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SCHOOL MISSION AND GOALS

The School of Social Work, successor to the Division of Social Work in the Department of Sociology of the University, was founded in September 1938.

The mission of the School of Social Work is to advance knowledge and to apply that knowledge for the fulfillment of human potential through the prevention and amelioration of social problems. The School is committed to promoting the values of social and economic justice. Recognizing the complexities of contemporary society, the School dedicates itself through its educational, research, and public service activities to advocating for a society that respects the dignity and achievement of all individuals, families, and communities.

In furtherance of its mission, the goals of the School of Social Work are to:

• Educate professional social workers with the knowledge, skills, and values needed to engage in culturally competent practice with diverse populations and communities, to critically analyze personal, familial, and environmental factors affecting practice settings and practice techniques, and to advocate for those who confront barriers to maximizing the achievement of their fullest potential.

• Engage in scholarly activities that contribute to professional knowledge about complex social problems and innovative approaches to ameliorate those problems.

• Provide service to local, national, and international communities through the development of and participation in collaborations with social agencies, community-based organizations, government, and foundations.

The School offers a full continuum of social work educational programs on the undergraduate, master’s, and doctoral levels (as well as a continuing education program for practicing social workers). The School’s bachelor’s and master’s programs in social work are accredited by the Council on Social Work Education, and its graduates are eligible for full membership in the National Association of Social Workers.

The Online address for the University of Pittsburgh, School of Social Work is http://www.socialwork.pitt.edu.

ACADEMIC STANDARDS

The School of Social Work’s expectations for student and faculty conduct are described in School policies and embody the standards of professional social work. Students in the School of Social Work are required to adhere to the NASW Code of Ethics.

ACADEMIC REVIEW POLICY

The School maintains an academic review policy that applies to all degree students in the School and that seeks to insure qualitative standards of achievement (i.e., satisfactory performance in the field, satisfactory grades for academic course work, and reasonable rates of progress toward completion of degree requirements). The policy statement on academic review appears in the School of Social Work Student Handbook, which is available to all students online at http://www.socialwork.pitt.edu/academic-programs/policies_dwnlds.php

ACADEMIC INTEGRITY POLICY

The School also has an academic integrity policy that applies to all students and faculty members in the School and seeks to ensure that students and faculty members respect the ethical standards expected of them in the performance of their duties and responsibilities. The policy statement on academic integrity also appears in the School of Social Work Student Handbook available at the above online address.

LEAVES OF ABSENCE

Under special conditions, graduate degree candidates may be granted one leave of absence. A maximum leave of two years may be granted to doctoral candidates and a leave of one year may be granted to master’s
students. A formal request for a leave of absence must be submitted to and approved by the program director and the associate dean. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Re-admission following an approved leave of absence is a formality.

STATUTE OF LIMITATIONS

There is a four-year limitation on the earning of the MSW degree. The four-year period is counted from the date of entry into the program for four full calendar years. Under extenuating circumstances (listed below), the adviser could recommend an extension of time to the program director and the associate dean. If approved, it would be recorded in the student's folder with the period of extension and the conditions of completion of the program clearly delineated. Extenuating circumstances include an extended illness of the student, the death of a close family member or extended personal emergency.

NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Copies of the entire NASW Code of Ethics can be obtained from the NASW Web page at http://www.socialworkers.org/pubs/code/default.asp. The NASW Code of Ethics is also listed in the Appendix of this manual.

ADVISING AND FIELD PLACEMENT

Students in the MSW program are assigned a faculty advisor at the beginning of their first semester. For MSW students, the faculty advisor's functions are:

- To assist the student in designing an educational plan in course selection and field placement planning and to assist in registration during the three registration periods of the academic year;
- To review the student's grade standing and to work closely with the field instructor in assigning the field placement grade;
- To provide consultation to the student on all matters relevant to his or her progress through the School;
- To work collaboratively with the Office of Field Education to locate, or to serve as liaison to, field agencies within the concentration's sphere of interest.

The School of Social Work maintains a Career Planning and Placement Resource Center in the Office of Student Affairs. Employment information is maintained and updated for currently enrolled students and alumni. The School of Social Work also has a liaison in the University Office of Career Services. As a result, all positions that are submitted for posting are maintained and updated electronically in the PANTHER TRACKS system. In collaboration with the Office of Career Services social work students are provided with career planning and job searches. This service is available at http://www.careers.pitt.edu. The School of Social Work also maintains a list of available positions at http://www.socialwork.pitt.edu/student-resources/job-opportunities.php. Students may contact the Director of Career Services Keith Caldwell at 412-648-9441 or via e-mail at kjc45@pitt.edu.

SPECIAL ACADEMIC OPPORTUNITIES:

Student Participation on School Committees

Students have opportunities to participate in the governance of the School of Social Work by serving on School committees. Information about the purposes and functions of the committees is distributed during the beginning of each fall term. Through the Office of the Director for Admissions, students can volunteer to serve on committees and become full members of those committees.
**Student Executive Council (SEC)**

The Student Executive Council (SEC) is an elected representative student organization that works with faculty and administration to promote and enhance the academic, professional, and social interests of all enrolled students in the School of Social Work. The SEC is also the liaison to the Graduate and Professional Student Association (GPSA). Each formally recognized student organization in the School of Social Work has an appointed member of SEC. The president, vice—president, secretary, and business manager are the elected officers of the SEC.

The SEC develops an annual activities plan, assists with orientation, and coordinates a variety of social events for students. In addition, members of SEC serve as student members on School committees and chapters of professional organizations requiring student representation.

**Black Action Society (BAS)**

In collaboration with the faculty and administration, the Black Action Society (BAS) endeavors to promote the academic and professional success of African-American students enrolled in the School of Social Work.

**Buhl Library**

The Buhl Library of Social Work, is a special collection of books, journals, and other resource materials specifically focused on social work. The Buhl Library is located on the first floor of Hillman Library and is staffed by a full-time social work librarian. Additionally, students at the School of Social Work have full access to the wide range of services provided by the University of Pittsburgh Library system.
MASTER'S OF SOCIAL WORK

MSW DEGREE REQUIREMENTS

Social Work in the Department of Sociology, was founded in September 1938 and accepted its first class of Master of Social Work (MSW) students that year. During the MSW Program's more than half century of existence, there have been significant social, economic, and political changes in the U.S. and around the world. The MSW Program takes pride in its history and in the commonalities that remain as it looks to the future. The MSW curriculum has been developed to prepare master's-level social work practitioners for practice in the 21st century.

The MSW Program’s goal is to prepare graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally-competent advanced social work practice – either Direct Practice with Individuals, Families, and Small Groups or Community Organization and Social Administration – that reflects the social work profession’s values, traditions, and philosophy.

