Work Practice Values and Ethics* in the Field Placement**

**Objectives**

a.1. To identify and develop a practice that is consistent with social work values, ethics and traditions while working with individuals, families, small groups, communities, and organizations. This objective includes knowledge of and practice consistent with the NASW Code of Ethics.

a.2 To be able to identify ethical issues and dilemmas as they relate to practice.

a.3. To learn how to participate in the resolution of ethical dilemmas.

b.1. To think critically within a framework that acknowledges diversity (age, class, culture, physically and mentally challenging conditions, ethnicity, gender, race and sexual orientation).

b.2. To apply knowledge and skills that result in cultural and diversity competency.

b.3. To employ a strengths-based perspective in work with individuals, families and groups.

c. To respect and protect the confidentiality of individuals, families, groups and organizations in which the field placement occurs.

d. To develop and engage in advocacy skills (as appropriate within the field placement assignment) related to issues of social and economic justice for clients, consumers and constituents.

**Social work values and ethics include the following:**

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Educational Goal #4

Socialization into the Profession and the Development of an Enlightened Professional Self

Personal Issues, Conflicts, Differences, Limits, Boundaries Objectives
a.1. Through introspection, to examine personal issues and to learn how to resolve conflicts when personal beliefs and biases are inconsistent with the values and ethics of the profession.

a.2. To accept, work with and/or seek appropriate assistance for people whose lifestyles, background and attributes are different from those of the student.

a.3. To recognize professional limitations as well as strengths.

a.4. To establish professional boundaries.

Supervision and Continuing Education Objectives
b.1. To prepare for, to participate in and to use supervision appropriately, including the use of constructive criticism and objective performance evaluation.

b.2. To actively engage with the field instructor and/or faculty advisor / field liaison in problem solving activities when having difficulties in supervision or in the field placement.

b.3. To seek additional training and/or supervision when needed or recommended.

b.4. To demonstrate an understanding of the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness of local, regional, national and international current events, especially those with social implications.

Work Management Objectives
c.1. To consistently organize and make efficient use of time including meeting deadlines and attending to ongoing details of assignments.

c.2. To develop preparation and relationship building skills as they relate to assignments.

c.3. To effectively and consistently plan for, summarize and bring assignments to a close.

c.4. To become computer literate to the extent needed to effectively function in the field placement.
Field Education Policies

Introduction

The Field Education Program in the School of Social Work, University of Pittsburgh operates under the leadership of the Director of Field Education who reports to the Associate Dean for Academic Affairs.

The following definitions are for terms used throughout these policies:

- A **field instructor** is the individual who meets the qualifications to supervise the student. See the School Policy, *Selection of Field Instructors* for additional details.

- A **field liaison** is the individual who is responsible for following and monitoring assigned students through the field experience and for visiting the student and field instructor at least once per term. Field liaisons may be faculty or professional staff from Field Education.

- A **field advisor** is a member of the Field Education unit who has responsibility for placing students. Field advisors may also serve as field liaisons.

- A **task supervisor** is an individual in the agency who provides day-to-day supervision of a student when a qualified field instructor is not available.

### Field Placement Requirements

Approved November 19, 2003

Field placement is a requirement for the social work degree in the BASW and MSW Programs.

1. In the BASW Program, students are required to complete 600 hours (12 credits) of field placement over two consecutive terms in the same setting. The field placement occurs concurrently with course work during the student’s senior year. Students are in the field organization for three days per week, usually for 8 hours each day.

   The focus of the BASW experience is generalist practice.

2. In the MSW Program, full time regular students complete 1296 hours (18 credits) of field; advanced standing students complete 936 (13 credits) or 1008 (14 credits) depending on the number of advanced standing field credits that are awarded. The field placement occurs concurrently with course work. The first or foundation field placement begins in the Spring term of the first year for full time students. It is three days per week, usually for 8 hours each day. This is followed by the “block” placement (not concurrent) in which the student is in the field organization for five days per week during the Summer Session I. Both periods of field placement are consecutive and in one organization.

   - The focus of the first five credits or foundation field experience is the generalist perspective. The additional three credits of this field placement serve as a bridge to the concentration in which the student’s learning shifts gradually to substantive knowledge and skills required by the concentration.

   - During the second year or concentration period, the student is placed in a second field setting. This second or concentration field placement consists of two consecutive terms in the same setting running concurrently with courses. Students are in field for three days per week for each term.
• The focus of the second field experience is defined according to the concentration, either Direct Practice with Individuals, Families, and Small Groups or COSA (Community Organization and Social Administration).

• Advanced standing students are considered to be in the concentration and therefore complete three terms of field placement in the same setting.