Graduates of the MSW Program are expected to practice in a manner consistent with social work traditions, values, and ethics, as expressed in the NASW Code of Ethics. Specifically, graduates of the MSW Program will be able to:

1. Demonstrate their knowledge of the history of the social work profession, including the values base of the profession and the NASW Code of Ethics; the history and current status of relevant social welfare policies, laws, and programs
2. Demonstrate their knowledge of theories of human behavior and development, including how interactions with and among systems of various sizes influence change across the life span
3. Demonstrate their knowledge of the generalist perspective as applied to individuals, families, groups, organizations, and communities; concentration-specific theories that can be used to develop advanced practice interventions
4. Demonstrate their knowledge of current research findings and research methods available to inform and evaluate social work practice
5. Demonstrate their knowledge of the intrapersonal, interpersonal, community, and societal factors that contribute to risk and the strengths and resources required to ameliorate those risks
6. Demonstrate their knowledge of how historical and current experiences influence the lives of diverse population groups and communities
7. Demonstrate their knowledge of the changing technological options, opportunities, and challenges
8. Demonstrate their ability to apply the generalist perspective and to conduct advanced practice with individuals, families, and groups, or organizations and communities, based on concentration-relevant theories and in a manner sensitive and appropriate to diverse populations
9. Demonstrate their ability to analyze research studies that inform social work practice and to evaluate the effectiveness of practice interventions
10. Demonstrate their ability to analyze and apply practice theories and methods and make critical judgments about their appropriateness, efficiency, and effectiveness
11. Demonstrate their ability to advocate, both within organizational settings and society at-large, for the rights and inherent dignity of all clients
12. Demonstrate their ability to assess existing policies in order to inform and influence practice
13. Demonstrate their ability to apply computer skills needed for social work practice in a changing technological environment
14. Demonstrate their ability to communicate effectively, in both verbal and written forms, with diverse client populations, colleagues, members of other organizations or professions, and members of the community at-large
15. Demonstrate their ability to think critically and reflectively about themselves, their professional role, and their identification with the profession of social work
16. Demonstrate their ability to identify, critically analyze, and resolve ethical dilemmas through the use of introspection and supervisory consultation
17. Demonstrate their ability to practice in a manner consistent with social work’s historic commitment to diverse and vulnerable populations and to fostering social and economic justice
18. Demonstrate their ability to recognize the importance of the continuing nature of professional education through involvement in professional organizations; use of professional literature and advanced training; and awareness of local, regional, national, and international current events

The MSW curriculum is designed to achieve the Program's goal and objectives by providing students who enter with a liberal arts base a professional education that includes both breadth and depth in knowledge and skill development. The foundation curriculum addresses the acquisition of knowledge, skills, and values that embody the generalist social work practice perspective. Upon this foundation, required of all MSW students, rests the two skill concentration curricula: Direct Practice with Individuals, Families, and Small Groups (Direct Practice); and
Community Organization and Social Administration (COSA). Each of the skill concentrations provides for the development of in-depth specialized knowledge and skills that prepares students for autonomous practice at an advanced level of professional social work practice.

**ADVISING**

On orientation day, students meet with their advisor. In most instances, the advisor follows the student throughout the MSW Program. Each advisor will work with student advisees to clarify educational options, to answer questions about the MSW program, to identify career opportunities, and to serve as a primary contact person.

Advisors are to be the first point of contact for any or all of the following:

1. registration (including add/drop, leaves of absence, and withdrawals);
2. change of concentration and selection of specialization or certificate programs;
3. clarification of all academic policies and procedures (i.e., advanced standing and exemption, graduation requirements, grading policies, directed study);
4. discussions regarding academic expectations and performance;
5. information about other departments and/or programs within the School of Social Work and the University of Pittsburgh;
6. planning educational program in accordance with career interests.

In addition, the advisor may serve as the liaison to the student’s field placement, particularly during the concentration field experience. Grades for fieldwork are submitted by the field liaison/advisor (in consultation with the field instructor). The role of advisors in relationship to field education is discussed in Chapter 2 in this manual.

Requests for a change of advisor should be discussed with the present advisor and then directed to the MSW Program Director.

**MSW PROGRAM REQUIREMENTS**

The MSW degree requires the completion of a minimum of 60 credits - 42 class and 18 field practicum. Students who complete the MSW Program’s full-time course of study can earn their MSW degree in two years. Students enrolled on a part-time basis have a maximum of four years to complete all degree requirements.

Students in the MSW Program must take required courses for a letter grade. Students have the option of taking general elective courses for a H/S/U grade. Field education must be taken for a S/N grade. No student will be permitted to graduate with a grade of C or F in a required course or a grade of N in field education. In addition, students must maintain a minimum overall QPA of 3.00. Should a student’s overall QPA fall below 3.00, the student shall be placed on academic probation. Please refer to the Student Handbook for a fuller description of these academic policies.

Both the class and field requirements include foundation and skill concentration curricula. The MSW foundation curriculum is the same for all MSW degree students. Students who possess an undergraduate degree in social work awarded in the past seven years by an accredited social work program may be granted advanced standing credits for foundation course and field work. Students who do not have advanced standing may take exemption examinations in research and human behavior and the social environment if they have strong academic backgrounds in these areas (see School of Social Work Policy on Advanced Standing, Transfer Credits, and Exemption). All students must complete the School’s designated class and field requirements for one of the two skill concentrations: Direct Practice with Individuals, Families, and Small Groups (Direct Practice) or Community Organization and Social Administration (COSA).

**Enrollment Options**

**Full-Time Enrollment**

Students who enter the MSW Program without advanced standing can complete all their course and field education requirements in two years of full-time matriculation. The MSW Program defines full-time enrollment status as registration for 12 to 15 credits in the Fall and Spring terms of each year. During the Fall semester of the first year, students take four (3) three-credit courses, and a 3 credit Foundation Field and Seminar for a total of 15 academic credits. The foundation fieldwork begins week 7 of the fall term. In the Spring semester, they again enroll in four (4) three-credit courses and three (3) credits of foundation fieldwork with no seminar. During their second year, students take three (3) academic courses and six (6) credits of concentration field placement each term. The number of academic credits completed during each of these terms is normally 15 credits.
Part-Time Enrollment

Part-time students who do not have advanced standing complete the five MSW foundation courses during the Fall, Spring, and Summer Semesters of their first year. Only after these Foundation courses are completed, are part-time students permitted to take concentration courses; second-level HBSE, Policy, or Research courses; or skill electives. Part-time students take the 3 credit Foundation Field Work and Seminar in the Summer Semester and begin their first field placement in the sixth week of the Summer Semester of their first year.

To maintain their part-time status, students must register during at least two of the three terms in the academic year. Sample Plans appear later in this document.

Part-time students have four (4) years to complete all of the requirements for their MSW degree.

Advanced Standing Enrollment

Students who have received a social work degree awarded within the past seven years from a CSWE-accredited undergraduate program are eligible for advanced standing. Those granted advanced standing during the admission process can receive up to 12 academic credits. The number of advanced standing credits granted depends on the comparability of the student’s undergraduate courses to this Program’s Foundation courses and on the grades obtained in those undergraduate courses (i.e., must be in the “B” range or higher). In addition, students entering with advanced standing can receive six (6) field education credits. The number of field education credits granted is based on the number of hours of field experience completed at the undergraduate level. A minimum of 400 hours must be completed at the undergraduate level to receive field education credits.

Students who enter the MSW Program with advanced standing begin their studies and field work in the Fall Term. If they are full-time, they typically register for three (3) academic courses and six (6) credits of field education in both the Fall and Spring semesters. They complete their field education requirement during these two terms, in the Fall term of their second year, students with advanced standing register for their remaining course work normally four (4) courses. Full-time students who have advanced standing graduate in December of their second year.

Students who have been granted advanced standing at the point of admission are allowed to pursue their MSW degree on a part-time basis. As described above, part-time students must register during at least two of the three academic terms each year and must take an approved number of academic and/or field education credits during each term of enrollment. Part-time students with advanced standing must complete all of the requirements for the MSW degree in four (4) years.
## Course of Study Example for Fall 2007

**SAMPLE MSW DEGREE – DIRECT PRACTICE COURSE OF STUDY PLAN FOR FULL-TIME STUDENTS WITHOUT ADVANCED STANDING**

(42 Class and 18 Field Credits Required)

### First Year

<table>
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<tr>
<th>Fall Term</th>
<th>September – December</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2099</td>
<td>Foundation Field and Seminar</td>
<td>3</td>
</tr>
<tr>
<td>2063</td>
<td>HBSE</td>
<td>3</td>
</tr>
<tr>
<td>2081</td>
<td>Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>2098</td>
<td>Generalist Foundations of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>2034</td>
<td>Foundations of Social Work Practice with Diverse Populations</td>
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### Spring Term

<table>
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<tr>
<td>2021</td>
<td>Foundations of Social Work Research</td>
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<tr>
<td>Second-level Policy Course</td>
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<tr>
<td>Second-level Models</td>
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<tr>
<td>2099</td>
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<tr>
<td>Second-level HBSE</td>
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### Second Year

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<th>Credits</th>
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<tr>
<td>General Elective</td>
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<tr>
<td>Second-level Research/Skill Elective</td>
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<td></td>
</tr>
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<td>Concentration Field Work</td>
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<tr>
<td></td>
<td>15</td>
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<table>
<thead>
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<th>Spring Term</th>
<th>January – April</th>
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<tbody>
<tr>
<td>Skill Elective</td>
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<tr>
<td>Skill Elective/Second-level Research</td>
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<td>General Elective</td>
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<td>Concentration Field Work</td>
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</tbody>
</table>
# Course of Study Example for Fall 2007

**SAMPLE MSW DEGREE – DIRECT PRACTICE COURSE OF STUDY PLAN FOR FULL-TIME STUDENTS WITH ADVANCED STANDING***

(30 Class and 12 Field Credits Required)
(with 12 Class + 6 Field advanced standing credits granted)

<table>
<thead>
<tr>
<th>First Year</th>
<th>September – December</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
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<tr>
<td>2082 Models of Intervention</td>
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<tr>
<td>Second-level HBSE**</td>
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<tr>
<td>General Elective</td>
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<td></td>
</tr>
<tr>
<td>2099 Concentration Field Work</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td>January – April</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Direct Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Second-level Research Course**</td>
<td>3</td>
<td></td>
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<tr>
<td>General Elective**</td>
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<td></td>
</tr>
<tr>
<td>2099 Concentration Field Work</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>September – December</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second-level Policy**</td>
<td>3</td>
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<tr>
<td>Skill Elective</td>
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<tr>
<td>Skill Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Skill Elective/General Elective</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>12</td>
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</tbody>
</table>

* Students may be admitted as Advanced Standing with less than 12 class credits.
** Gerontology Certificate students can only take 2nd Level HBSE (SWBEH 2077) and 2nd Level Policy (SWWEL 2039) in the Spring Term.
# Course of Study Example for Fall 2007

**SAMPLE MSW DEGREE – DIRECT PRACTICE COURSE OF STUDY PLAN FOR PART-TIME STUDENTS WITHOUT ADVANCED STANDING**

(42 Class and 18 Field Credits Required)

## First Year

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>September – December</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2063</td>
<td>HBSE</td>
<td>3</td>
</tr>
<tr>
<td>2034</td>
<td>Foundations of Social Work Practice with Diverse Populations</td>
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<table>
<thead>
<tr>
<th>Spring Term</th>
<th>January-April</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Foundations of Social Work Research</td>
</tr>
<tr>
<td>2081</td>
<td>Social Welfare</td>
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<table>
<thead>
<tr>
<th>Summer Term</th>
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<tbody>
<tr>
<td>2098</td>
<td>Generalist Foundations of Social Work Practice</td>
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<tr>
<td>2099</td>
<td>Foundation Field and Seminar</td>
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## Second Year

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>September-December</th>
</tr>
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<tbody>
<tr>
<td>2099</td>
<td>Foundation Field Work</td>
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<th>Spring Term</th>
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<tr>
<td>2099</td>
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<td>2099</td>
<td>Second-level HBSE</td>
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<tr>
<th>Summer Term</th>
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</tr>
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<tbody>
<tr>
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</table>

## Third Year

<table>
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<th>Fall Term</th>
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<tbody>
<tr>
<td>2099</td>
<td>Advance Direct Practice</td>
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### Course of Study Example for Fall 2007

**SAMPLE MSW DEGREE-DIRECT PRACTICE COURSE OF STUDY PLAN FOR PART-TIME STUDENTS WITH ADVANCED STANDING***

(30 Class and 12 Field Credits Required)  
(with 12 class and 6 field advanced standing credits granted)

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<th>First Year</th>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td><strong>September-December</strong></td>
</tr>
<tr>
<td></td>
<td>Models of Intervention</td>
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<tr>
<td></td>
<td>General Elective</td>
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<tr>
<td><strong>Spring Term</strong></td>
<td><strong>January-April</strong></td>
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<tr>
<td></td>
<td>Second-level HBSE Course</td>
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<td></td>
<td>Second-level Policy Course</td>
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## Course of Study Examples for Fall 2007

**SAMPLE MSW DEGREE – COSA COURSE OF STUDY PLAN FOR FULL-TIME STUDENTS WITHOUT ADVANCED STANDING**

(42 Class and 18 Field Credits Required)

### First Year

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>September – December</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2099</td>
<td>Foundation Field Work and Seminar</td>
<td>3</td>
</tr>
<tr>
<td>2063</td>
<td>HBSE</td>
<td>3</td>
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<tr>
<td>2081</td>
<td>Social Welfare</td>
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<tr>
<td>2098</td>
<td>Generalist Foundations of Social Work Practice</td>
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</tr>
<tr>
<td>2034</td>
<td>Foundations of Social Work Practice with Diverse Populations</td>
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</tbody>
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### Spring Term

<table>
<thead>
<tr>
<th></th>
<th>January – April</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Foundations of Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>2087</td>
<td>Second-level Policy Course-Organizations and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>2088/2084</td>
<td>CO or SA*</td>
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</tr>
<tr>
<td>2099</td>
<td>Foundation Field Work</td>
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### Second Year

#### Fall Term

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<tr>
<th></th>
<th>September – December</th>
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<tr>
<td>Second-level Research</td>
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<td>3</td>
</tr>
<tr>
<td>Skill Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective**</td>
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<tr>
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#### Spring Term

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<tr>
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<th>Credits</th>
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<tr>
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<td>3</td>
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<tr>
<td>Skill Elective</td>
<td></td>
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<tr>
<td>General Elective**</td>
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<td>3</td>
</tr>
<tr>
<td>2099</td>
<td>Concentration Field Work and Capstone</td>
<td>6</td>
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(30 Class and 12 Field Credits Required)  
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<td>2088/2084</td>
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<tr>
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<td>Second-level Policy-O rganizations and Public Policy</td>
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<td>Skill Elective</td>
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<td>Skill Elective</td>
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<tr>
<td>2099</td>
<td>Concentration Field and Capstone</td>
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<tr>
<td></td>
<td>General Elective****</td>
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***Advanced Standing COSA students may opt for summer and fall part-time terms 6+6.

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# Course of Study Examples for Fall 2007

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<td>HBSE</td>
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<tr>
<td>2098</td>
<td>Generalist Foundations of Social Work Practice</td>
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<td>Foundation Field and Seminar</td>
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17
### Summer Term  *May-August*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
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### Fourth Year

#### Fall Term  *September-December*

<table>
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<tr>
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<tbody>
<tr>
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## Course of Study Examples for Fall 2007

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**Spring Term**  
*January – April*

| 2087      | Second-level Policy-Organizations and Public Policy | 3 |
|           |                                                    | 6 |

**Summer Term**  
*May-August*

| 2099      | Skill Elective | 3 |
|          | Concentration Field | 3 |
|          |                | 6 |

<table>
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**Spring Term**  
*January – April*

| 2009      | Skill Elective | 3 |
|          | Concentration Field | 3 |
|          |                | 6 |

**Summer Term**  
*May – August*

| 2009      | General Elective*** | 3 |
|          | Concentration Field | 3 |
|          |                    | 6 |

<table>
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FOUNDATION CURRICULUM

The foundation curriculum is designed to provide all incoming master’s students with the basic values, knowledge, and skills needed to gain competence in applying the generalist social work perspective to practice. An understanding of the profession’s values orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the advanced and specialized curricula of the master’s program.