3. Both BASW and MSW Programs:

• **Part time students** will follow the schedule established by the program for completion of field placement. Part time students may complete **no less than 16 hours per week** for the field placement schedule, eight of which should be during the daytime operations of the organization, and must satisfactorily complete the **total** number of hours required by the program.

• Students requesting an **employment-based field placement** should follow School Policy, Employment-Based Field Placements. (Described later in this section.)

• Students requesting **special accommodations** should notify their field advisor and academic advisor and should contact the Disability Resources and Services, 216 William Pitt Union, as early as possible. DRS will verify the disability and recommend reasonable accommodations for the field experience.

• The design of the field experience should meet the program’s educational requirements. The amount of time a student spends in field should be reflected in her or his registration.

• A student must submit a written request for **deviation from the established educational design for field** to her or his academic and field advisor, the Program Director and the Director of Field Education. The Director of Field Education will respond to this request. Circumstances that may necessitate such a request might be the need for a personal leave as a result of illness, moving to another area, or an acceleration of hours.

• A student who is interested in a field placement out of the geographic area should submit a written request to the academic and field advisors, Director of Field Education, and Program Director. The field advisor is responsible for conferring with other designated program faculty. Final approval of a request will be made by the Director of Field Education and is contingent on the availability of an approved field placement, field instructor, and field liaison to monitor the student’s experience.

• When significant distances (more than 90 minutes travel time from the university) are involved, the field placement may be monitored through conference call, email, or through a field liaison from a nearby accredited school familiar with the field organization and field instructor. If the field placement is monitored by a field liaison from another school, a formal Release of Information should be signed by the student and kept in the student’s academic folder.

• All students are required to purchase **malpractice coverage** from the university to cover the period of field placement. A student is not permitted to begin field placement without purchasing this coverage. Further, the student may sacrifice accrued hours if found to have begun field without purchasing the coverage.

• Each student is expected to follow the **university calendar in observance of designated holidays**. In agency situations where a student’s observance of a University holiday would result in hardship or problem in the organization’s program, the student may negotiate an agreement satisfactory to all parties: student, field instructor, and field liaison. A statement of this change or agreement should be placed in the student’s file. Students are not required to make up agency holidays that are not observed by the University.
**Program Requirements for Student Admission to Field Education**
Approved November 19, 2003

BASW students submit a request for field placement in the Spring of their junior year. At that time they should have satisfactorily completed the criteria as specified in the School Policy on Academic Standing. Refer to BASW Program Requirements in this manual.

Students in the MSW Program are required to request field placement by the time they have satisfactorily completed 21 credits of required social work courses as specified in School Policy on academic Standing. Refer to MSW Program requirements in this manual.

**School Procedures**

1. Students will submit the written request for field placement along with two copies of a current resume at the designated time.

2. Students will be given an appointment to meet with a field advisor.

3. See additional procedures in this section, Placing and Monitoring Students.

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**Criteria and Procedures For Selecting Agencies And Field Instructors; Placing and Monitoring Students; Maintaining Field Liaison Contacts With Agencies and Evaluating Student Learning and Agency Effectiveness in Providing Field Instruction**
Approved November 19, 2003

**A. Selection of Agencies**

**School Policy-Agencies**

Agencies are selected based on their ability to: 1) provide learning assignments appropriate to the student’s educational program and level, 2) to provide a qualified field instructor(s), and 3) to sign a university affiliation agreement.

**School Procedures**

1. Agencies can be identified as a possible field site in various ways: identification by Field Education professional staff, program faculty, UPJ and UPB Program Coordinators, referral from other field instructors or agency training coordinators, students, and self referral.

2. Field Education professional staff and UPJ and UPB Program Coordinators will initiate a discussion with an agency representative to explore agency interest in becoming a field site, possible learning opportunities within the agency, and identification of a qualified field instructor. A brief review of school and agency responsibilities occurs at that time.

3. A site visit is made by personnel from the Field Education professional staff and the UPJ and UPB Program Coordinators when possible.

4. Field Education personnel and UPJ and UPB Program Coordinators make a recommendation regarding accepting the agency as a field site. With a positive recommendation, the affiliation agreement is executed, the agency is listed in the field database, and students may be placed.

5. The following information is sent to the agency for completion and return to Field Education: database survey form, field instructor application, and university affiliation agreement.
Details

1. The university affiliation agreement may be revised from time to time to allow for changes in educational policies, laws, and other significant factors that may impact field placement.

2. The university affiliation agreement should be renegotiated when executive personnel in agency/school changes or when the agency is significantly restructured.

3. The school does not maintain health records and clearances of students.

4. In most instances, field advisors will not recommend using agencies that have been in operation for less than one year as a field placement site.