All MSW students must complete the MSW Foundation requirements listed below unless they are exempted via advanced standing credit or testing.

Required Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWRES 2021</td>
<td>Foundations of Social Work Research</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWGEN 2034</td>
<td>Foundations of Social Work Practice with Diverse Populations</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWBEH 2063</td>
<td>Human Behavior and the Social Environment</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWWEL 2081</td>
<td>Social Welfare</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWGEN 2099</td>
<td>Foundation Field Work</td>
<td>6 crs.</td>
</tr>
</tbody>
</table>


CONCENTRATION CURRICULUM

The two skill concentration curricula are designed to prepare students for autonomous social work practice at an advanced level of specialization. Building upon the foundation curriculum, the concentrations promote the acquisition of an advanced level of knowledge and skills relevant to students’ particular practice areas.

Each concentration (Direct Practice with Individuals, Families, and Small Groups and COSA) exposes students to: concentration-specific practice roles; the uses and applications of research for practice; practice with and on the behalf of the welfare of the poor and oppressed; practice with diverse populations; policy, organizational, and environmental influences on practice; and advanced practice theories, methods, and strategies.

DIRECT PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS (DIRECT PRACTICE)

The Direct Practice concentration is designed to develop students’ advanced direct practice skills that will prepare them for autonomous practice, grounded in the values and traditions of the social work profession. Through course work and field practicum, students are equipped with the knowledge and skills needed to engage in direct practice with diverse populations of individuals, families, and small groups. Practice approaches include psychodynamic-psychosocial, cognitive-behavioral, and social systems. The range of modalities to which students are exposed includes, for example, family counseling, couples therapy, and group treatment skills. Consistent with an emphasis on client strengths, students become skilled at mobilizing a variety of formal and informal support systems to assist clients in addressing their needs and realizing their potential.
Curriculum. Students must take a human behavior course, a policy analysis course, and a social work research course that have content specific to direct practice. Two direct practice skill courses are required, along with two direct practice skill electives. Twelve credit hours of concentration field practicum must be completed;

Required Courses:

- SWINT 2082 Models of Intervention 3 crs.
- SWINT 2031 Advanced Direct Practice - Cognitive/Behavioral or SWINT 2032 Advanced Direct Practice - Social Systems or SWINT 2033 Advanced Direct Practice - Psychodynamic

Second-Level HBSE:

- SWBEH 2062 HB: Children & Families At-Risk or SWBEH 2065 HB: Mental Health or SWBEH 2066 HB: Health/Mental Health or SWBEH 2077 HB: Adult Development & Aging

Second-Level Policy:

- SWWEL 2039 Social Policy & Gerontology or SWWEL 2056 Health & Public Policy or SWWEL 2057 Mental Health & Public Policy or SWWEL 2059 Child & Family Policy

Second-Level Research:

- SWRES 2023 Research Directed Study or SWRES 2033 Evaluative Research in the Social Services or SWRES 2051 Single Subject Research or SWRES 2045 Qualitative Research

Direct Practice Electives

- Direct Practice Concentration Field Placement 4-6 crs.
- General Electives 4-6 crs.

Students are encouraged to work actively with their advisor to plan their course of study in order to select courses that best address their career goals and meet their special interests. They should also work with staff of the Field Education Office to facilitate the identification of appropriate field placement alternatives.

Direct practice students can elect to pursue a specialization or a certificate program to acquire greater depth of knowledge and skills in a particular practice area. They have the opportunity to specialize in one of three different practice areas: children, youth, and families; health; or mental health. Direct practice students also have the option of pursuing a certificate in child welfare, gerontology, or home and school visitor/school social worker.

Direct Practice Specializations. Direct practice specializations entail a specific "package" of courses and field placement experiences that permit students to tailor their education and professional preparation. Direct practice students can elect to specialize in one of three practice areas: children, youth, and families; health; or mental health. Students are not required to specialize, but those who choose to do so must declare their
specialization no later than the end of the first term of full-time study. Students should be aware that not all specialization courses may be available every semester or during evening hours. Students who decide not to complete all of the specific courses for a specialization are not penalized.

**Specialization in Children, Youth, and Families**

Children and youth can be vulnerable for a number of reasons. For some youngsters, family experiences can be harmful, parents can be non-supportive or punitive, or family life can be chaotic or unresponsive to their needs. However, for many children and youth at risk for developmental delay, emotional difficulties, or behavioral problems, environmental and social forces play a major role in their disabling situations.

The specialization in Children, Youth, and Families prepares MSW students to work with children, youth, and families who are experiencing, or who are vulnerable to experiencing, poverty, racial oppression, other forms of discrimination, or family stress, conflict, or maltreatment. The Children, Youth, and Families specialization considers a range of services—from prevention to remediation. It prepares students to implement appropriate interventions, to conduct and assess relevant research, and to develop effective policies and programs.

The sequence of courses provides students with the values, knowledge, and skills needed to ensure the well-being of children, youth, and their family members, with particular attention given to building upon individual and family strengths and to advocating for necessary environmental changes. Students must complete all concentration and distribution requirements, in addition to those of the specialization. In addition to taking Models of Intervention (SWINT 2082); an Advanced Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course; and electives, students’ advanced knowledge and skills for Specialization in Children, Youth, and Families are developed with the following courses:

- **SWBEH 2062** HB: Children and Families At-Risk (HBSE II) 3 crs.
- **SWWEL 2059** Child and Family Policy (Policy II) 3 crs.
- **SWINT 2096** Social Work Practice with African-American Families 3 crs.

Child, Youth, and Family Intervention (specific topics to be offered on a rotating basis every two years). Students choose one of the following:

- **SWINT 2012** Home-Centered Intervention 3 crs.
- **SWINT 2047** Foster Care & Adoption 2 crs.
- **SWINT 2065** Residential Treatment 3 crs.

**Field Education:** The first placement (6 credits) focuses on the generalist perspective. The second, concentration placement (12 credits) is completed in a program, unit, or agency that has a primary focus on direct practice with children, youth, and families.

In addition to the courses identified above, various Direct Practice electives are available, including: Direct Practice with Children; Family Violence; Child Sexual Abuse; Child Maltreatment: Physical Abuse and Neglect; Child and Family Advocacy.

**Specialization in Health Care**

The specialization in Health Care prepares students for advanced practice at various levels of responsibility and leadership within a complex field of practice. The health care arena today is characterized by rapid and erratic changes and by future uncertainties. These conditions require modification and expansion of traditional medical social work practice roles and skills. Social workers in the health care field need to be prepared for practice flexibility involving employment in
non-traditional settings, under new and different auspices with different sources of funding. While the Health Care specialization curriculum stresses the need for non-traditional practice strategies and skills, it strongly promotes the traditional value of quality health care accessible to all.

The sequence of courses in this specialization provides the advanced knowledge and skills needed by social workers to help people maintain good health, prevent or minimize illness, and to manage the psychosocial components of illness. Students must complete all concentration and distribution requirements, in addition to those of the specialization. In addition to taking Models of Intervention (SWINT 2082); an Advanced Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course; and electives, students seeking to obtain a Specialization in Health Care must take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBEH 2066</td>
<td>HB: Health/Mental Health (HBSE II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWWEL 2056</td>
<td>Health Care &amp; Public Policy (Policy II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2025</td>
<td>Social Work Practice in Health Care</td>
<td>3 crs.</td>
</tr>
</tbody>
</table>

Students are expected to take at least one additional Direct Practice skill elective that has relevance to social work practice in health care. Appropriate elective courses include: Short-term Treatment, Drug and Alcohol Abuse, Direct Practice with Elderly, or Death and Dying.

**Field Education:** The first placement (6 credits) focuses on the generalist perspective. The second, concentration placement (12 credits) is completed in a program, unit, or agency that has a primary focus on direct practice related to health care.

### Direct Practice Certificates

In addition to the specializations described above, three certificate programs are available to direct practice students. As with the direct practice specializations, the certificate programs available to direct practice students involve a specific “package” of courses and field placement experiences that foster greater depth of knowledge and skills in specific areas of advanced social work practice.

Students can elect to obtain a certificate in one of three practice areas: gerontology, home and school visitor/school social worker, or child welfare. Students are not required to pursue a certificate, but those who choose to do so must declare their certificate program no later than the end of the first term of full-time study. Students should be aware that all certificate courses may not be available every semester or during evening hours. Students who decide not to complete all of the specific courses for a certificate are not penalized.

#### Gerontology Certificate (University of Pittsburgh Certificate)

The certificate program in aging has been in place since 1980 and continues to attract master’s students from the MSW Program as well as from other academic programs at the University of Pittsburgh. The goals of the Gerontology Certificate program are to enhance students’ understanding of the aging process and to provide them with the skills relevant to practice with and/or on behalf of the elderly and their family members. Knowing how to work with the elderly as a social work professional offers many opportunities in an era when that segment of the population continues to increase steeply.

Through courses and field placement experience, certificate students are exposed to the various roles and settings that constitute contemporary social work practice in aging. Emphasis is given to understanding client and family strengths; diversity among the aged population; the social, cultural, community, and policy contexts of aging; and how these factors inform, and may be influence by, social work practice.

In order to earn the Gerontology Certificate, students must fulfill all concentration and distribution requirements, in addition to those of the certificate program. Thus, in addition to taking Models of Intervention (SWINT 2082); an Advanced Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course; and electives, students are required to take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBEH 2077</td>
<td>HB: Adult Development &amp; Aging (HBSE II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWWEL 2039</td>
<td>Social Policy &amp; Gerontology (Policy II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2030</td>
<td>Direct Practice with the Elderly</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2004*</td>
<td>Intervention in Death and Dying with Patients and Families</td>
<td>3 crs.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* Another elective relevant to practice in aging can be taken if approved by the advisor.

Field Education: The first placement (6 credits) focuses on the generalist perspective. The second, concentration placement (12 credits) is completed in a program, unit, or agency that has a primary focus on direct practice with older adults.

Mental Health Certificate

The Mental Health Certificate Program is designed to prepare graduates from the MSW program for professional practice with individuals with mental/behavioral health challenges through a wide range of social and human services agencies. The Certificate Program places special emphasis on the needs of those individuals who are the most vulnerable and disadvantaged and are typically seen in public mental health and substance abuse services. Students in the MSW program take a series of required and elective courses, plus a targeted field placement leading to the Certificate in Mental Health within the normal MSW requirements and do not need to extend the length of their degree program.

Field Education: The first placement (6 credits) focuses on the generalist perspective. The second, concentration placement (12 credits) must be completed in a mental/behavioral health setting working with individuals, families and/or groups who suffer from mental health or other behavioral health problems. This may be a public agency or a private provider agency, excluding private practice type settings.

The Certificate in Mental Health requires the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBEH 2065</td>
<td>HB: Mental Health (HBSE II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWWEL 2057</td>
<td>Mental Health &amp; Public Policy (Policy II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td></td>
<td>Two approved mental health related elective skills classes from the list given below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration field placement in a mental health setting</td>
<td></td>
</tr>
</tbody>
</table>

Approved mental health related elective skills classes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWINT 2018</td>
<td>Clinical Skills and Psychopathology</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2042</td>
<td>Social Work Practice in Drug and Alcohol Services</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2046</td>
<td>Short Term Treatment</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2049</td>
<td>Direct Practice with Children and Adolescents</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2016</td>
<td>Interpersonal Psychotherapy</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2031</td>
<td>Advanced Direct Practice: Cognitive Behavioral</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2032</td>
<td>Advanced Direct Practice: Social Systems</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2033</td>
<td>Advanced Direct Practice: Psychodynamic</td>
<td></td>
</tr>
</tbody>
</table>

Home and School Visitor/School Social Worker (H&SV/SSW) Certificate

(PA Department of Education Certificate)

For nearly three decades the University of Pittsburgh, School of Social Work has offered a Home and School Visitor/School Social Worker certificate program. The H&SV/SSW certificate program, operated jointly with University of Pittsburgh School of Education and accredited by the Pennsylvania Department of Education, prepares students for professional practice in both public and private educational settings throughout the State of Pennsylvania. The H&SV/SSW certificate program is designed to enhance professional competency in the development and delivery of high quality social work services to diverse student populations in both public and private elementary and secondary schools. The certificate program is organized around the Direct Practice concentration and offers students the opportunity to gain advanced knowledge and skills via courses taken in the Schools of Social Work and Education and a field placement in an educational setting.

MSW students who do not have Advanced Standing should declare their interest in obtaining the certificate to the H&SV Coordinator no later than the end of the first term of full-time studies, at which time they will complete a Declaration of Intent form. Advanced Standing MSW students should indicate their interest in obtaining the H&SV/SSW certificate in their application for admissions to the MSW Program. They should contact the H&SV Coordinator and complete the Declaration of Intent during the summer registration period before their first fall semester in the MSW Program.
MSW students with a concentration in Direct Practice are able to complete the certificate and degree requirements in 64-65 semester hours. Many of the certificate-related courses listed below can simultaneously fulfill MSW degree requirements. MSW students pursuing their HSV/SSW certificate must complete their concentration field placement in a public or state-approved private school under the direct supervision of an MSW graduate with a minimum of two years' post-master's experience and an H&SV/SSW certificate.

To qualify for the H&SV Certificate, students in the MSW Program must fulfill all concentration and distribution requirements, in addition to those of the certificate program. Thus, regular and advanced standing MSW students must complete Models of Intervention (SWINT 2082); an Advanced Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033); approaches; an additional direct practice skill elective; and a second-level research course. They must also complete the requirements listed below, which include classes offered by the Schools of Social Work and Education.

**All are required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBEH 2062</td>
<td>HB: Children &amp; Families At-Risk (HBSE II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWWEL 2059</td>
<td>Child &amp; Family Policy (Policy II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2058</td>
<td>Social Work in Educational Settings</td>
<td>3 crs.</td>
</tr>
<tr>
<td>I &amp; L 2500*</td>
<td>Foundations of Special Education</td>
<td>3 crs.</td>
</tr>
<tr>
<td>ADMPS 2101*</td>
<td>Addressing Legal Issues in Learning Communities</td>
<td>3 crs.</td>
</tr>
<tr>
<td>EDUC 2000*</td>
<td>Psychology of Learning and Development For Education</td>
<td>3 crs.</td>
</tr>
<tr>
<td>PSYED 2127*</td>
<td>Human Learning</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWINT 2099*</td>
<td>Field Placement in an approved school setting</td>
<td>12 crs.</td>
</tr>
</tbody>
</table>

* Education courses fulfill the general elective requirements for MSW students.
** Advanced Standing students who are doing a single concentration field placement will complete 12 credits of field in an approved school setting.