B. Selection of Field Instructors

School Policy-Field Instructors

Category #1

Field instructors for the School of Social Work are expected to have a Master’s degree from an accredited school of social work and have two years post-Master’s experience. The equivalency for the post-Master’s experience could include (1) demonstrated competence in social work practice for at least five years prior to entrance to graduate school, or (2) maturity and demonstrated leadership ability in related areas.

Category #2

Because of the educational needs of the student, or in the absence of an available agency person who meets the requirements as set forth in Category #1 above, individuals from related social work disciplines may be appointed to oversee the student’s work in the agency. Such individuals are referred to as agency task supervisors. The field instructor of record for the student may be an experienced MSW elsewhere in the agency or community, or a faculty member of the School of Social Work.

All field instructors and agency task supervisors should have the interest and ability to teach, the ability to conceptualize and articulate information, the self awareness to function as a role model, competence within their area, adherence to the NASW Code of Ethics, and the insight needed to problem solve. They should be able to relate these skills both within and beyond their specific agency practice in their teaching and supervision with a student.

New field instructors and agency task supervisors are strongly encouraged to attend field instructor orientation and training before supervising a student or during the first term of field instruction.

Full time and part time students enrolled in the BASW or MSW program cannot serve simultaneously as field instructors. Individuals from other educational programs who are completing an internship in the agency may not supervise social work students.

Procedures

1. A discussion occurs with a potential field instructor in which the practitioner’s interest and eligibility to be a field instructor is assessed.

2. The potential field instructor is informed of the responsibilities the school requires of all field instructors.
3. The potential field instructor is asked to complete the formal Field Instructor Application.

4. A letter of appointment of the potential field instructor as field instruction faculty for the School of Social Work is sent upon completion of the application form and assignment of a student.

Details

1. Field instructors are given a faculty appointment to the University of Pittsburgh as field faculty; however, the Affiliation Agreement between the Field Education Organization and the University of Pittsburgh School of Social Work is not intended to create an employment or agency relationship between the University and any field instructor or other employee of the agency.

2. Regarding employment-based field placements for full and part time students, the field instructor should not be the person who is the employment supervisor. If there is no other qualified person in the agency, an experienced MSW elsewhere in the agency or community or a faculty member of the School of Social Work may serve as field instructor. An employment-based field placement is defined as a field placement that occurs in the student’s place of employment, but is not the student’s employment position. Such field placements must meet the criteria described in the Employment-Based Field Placement Policy.

3. The University offers benefits to field instructors such as tuition reduction, continuing education discount, and library privileges. These benefits are granted by the University and school administration and are subject to change.

C. Placing of Students

School Policy-Placing Students

Students in the BASW and MSW Programs receive their field placement assignment from the Field Education unit. Students are not permitted to shop for field placements, but there may be circumstances such as the student living a distance from the university or having knowledge of a possible new site for the school in which the student is asked to provide information to the field advisor for further exploration.

When a student or field instructor does not agree to the field placement assignment, the student is sent to another setting and field instructor. Students who are not placed after the interviewing process following a third field agency referral are referred to the Program Director and/or the Associate Dean for Academic Affairs for review. In the BASW Program, this would include a maximum of three referrals for Practicum I and Practicum II. In the MSW Program, this would include three referrals for the first field placement, three referrals for the second field placement, and three referrals for the advanced standing field placement. When a student is not placed by the end of the drop / add period, the student will be referred to the Program Director and/or the Associate Dean for Academic Affairs for review.

Students must obtain malpractice insurance to cover the period of the field placement. They are also responsible to obtain any clearances or health tests required by the field organization. Clearances should be obtained in advance of the field placement in order to avoid a delay in commencing placement activities at the field organization.

Students are responsible for obtaining, completing with the field instructor, and returning the field learning plan and field evaluation form for each term of the field placement. No grade can be given until the evaluation form is received in the school and reviewed by the field liaison. Satisfactory completion of hours and the field learning evaluation are the basis for awarding grades.
In the BASW Program, students receive letter grades for Practicum I and Practicum II. Passing for field is a C- grade. (Reference is made to the School Policy, Academic Standing in the BASW Program.)

In the MSW Program, the grade options are satisfactory or unsatisfactory. (Reference is made to School Policy, Academic Standing in the MSW Program.)

Students requesting an “I” grade for field because field requirements have not been satisfied by the end of the term, must follow the School’s policy for “I” grades. The student must submit to her / his field liaison a written request for the extension, the reasons for the extension, and a length of time for which the extension will be valid. This should be done by the end of the term for which the student is requesting the “I” grade. The field liaison will prepare a letter in response to the student’s request and that letter along with the request will be placed in the student’s folder and a copy sent to the Director of Field Education.

Students are also responsible for completing and returning the evaluation of the field placement.

Students who receive stipends from the agency for field placement are expected to notify their field advisor. When feasible, the stipend should flow through the business office of the school to avoid confusion between employment and field placement.

Students are not permitted to terminate an assigned field placement without having engaged in a problem solving process with their field instructor and field liaison. The field liaison is the person who has responsibility for terminating the field placement. Reference is made to the School Policy, Problem Solving in Field Placement.

Procedures

1. A student field planning seminar is held each year for baccalaureate students in the Fall and for master’s students in the Fall and Spring of each year. The purpose of these seminars is to provide students with both an overview and the details of how to begin the process of obtaining a field placement.

2. The student submits a formal request for field placement with a copy of a resume to the Field Education administrative support person prior to the deadline date. An electronic copy of the resume will also be requested by the assigned field advisor.

3. The student is interviewed by personnel from Field Education and subsequently notified by phone or email of the proposed field site and field instructor.

4. The student is responsible for making an appointment for an interview at the site with the proposed field instructor.

5. Both student and field instructor must provide feedback / confirmation to the school that the field assignment is acceptable.

6. The student is responsible to coordinate the schedule of hours to be spent at the field placement with the field instructor.

Details

Information and forms related to this process are located in the Student Handbook and on the school’s web site (http://www.pitt.edu/~pittssw/fielded/overview/html) as well as in the wall containers outside Room 2127 C.L.
D. Monitoring of Students and Maintaining Field Liaison Contacts with Agencies

School Policies

In the BASW Program, program faculty monitor students in a practicum Seminar and Lab Course. This course runs concurrently with the field experience. The Practicum Seminar and Lab instructor is the liaison for purposes of the field visit.

In the MSW Program, Field Education advisors may monitor the first placement of non-advanced standing MSW students. Faculty and professional field staff from Field Education may monitor concentration students.

A minimum of one field liaison visit per term is required for each assigned student in field placement. When significant distances (more than 90 minutes travel time from the university) are involved, the field placement may be monitored through conference call, email, or through a field liaison from an accredited school nearby who is familiar with the field organization and field instructor. If the field placement is monitored by a field liaison from another school, a formal Release of Information should be signed by the student and kept in the student’s academic folder. If the field liaison is serving as field instructor, there is an expectation of at least two visits per term.

The assigned field liaison must have a completed field evaluation of the student in hand prior to submitting a grade to the university.

Procedures

1. Each student is to submit a field learning plan that is jointly developed with the field instructor. Program faculty and assigned professional staff from Field Education review field learning plans and provide feedback and guidance when indicated.

2. Field liaisons visit the field instructor and student in the agency while the student is in field placement. While the content and structure of those visits may vary, the focus of the visit should include an overview discussion of the student’s assignments, the level of learning and competence the student has achieved, the field instructor’s appraisal of the student’s efforts, augmentation to the identified field learning tasks when indicated, and termination issues, when appropriate. A minimum of one field liaison visit per term is required.

3. The school has responsibility for reinforcing a social work perspective when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated objectives which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors and agency task supervisors are strongly urged to attend. (3) Field liaisons may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor.

Details

1. Field liaison assignment information is provided to faculty by the administrative support person in Field Education.

2. Faculty field liaisons are required to compile a list of their visits at the end of each term. This information is forwarded to the Associate Dean of Academic Affairs. Field advisors providing liaison efforts forward a completed list of their visits to the Director of Field Education.

3. Field liaisons are expected to provide feedback about the quality of field instruction to the Director of Field Education.
E. Evaluating Student Learning and Agency Effectiveness In Providing Field Instruction

School Policy

Field Placements and field instructors must be able to provide assignments and supervision that meet the student’s educational and field program requirements. In order to ascertain this, a yearly evaluation is made.

Procedures

1. At the end of the academic year, field instructors are asked to evaluate the field program’s effectiveness in relation to the field placement that has just concluded. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Directors when requested.

2. At the end of the field placement, students are asked to evaluate the field experience. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Directors as requested.

3. Faculty, students, and field instructors are free to provide feedback and suggestions at any time. When there are significant policy or curricular changes, field instructors and faculty are invited to give input.

Details

1. A letter is sent recognizing outstanding specific field instructors for their contributions to field instruction as a result of the evaluation process.

2. As a result of the evaluation process by students and feedback from field liaisons, specific agencies and field instructors may be identified for additional development or non-use.

3. Evaluation forms include: Student Evaluation of Field Placement, Field Instructor Evaluation of the School’s Field Efforts.

Field Instructor Orientation and Training and Continuing Dialogue With Agencies

Approved November 19, 2003

A. Field Instructor Orientation and Training

School Policy

Field Education professional staff on main campus and the Coordinators of the UPJ and UPB Programs has responsibility for providing orientation and training to field instructors.