**Please note:** MSW students who present transcript evidence of successful completion of any of the listed certificate-related courses taken no more than seven years prior to application to the MSW Program will be considered for course credit reduction, as described in the Policy on Advanced Standing, Transfer Credit, and Exemption.

**Child Welfare Certificate (School of Social Work Certificate)**

Child Welfare is both one of the oldest forms of professional social work practice and one of the largest arenas of current practice. Public child welfare agencies exist by federal law in every county in the United States. However, child welfare activities are not the province of government agencies only; private agencies play important roles as service providers, service coordinators, and advocates. Positions abound in protective services (child abuse and neglect), foster care, adoptions, group and residential care, out-patient treatment programs, parenting programs, family preservation and support programs, child custody and family court settings, hospital, head start program, and many other such settings.

MSW students enrolled in the certificate program are expected to meet all other concentration and distribution requirements for the Master of Social Work degree. Thus, in addition to the required Models of Intervention (SWINT 2082), Advanced Direct Practice (SWINT 2031, 2032, or 2033), second-level research, and elective courses, students pursuing the Child Welfare Certificate complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBEH 2062</td>
<td>HB: Children &amp; Families At-Risk (HBSE II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SWWEL 2059</td>
<td>Child &amp; Family Policy (Policy II)</td>
<td>3 crs.</td>
</tr>
<tr>
<td>Two (2)</td>
<td>Child Welfare-Related Electives*</td>
<td>6 crs.</td>
</tr>
</tbody>
</table>

* An extensive menu of child and family courses can be used for these electives, including Home-Centered Intervention; Foster Care and Adoption; Residential Treatment; Social Work Practice with African American Families; Child Maltreatment: Physical Abuse and Neglect; Child Sexual Abuse; Family Violence; Child and Family Advocacy; Direct Practice with Children.

**Field Education:** At least one of the two field placements must be completed in a public or private program, unit, or agency that has a primary focus on direct practice with at-risk children and their families.
COMMUNITY ORGANIZATION AND SOCIAL ADMINISTRATION (COSA)

The University of Pittsburgh School of Social Work offered the first program in community organization in the United States. Similarly, it was one of the first schools of social work to offer a program in social administration.

The COSA concentration prepares you for professional leadership in community service, community change, and community development organizations. Students can pursue specialized course work along two tracks: Community Organization or Social Administration, but many students prefer to combine studies in both specialization areas. Concentration, foundation, specialized skill, and elective courses develop core competencies that address national standards for community building and social work management. Many courses incorporate service-learning and applied research that draw upon field internships to enhance the student learning experience and to build their professional portfolio. The COSA experience also provides opportunities for networking with other students through a COSA Student Group and with faculty/field faculty, alumni, and seasoned community leaders from the Greater Pittsburgh region at the school and in the field.

The COSA concentration prepares socially active and civically engaged students for leadership careers in community services, community development, and community change. Graduates pursue established and emerging professional opportunities in public, private, profit and nonprofit organizations in such fields as: health care, disability services, children and youth, family services, community revitalization and development, philanthropy, policy and planning business and human resources, community centers, and more. Graduates are serving as executive directors, program managers, organizers, planners, grant officers, researchers, and educators in local, state, national, and international agencies and organizations.

Curriculum. Students must take a human behavior course, a policy analysis course, and a social work research course that have content specific to COSA. Three COSA skills courses are required along with at least one COSA skills elective. Twelve credit hours of concentration field practicum must be completed in the second year.

Required Courses:

- SWCOSA 2088 or SWCOSA 2084
  - Community Organization or Social Administration 3 crs.

Second-Level
- Policy: SWWEL 2087 Organizations and Public Policy 3 crs.
- Research: SWRES 2009 Community and Organizational Development Research 3 crs. or SWRES 2023 Special Topics: Community-Based Participatory Research 3 crs.
  - General Electives 6 crs.
- SWCOSA 2099 COSA Concentration Field Placement 12 crs.

COSA's curriculum strives to offer opportunities for students to diversify their education and several options can be considered as a means of individualizing a student's academic plan. For example, a student may wish to intensify her or his work in either community organization or social administration through careful selection of electives and choice of field agency. Or, a student may wish to pursue an existing COSA specialization or certificate program.

COSA Certificate

MSW students in the COSA concentration can elect as part of their graduate studies to obtain a certificate in Human Services Management. This certificate program entails a specific "package" of courses and field placement experience that permits students to tailor their education and professional preparation. Students are not required
to pursue the certificate program, but those who choose to do so must declare their intention no later than the end of the first term of full-time study. Students should be aware that not all certificate courses may be available every semester or during evening hours. Students who do not complete all the specified courses for the certificate are not penalized.

Socialization in Community Economic Development

Community-based economic development is one of the major national strategies to revitalize and reclaim urban neighborhoods, industrial communities, and even older suburbs. Community development corporation’s, or CDC’s as they are known, have increased in number throughout the Greater Pittsburgh Region. However, there is a growing shortage of the multi-skilled professionals required for this complex work. Professionals with competence in both grass-roots decision-making and economic development functions are in high demand.

COSA students who select this specialization are expected to meet all other distribution and concentration requirements for the MSW degree. In addition to those requirements, students must complete the following:

- Two (2) Community Economic Development- related Skill Electives* 6 crs.

*Appropriate elective courses include: Bargaining & Negotiation, Urban Public Finance (PUA 2122), Neighborhood and Community Development (PIA 2705), Managing Urban Services (PUA 2127), Fair Share Housing Policy (PIA 2096), Developing & Evaluating Private & Public Housing Markets (PIA 2290), Neighborhood & Community Development (PIA 2705), and Housing Policy & Urban Development (PIA 2746).

Field Education: The first placement (6 credits) focuses on the generalist perspective. The second, concentration placement (12 credits), is completed in a program, unit, or agency that has a primary focus on community economic development.

Human Services Management Certification

Many social work graduates, including clinical practitioners, often find themselves moving up quickly into supervisor, management, and even executive positions. The generalist foundations and social systems knowledge from the social work education provides a strong basis for leadership growth in a range of social work organizational settings. To better prepare social work students to take advantage of leadership opportunities and enhance their personal and professional development, the School offers the Human Services Management Certificate.

The Human Services Management Certificate can be completed by both COSA and Direct Practice students in the course of their MSW. This certificate may also be pursued on a post-Master’s basis. Students seeking this certification option must complete twelve credits through the following COSA courses.

- SWCOSA 2084 Social Administration 3 crs.
- SWCOSA 2038 Supervision and Personal Management 3 crs.
- SWCOSA 2085 Financial Management 3 crs.
- SWCOSA 2040 Grants, Proposals, and Funding Development 3 crs.

Most COSA students, especially advanced-standing students and all those pursuing the Social Administration track, will be able to fulfill requirements for this certificate. Direct Practice students can fulfill this certificate by using their General Elective option and taking one or two courses during the summer term, depending on advanced-standing status.