Procedure

1. Field instructors are invited for a full day of orientation at the beginning of the fall and spring terms. The content of the orientation includes information that will familiarize field instructors with their role and responsibilities as educators, discussion of policies pertinent to the field experience, and discussion of curricular issues that define the student’s expected field learning assignments.
2. The Seminars in Field Instruction (SIFI) is a series designed to parallel the student and field instructor experience. While the SIFI is not required, field instructors of record and task supervisors, and new field instructors are strongly encouraged to attend.

3. Field instructors are provided with a field education manual.

Details

1. An outline of a typical orientation and SIFI outline is available.

2. Field instructors evaluate the effectiveness of the SIFI.

3. Field instructors who complete the orientation and SIFI are provided CEU’s.

B. Continuing Dialogue with Agencies and Field Instructors

School Policy

Through the field liaison visit(s), phone calls, and special opportunities such as orientation, the yearly field recognition seminar, the Dean’s Speaker Series, the Dean’s Council, invitations for field instructors to speak in classes, the school maintains ongoing communication with practitioners in the community. In addition, when faculty and field education professional staff attends community meetings, they converse with local practitioners about current issues and changes in the school or organization.

Employment Based Field Placement

Approved November 19, 2003

School Policy

The School of Social Work permits students to be assigned to employment-based field placements when the following criteria are met: 1) the agency must be qualified as an approved field site, 2) the employment experience must be different from the field learning experience, 3) the field instructor is not the employment supervisor and qualifies as a field instructor, and 4) the student provides a schedule of hours that are acceptable to the school, employer, and field instructor.

Students are not permitted to substitute current or previous work experience for field.

The employment-based field placement must be able to meet the requirements of the student’s educational program and level.

Students must not do less than 16 hours per week in a supervised field placement and 8 of those hours should be during the day so that students can participate in the life of the field organization.

Procedures

1. The student submits the Request Form for Employment-Based Field Placement at the designated time.

2. Professional field education staff interviews each student requesting an employment-based field placement. When all the appropriate information is available, the field advisor will contact both the proposed field instructor as well as the employment supervisor before making a final recommendation.
3. Recommendations are reviewed with the Director of Field Education before a final decision is made.

Details

1. The school generally permits one field placement as employment-based. On occasion, there may be large or umbrella agencies with significantly different but appropriate field learning opportunities unavailable elsewhere in the community. In those specific instances, the field advisor may recommend that such an assignment would benefit the student’s learning.

2. In all discussions with students, employment supervisors and proposed field instructors, the field advisor will ask each to evaluate the potential for conflict of interest issues to arise.

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**Problem Solving in Field Education**
Approved November 19, 2003

The School of Social Work at the University of Pittsburgh aspires to provide quality field placements. These field placements are expected to meet basic standards that include but are not limited to 1) acceptance of the University Affiliation Agreement (or similar agreement), 2) provision of a qualified field instructor, and 3) identification and use of structured learning opportunities that are consistent with the student's educational program and the standards of the Council on Social Work Education. To this end, a commitment is made to students, field instruction agencies and field instructors to engage in a problem-solving process when the need for such a process is identified by any one of the these individuals or by the field liaison, Program Director, or Director of Field Education. The purpose of these guidelines is to identify common problems that occur in field placement that may require problem solving as well as the steps by which field placement “problems” are addressed in field education.

Termination of a field placement cannot occur unless the problem solving process has been fully utilized. Any recommended termination must follow the School's Policy, *Withdrawal and Termination of Field Placement*.

**Description of common problems that may occur in field placement**: Any effort or lack of effort on the part of the student, field instructor, or School that may serve as an impediment to learning or to the active completion of the required learning goals of the student. Some examples of this include:

- failure to receive the University Affiliation Agreement, letter of appointment, the Field Learning Plan, the end of the term evaluation,
- failure to receive a completed application for field instructor,
- failure of the field liaison, field advisor, field instructor to respond to phone calls within a reasonable time; no faculty contact and/or visitation during each term of field placement,
- absence of a completed field learning plan and end of term evaluation; inadequate or missing learning tasks to address objectives; a significant number of unsatisfactory ratings on the final evaluation or frequent NA items,
- difficulty of the student in talking to and/or working with the field instructor,
- difficulty of the student in "engaging" in the work and with the staff of the field placement,
- difficulty of the student in having an open attitude towards learning; lack of demonstrable evidence that the student is learning or adequately moving toward task completing,
• tardiness, unexcused or frequent absences of the student, inability to work within agency policies and procedures,

• personal problems of student or field instructor that negatively impact on the field instruction effort,

• agency or organizational changes or stresses that negatively effect the field instructor's ability to meet the expectations of the field instruction effort.

Procedures

Problem solving steps should follow the commonly accepted model(s) that students are taught as a basic intervention method.

1. Problem identification by student or field instructor

2. Discussion of the problem, issue, or concern by those immediately involved.
   a. The issue is resolved, or
   b. A plan to address the problem is agreed upon and implemented, or
   c. There appears to be no workable solution.

3. If no workable solution is found, the field liaison is involved. The field liaison may "coach" the student, or the field instructor, or both and suggest that they meet again.
   a. The issue may be resolved, or
   b. A plan to address the problem is agreed upon and implemented, or
   c. There still appears to be no workable solution.

4. If there is still no workable solution, the field liaison schedules a meeting with the student and field instructor. The Program Director is notified.

5. The field liaison facilitates the meeting with the field instructor and the student. This is usually held at the field site.
   a. The issue may be resolved, or
   b. A plan to address the problem is agreed upon and implemented, or
   c. A solution cannot be facilitated.

6. The field liaison notifies the Program Director and the Director of Field Education if a solution cannot be facilitated; this notification should be in writing. These individuals then engage in problem solving with the field liaison.
   a. The issue may be resolved, or
   b. A plan to address the problem is agreed upon and implemented, or
   c. A solution cannot be facilitated.

7. If no solution is agreed upon, a decision to terminate the field placement may be recommended. Termination of a field placement cannot occur unless the problem solving process has been fully utilized. Any recommended termination must follow the School's Policy, Withdrawal and Termination of Field Placement.

8. Agreed upon plans to address the problem(s), issue(s), or concern(s), should be evaluated for effectiveness at the appropriate level of decision-making. If such plans fall short of resolving problems, issues, or concerns, when implemented, the above problem solving steps are reactivated.

Student Field Placement Activities During a Strike
Approved by Faculty: November 12, 1975
1. Students who are in field placement at the time when the agency is being struck by its employees may or may not cross the picket lines, depending upon the student's orientation or conscience. In no case, shall the student be forced to cross a picket line against his/her own will.

2. A student's educational program shall not be placed in jeopardy as a result of a strike in his/her field placement, agency especially in relation to an impending graduation. The field liaison, in concern with the student, the advisor, and the field instructor (where possible), shall work out alternative plans for instruction to continue during the period of the strike to match as closely as possible the normal field assignment time. The student is responsible in this situation for immediately being in touch with his/her faculty advisor about making plans for his/her educational program for the strike period. This may mean a new placement, if this seems feasible, or it may mean alternative methods of field learning which can be devised to support the student's educational program during the period of the strike (video and audio tapes, role plays, other agency visits and assignments, intensive advising conferences, seminars created for the strike period, etc.). In the case of disagreement between the field instructor and the student's advisor, the advisor will make the decision consistent with this policy.

3. If the student is willing to cross the picket line, and depending upon which services or functions of the agency are being "struck" and depending upon the student's major skill concentration, going to the agency during the strike will be differentially assessed. For example, if a field placement agency's supervisory and administrative personnel are not on strike and those students who have an administrative placement in that agency and whose supervisors and field instructors are still working may continue in their placements. The learning component here may focus on staff behavior during a strike, the administrative role to be played, functional differences that strikes may highlight, administrative responsibility to continue client services as well as possible under the circumstances.

4. Under no circumstances should students be asked to engage in functions that are not in accord with the normal academic pursuits of their field assignment.

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**Recommended Procedures on Withdrawal from Field Agency Placement And Termination of Field Instruction**

Effective Date: October 21, 1987
Revised: January 1989

Withdrawal from a registered field agency placement is only permissible in those rare/selected instances in which there has been a very considerable post-planning shift variables involved in the matching of students and field agencies, and then only with the prior approval of the faculty advisor, the field instructor, and the appropriate Administrative Officer.

Requests for withdrawal of a student from field agency placements can be initiated by the faculty advisor, field instructor, or student. Such requests must include a detailed written explanation of the rationale and are to be directed to the faculty advisor who, in turn, will consult with the field instructor and the appropriate Administrative Officer. The faculty advisor is to be held responsible for informing the student and field instructor of the decision. The faculty advisor is also responsible for placing all relevant materials, including the final decision, in the student's folder.

All withdrawals from registered field placements are subject to the following conditions:

1. Withdrawals occurring after the first day of the field placement has designated on the academic calendar and before the drop/add period must be noted as "Assignment Changed" in the student's academic folder. The consequences, if any, for field clock hours will be determined on the basis on the amount of elapsed time between withdrawal and reassignment.
2. Withdrawals occurring after the end of the drop/add period and involving unanticipated agency dynamics which may disadvantage the student must be noted simply as "Withdrawn" in the student's academic folder. The consequences, if any, for field clock hours will be determined by the Faculty Advisor and Administrative Officer.