Field Education: The first placement (6 credits) focuses on the generalist perspective. The second, concentration placement (12 credits), is completed in an agency or organization performing administrative practice at the executive or deputy executive level.
MSW Course Descriptions

Required Foundation Courses

SWRES 2021 Foundations of Social Work Research 3 crs.
This course is designed to (1) prepare students to be effective users of research in a social work setting; (2) provide an introduction to the range of research goals, methods, and skills; and (3) prepare students for any of the more specialized research practice/utilization courses that they may elect to complete the research core. The major emphasis will be on the basic steps and procedures used to investigate various problems and interventions that are central to contemporary social work practice. Some major areas to be covered are: conceptualization of variables, the role of theory in research, issues in formulating researchable questions, a range of research designs, sampling, measurement, data collection, data analysis, and critically evaluating inferences drawn from data. Course content will include the uses and abuses of social research and discussion of specific ethical issues that may arise in the conduct of human services and behavioral research.

SWGEN 2034 Foundations of Social Work Practice with Diverse Populations 3 crs.
This foundation practice course focuses on issues of diversity and oppression by utilizing empowerment as an over-arching framework for social work practice. Students will be prepared to respond to the needs of diverse populations including racial and ethnic groups as well as responding to issues regarding gender, disability and sexual orientation.

SWBEH 2063 Human Behavior and Social Environment 3 crs.
Utilizing systems paradigms as an organizing framework, this course explores the bio-psychosocial development of individuals in the context of family and community. The goal of this course is that each student develop an understanding of the complexity of human behavior within the social work environment context and in relationship to the stages of human development.

SWWEL 2081 Social Welfare 3 crs.
This course focuses on the history and development of the social welfare system in the USA. Attention will be paid to: the concepts used to discuss and explain social welfare institutions' policies and programs, the mechanisms and structures used to deliver social services and the factors that have tended to constrain or facilitate the attainment of social justice in the USA. Particular attention will be paid to specific populations that have been negatively affected by social change resulting from political, industrial and economic progress, e.g. women, children, the elderly, the poor and racial/ethnic minorities.

This course is designed to provide students with the knowledge, values, and skills needed to engage in the generalist practice of social work. There is a common base to all social work practice and specializations. Thus, this course will emphasize professional activity related to various social problems (poverty, racism, and sexism among others), system size (individual, family, group, organization, community, society), and locations of practice (host setting, the urban environment, for example). Students will be introduced to an eclectic base of knowledge, to the mastery of processes of change, and will be encouraged to develop and enhance a set of essential helping skills.

Required Concentration Skill Courses

SWINT 2082 Models of Intervention 3 crs.
This course examines selected basic treatment approaches to provide a foundation for second-year advanced clinical practice. It includes models based on psychosocial, cognitive/behavioral and social systems theories and their influence on practice decisions with various client populations. Students will apply and practice assessment, intervention, and evaluations skills using these approaches, while comparing and contrasting their application.

SWINT 2031 Advanced Direct Practice: Cognitive/Behavioral 3 crs.
This course builds on the student's knowledge of cognitive-behavioral theory gained in the prerequisite course of "Models of Intervention". The course will focus on the cognitive-behavioral model in terms of its application to direct practice with individuals (children, youths and adults), families and groups. Emphasis will be placed on the assessment procedures and interventive strategies unique to diverse cognitive/behavioral models. Particular attention will be paid to empirical methods of monitoring and evaluating client(s') progress. Issues critical to culture, race, ethnicity, gender, sexual orientation, and disabled individuals will be examined for their relevancy to a cognitive-behavioral practice.
SWINT 2032  Advanced Direct Practice: Social Systems  3 crs.
This course focuses on the new and developing applications of systems to practice. Innovations and
techniques of this approach include advanced networking, case management, extensive use of family systems,
group dynamics, and natural support systems.

SWINT 2033  Advanced Direct Practice: Psychodynamics  3 crs.
Building on the student’s knowledge of psychosocial theory gained in the prerequisite courses in “Generalist
Practice” and “Models of Intervention”, this course will focus on the psychodynamic theoretical frame of
reference and its applications.

SWCOSA 2084 – Social Administration  3 crs.
This course seeks to train professionals to develop, manage, and lead community service organizations that
address human service needs and revitalize communities. This course will address the social work leadership and
management competencies as defined by the national association for social work managers, which include: 1)
contemporary social and public policies; 2) advocacy; 3) public/community relations and marketing; 4)
governance; 5) planning; 6) program development and management; 7) financial development; 8) evaluation;
9) human resource management; 10) staff development

SWCOSA2088 Community Organizing  3 crs.
This course will provide a framework of systems, power, and inter-organizational network theories, and will
define communities in terms of issues, identity and place. Social Work values of social and economic justice,
participation, democratic practices, social inclusion, empowerment and capacity building will serve as a
foundation for this course. This course will explore models of community organizing, including: locality
development, social planning and social action, as well as transformative, participatory, feminist, community
building and power-based models. Students will examine consensus, campaign, and contest strategies and
tactics relative to these models and the techniques for recruiting and mobilizing citizens and constituencies to
address social issues and build on local assets.

Second Level Behavior Courses

This course deals with collective behavior and societal values relative to key urban issues, particularly race,
gender, and poverty. Guest experts will lecture, with the course drawn together, coordinated, and enriched by a
single instructor of wide experience, both in teaching and in running a large, innovative agency.

SWBEH 2062  Human Behavior: Children and Families at Risk  3 crs.
This course is designed to examine the strengths and needs of children and families at risk. The effects on
parent and child development of poverty, unemployment inadequate housing, inadequate health care, inferior
educational opportunities, community violence and the relationship between these macro factors and the internal
issues in the family (drug and alcohol abuse, mental health concerns, family violence, and child maltreatment)
will be examined.

SWBEH 2065  Human Behavior: Mental Health  3 crs.
This course views psychopathology by stages in the life cycle. The course outline identifies some, not all, of
the psychopathologies and deviant behaviors that social workers and members of other helping professions who
were interested in the development of this course have suggested are common to particular stages of
development. What should be noted about the psychopathologies that are identified is that some of them begin
early in life and continue throughout life, being modified by growth and development. Others begin later in life or
are specific to a particular stage in the life cycle. A representative selection of major categories of mental
disorder will be addressed although it will not be possible to examine all of them in class. Emphasis will be
placed on learning and applying the DSM-IV. Enrollment preference given to mental health specialization
students.

SWBEH 2066  Human Behavior: Health/Mental Health  3 crs.
This course addresses physical and mental pathologies and promotes the understanding of related deviant
dysfunctional adaptation. The problems identified and studied are those common to the various stages of
the developmental life cycle.
SWBEH 2077  Human Behavior: Adult Development and Aging  
3 crs.
This is an in-depth human behavior and social environment course focusing on development during the adult years (early and middle age) and on old age. This course offers a framework for understanding adult life stages from a life-span developmental perspective. This includes an examination of developmental tasks, dilemmas, and challenges influenced by a complex environment of cultural, economic, and political forces.

Second Level Social Welfare Courses

SWWEL 2039  Social Policy and Gerontology  
3 crs.
This course begins by examining the dynamics and procedural steps in social policy-making for the general population and for the aged. Trends and changes in welfare and health services are considered in detail as major federal, state, and community programs are described. Emphasis is placed on the existing service delivery system for the elderly and the extent to which that system is meeting needs. The impact of trends and changes are discussed with reference to social work professionals and their various roles. The implications for policy-making at the agency level are also explored.

SWWEL 2056  Health Systems and Public Policy  
3 crs.
Building on background knowledge in social welfare, this course focuses on issues and problems in the U.S. Health Care System including the historical development of health care, the structure and function of the health care system, current and proposed financing mechanisms and the social, political and ethical issues which shape health care policy.

SWWEL 2057  Mental Health and Public Policy  
3 crs.
Priority to students in the Mental Health sub-specialization. Historical development of mental health policies and the structure of the mental health delivery system and the policies and legal base that guide it. Special emphasis is given to how policies affect the care of persons with chronic mental illness.