3. Withdrawals occurring after the end of the add/drop period and involving marginal field performance to date must be noted as "Withdrawn, Marginal" in the student's academic folder. Such withdrawals may fall within the purview of discretionary academic review. The consequences for field clock hours shall be determined by the Faculty Advisor and Administrative Officer and may involve either full or partial loss of prior field clock hours for that registered field placement.

4. Withdrawals occurring after the end of the add/drop period and involving unsatisfactory field performance to date must be noted as "Withdrawn, Failing" in the student's academic folder. Such withdrawals will automatically fall within the purview of mandatory academic review and will invoke the academic review process. The consequences for field clock hours shall be full loss of prior field hours for that registered placement.

5. After one approved withdrawal from the field placement under Paragraph C-D above, any additional requests for withdrawal made through the remainder of the student's tenure in the degree program will automatically invoke the academic review process. The consequence for field clock hours will be determined during the academic review process and will involve either full or partial loss of prior field placement clock hours for that registered field placement. The review of the student's performance in the field should occur no later than the end of the first term of the student's second trial period.

6. In the instance of student removal from two field instruction placements for unsatisfactory performance, no further field instruction placements shall be made, and the student will be terminated from the social work program.

University of Pittsburgh Policies Relating to Field Education

Affirmative Action Policy Statement
Revised March 1992

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative action steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This commitment is made by the University and is in accordance with federal, state, and/or local laws and regulations. (http://www.hr.pitt.edu/empreledu/affirm.htm)

Sexual Harassment Policy
Revised, February 1, 2002

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors and visitors of the University.
It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to disciplinary action, including, but not limited to reprimand, suspension, termination or expulsion. Any disciplinary action taken will depend upon the severity of the offense (http://www.pitt.edu/HOME/PP/policies/07-07-06-04.html).

**Definition**

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when:

1) Submission to such conduct is an explicit or implicit condition of employment or academic success;
2) Submission to or rejection of such conduct is used as the basis for an employment or academic decision; or
3) Such conduct has the purpose or effect of: a) Unreasonably interfering with an individual's work or academic performance, or b) Creating an intimidating, hostile or offensive work or academic environment.

While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status. Sexual harassment can occur on the University premises or off campus at University sponsored events. It can occur between members of the same gender as well as members of different genders.

**Consensual Relationships**

Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 02-04-03) prohibits intimate relationships between a faculty member and a student whose academic work, teaching or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.

**Complaint Procedure**

Any faculty, staff, or student who believes he or she has been sexually harassed should contact a department chair, dean, director, supervisor, the Office of Affirmative Action, the Office of Human Resources, the Office of Provost, the Coordinator of the University Student Judicial System, or the person(s) listed at the end of this document at one of the regional campuses. (See http://www.pitt.edu/HOME/PP/policies/07-07-06-04.html) The complaint will either be handled by the person or office receiving the complaint or referred to the Office of Affirmative Action.

All complaints will be given serious, impartial, and timely consideration. When an administrator or supervisor receives a complaint, oral or written communication with the person whose action the complainant found offensive may resolve the problem. If that does not resolve the matter, an investigation will be undertaken. The complainant and the accused will be informed of the findings of the investigation. While every effort will be made to protect the privacy rights of all parties, confidentiality cannot be guaranteed.
If an individual is found to have violated the University's policy against sexual harassment, steps will be taken to stop the harassment and the violator will be subject to disciplinary sanctions, including, but not limited to, oral or written warning, required education program, mandatory counseling reprimand, suspension, reassignment or responsibilities, termination of employment or expulsion from the University. If it is found that the complaint is without reasonable foundation, the parties will be so informed and will also be informed that no further action is warranted. A record of the findings and the action taken must be kept in the unit that handled the complaint.

Any faculty, staff or student who believes that he or she has been sexually harassed should first seek a resolution of this problem as outlined above.
FIELD EDUCATION SCHEDULE

Fall 2006

August

28  Classes begin.
31  Orientation for Field Instructors, 9:00 am-4:00 pm, 20th Fl. Cathedral of Learning.

September

4  Labor Day (University closed).
5  Field placement begins for BASW, MSW, second year and Advanced Standing students. Field learning plans are updated for students continuing in field placement.

11 or 13  Required Orientation Seminar: MSW students starting a foundation or advanced standing field placement must attend one of the following: 9/11, 11:00 AM-2:00 PM, 5:30-8:00 PM or 9/13, 5:30PM-7:30 PM. Faculty/Staff Lounge Room 2101 CL. On-line orientation available at: http://www.courseweb.pitt.edu.

18, 20, 26  Required Planning Seminar: MSW students planning a foundation or advanced standing field placement for January must attend one field planning meeting: 9/18 and 9/26, 11:30 AM-1:30 PM; 9/20, 3:45-5:45 PM. All sessions in 540 WPU. On-line orientation available at: http://www.courseweb.pitt.edu

October

6  Field Learning Plans for students in new field placements are due, updated plans for continuing students are due. Field Learning Plans are available via http://www.pitt.edu/~pittssw/academics/fielded/overview.html or http://courseweb.pitt.edu

2-13  MSW first year students submit “Request for Field Placement.”

28  Deadline for MSW requests for field placement for Spring Term.

November

14  Required Planning Session for Field Seminar for Junior BASW students, 12:00 noon - 1:00pm, Room 527 WPU

22-26  Thanksgiving Recess for students (no classes or field).
December

X Evaluations are due for BASW students. (To be determined by BASW Practicum Seminar and Lab Instructor)

8 Last day of Winter term field placement for BASW students.

8 Evaluations are due for MSW students.

16 Last day of Winter term field placement for MSW students.

17 - Jan. 2 Winter Recess for all students.

Spring Term, 2007

January

3 First day of field placement for all students; Field Learning Plans are updated for students continuing in field placement.

3, 4, 5, 23 Required attendance at one of the following: Orientation to Field Placement Seminars for MSW students starting field placement- 1/3, 9:00 AM-12:00 NOON; 1/4, 1:00PM – 4:00 PM; and 5:30 PM-8:00 PM, and 1/5, 9:00 AM-12:00 NOON, 1/23, 5:30-8:30 PM, Faculty /Staff Lounge Room 2101 CL.

9 or 11 Field Instructor Orientation. Conference Room 20th Fl. Cathedral of Learning, 9:00 am –4:00 PM

15 Dr. Martin Luther King’s Birthday Observance (University closed).

February

5 Field Learning Plans are due for students in new field placements; updates are due for continuing students.

1-15 BASW students submit “Request for Field Placement.”

14-Mar. 14 Part time MSW students submit request for summer field placement.

7 or 8 Required Planning Seminar: First year part time MSW students. On 2/7 at 12:00 noon-1:30 pm or 2/8 at 5:30 pm-7:00 pm. Faculty / Staff Lounge, Room 2101 CL.
### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>4-11</td>
<td>Spring Recess for all students.</td>
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<tr>
<td>9</td>
<td>Spring Holiday (University Closed).</td>
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<tr>
<td>14</td>
<td>Last day for requesting MSW summer field placement.</td>
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<tr>
<td>15- Apr.27</td>
<td>MSW students submit request for Fall field placement. Field placement assignments will be made from May through July.</td>
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### April

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>XX</td>
<td>Evaluations are due for BASW students (To be determined by BASW Practicum Seminar and Lab Instructor)</td>
</tr>
<tr>
<td>13</td>
<td>Evaluations are due for MSW students.</td>
</tr>
<tr>
<td>20</td>
<td>Last day of field placement for Spring term for BASW students.</td>
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<tr>
<td>27</td>
<td>Last day of field placement for Spring term for MSW students.</td>
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### Summer Session and Summer Term, 2007

### May

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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>7</td>
<td>Field placement resumes for first year full and part time MSW students; Field Learning Plans are updated.</td>
</tr>
<tr>
<td>16 or 17</td>
<td>Required Orientation Seminar: MSW students starting field placement. On 5/16 from 12:00 noon – 1:30 pm or 5/17 from 5:30pm -7:00 pm. Faculty / Staff Lounge, Room 2101 CL. On-line orientation available at: <a href="http://www.courseweb.pitt.edu">http://www.courseweb.pitt.edu</a></td>
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<td>28</td>
<td>Memorial Day (University Closed).</td>
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### June

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>1</td>
<td>Field Learning Plans are due for students starting new field placements; updates are due for continuing students.</td>
</tr>
<tr>
<td>8</td>
<td>Evaluations for Summer Session I are due for MSW students.</td>
</tr>
</tbody>
</table>
Last day of field placement for first year MSW students; students who just began field on May 7th for Summer Term continue for remainder of the Summer Term.

Last day for request for MSW fall field placement.

July

Independence Day (University Closed).

August

End of term evaluation due for students who began field placement in May.

Last day of field placement for the Summer Term.

Student Observance of Holidays

Each student is expected to follow the University calendar in observance of designated holidays. In agency situations where a student observance of a University holiday would pose a hardship or problem in the organization’s program, the student may negotiate a compensatory time arrangement satisfactory to all parties: student, field instructor, administrative officer, and advisor. A statement of this change or agreement should be placed in the student’s file. Students are not required to make up agency holidays that are not observed by the School.

Student’s Satisfactory Completion of Field Requirements

Students must have a field learning plan and an evaluation on file to indicate they have satisfactorily completed field learning requirements. They need to complete the required number of hours for field placement and should keep a time report for that purpose.