SWWEL 2059  Child and Family Policy  
3 crs.
The responsibility of a society for the well-being of all its children is the basis for a vast body of public policy, enormous public expenditures, and much public debate. This course will examine the interaction between public child welfare policies and other child and family oriented policies in our society; the history of services for children and their families; federal and state legislation, court decisions, and regulations regarding child protection and child welfare; public and private programs and services in existence or needed to provide for the welfare of children; the roles of social workers and other professionals in the child welfare system; changing family patterns and the policy implications of these changes, the major needs of families to which family policies are or should be addressed; and the vehicles for formulating and implementing child and family policies.

SWWEL 2064  Human Service Institutions and Public Policy  
3 crs.
This course is the second-level, required social welfare course in the social administration curriculum. It presumes the student’s completion of SWWEL 2081 and builds upon that level of instruction. The behavior of human service institutions in a public policy environment is both the theoretical and applied focus of this course. Particular emphasis will be placed on the evolving role of nonprofit institutions in the new welfare state.

Second Level Research Courses

SWRES2009  Organizational Research  
3 crs.
This course is the second level, required research course for all COSA students. Examination of variables which influence organizational development and maintenance, adaptation, and change, integration, and innovation, and goal setting and planning will provide the focus for the course. Completion of a major research paper is required.

SWRES 2023  Directed Study in Research  
3 crs.
A supervised experience in designing, implementing, and reporting an individually defined empirical research project. This option is offered for more advanced students who wish in-depth experience in independent research, as an alternative to research courses specified as fulfilling the second core research requirement. Research Coordinator’s approval is required.

SWRES2033  Evaluation Research in the Social Services  
3 crs.
Students must be in field placement during the term in which they are registered for this course. This course exposes students to the basic concepts needed to put an evaluation into place in a social service agency. Topics
include evaluation design options, measurement strategies, data analysis basics, and writing the evaluation report. Students will complete a small evaluation in their field placement as part of the course. Prerequisites are: Completion of SW2021 (Foundations of SW Research) or equivalent, second year or advanced placement status, concentration in Direct Practice, and current recent human service agency field experience with access to agency information needed to complete an evaluation.

**SWRES 2045 Qualitative Research**

This course will introduce students to selected methods of qualitative research. These methods are applicable to investigating questions that arise in social work practice situations and can be used to evaluate interpersonal practice. Qualitative designs, data acquisition strategies, and analytic techniques, including the use of computers, will be examined through both formal descriptions and studies that exemplify their use.

**SWRES 2051 Single Subject Research**

Students must be in field placement during the term in which they are registered for this course. This course teaches students to use the single-subject research method to evaluate social work interventions. Students will learn to use this research method as a part of direct practice for assessing clients, monitoring the delivery and implementation of intervention plans, and for evaluating client change during the course of intervention and following termination of client services. Topics include principles of evaluation, measurement and research design. The course will be divided into theoretical and practical knowledge. First, there will be lectures and discussion of topics assigned, second, there will be an hour laboratory to go over specific topics discussed previously, exercises and learning how to develop their own measurements. Each student is expected to carry out a project during the course.

**Concentration Skill Electives**

**SWINT 2004 Death and Dying**

Methods of intervention with the suicidal and terminally ill patient and his family, covering ethical problems related to right to life and right to death issues, explication of Kubler-Ross' five stages of dying, religious orientations to death and dying, and pathological and normal grief reactions.

**SWINT 2007 Introduction to Psychopharmacology and Social Work Practice**

Prerequisite: Prior completion of, or concurrent enrollment in, 2nd-level Human Behavior course (or permission of the instructor). This course is designed to familiarize students with the basic terminology and models of pharmacokinetics, and the role of social workers in medication management. The development of psychopharmacology from a historical perspective as well as an overview of neurochemistry and biological-psychological functioning will be addressed. Emphasis will be placed on the development of a range of techniques and strategies in collaboration with clients, families, and other providers in order for social workers to be responsive to the comprehensive needs of their clients.

**SWINT 2011 Social Work Practice with Families**

This course explores various basic models used by social workers for examining, understanding, and intervening in family processes. Video, role play, and case material are used in developing skills for advanced practice in working with families.

**SWINT 2012 Home Centered Interventions**

This course examines home-centered services as a method of social work service delivery to children and their families. Practitioners of home-centered services work with families and community systems toward the goal of strengthening families; preventing out-of-home placement and/or reuniting families when children have been removed from the home. Attention will be focused on the appropriateness of home-centered services in the continuum of available interventions with children and families. This course examines several precipitants to out-of-home placements such as child abuse and neglect, severe conflict between adolescents and parenting figures, economic crimes, childhood developmental difficulties and emotional disturbance in either parent or child. In particular, this course examines Family Preservation as one model of home-centered intervention.

**SWINT 2018 Clinical Skills in Psychopathology**

Prerequisite: SWBEH 2065 - HB: Mental Health or SWBEH 2066 - HB: Health/Mental Health. This course is an introduction to the concepts and techniques employed in clinical work with severely mentally ill and/or chemically dependent clients. Categories of disturbance will include: schizophrenia, mood disorders, other psychoses, severe personality disorders and alcohol and/or other substance abuse. The overall purpose is to equip the beginning practitioner with the knowledge and skills requisite for working with the types of clients most commonly seen at public mental health/drug and alcohol services. Since this is a required course for Mental Health sub-specialization students, they will have first priority for enrollment.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWINT 2025</td>
<td>Social Work Practice in Health Care</td>
<td>3 crs.</td>
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<td>In this advanced direct practice course, students will examine the substantive knowledge, technical skills, and value dilemmas of social work practice in a variety of health care settings: acute, primary, long-term and rehabilitative care, public health, and managed care settings. The impact of technological advances as well as the refinancing of health care will be explored in relation to day-to-day social work practice in these settings. Students must have a fundamental knowledge of foundations of generalist practice, health care policy, and have or concurrently be competing a field placement in a health care setting.</td>
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<tr>
<td>SWINT 2030</td>
<td>Direct Practice with the Elderly</td>
<td>3 crs.</td>
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<td>The range of interpersonal practice with, and on behalf of, the elderly is defined in terms of primary, secondary and tertiary levels of preventive intervention. The social work roles and interventive skills used in case management are taught. Psychosocial/systems, cognitive/behavioral and other treatment approaches central to social work are examined and evaluated for their application to an eclectic-based intervention with older clients.</td>
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<tr>
<td>SWINT 2035</td>
<td>Family Violence</td>
<td>3 crs.</td>
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<td>This course examines the dynamics and treatment implications of working with family members who have experienced various forms of physical and/or sexual maltreatment from other family members. Physical and sexual child abuse, spouse abuse and marital rape are topics of concern.</td>
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<tr>
<td>SWINT 2042</td>
<td>Social Work with Drug and Alcohol Abuse</td>
<td>3 crs.</td>
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<td>This course will provide a basic orientation to alcohol and drug abuse as problems requiring social work interventions. Emphasis will be placed on examining a variety of treatment approaches in providing services to alcoholics, drug abusers, and their families. Special efforts will be made to focus the content on the needs of working populations experiencing problems with alcohol and drugs, as well as their families.</td>
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<tr>
<td>SWINT 2046</td>
<td>Planned Short-Term Treatment</td>
<td>3 crs.</td>
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<td>Planned short-term treatment will be presented as an alternative to (not a substitute for) open-ended approaches. A pluralistic theoretical framework, highlighting contributions from the interpersonal and social learning orientations, will be examined and the major research studies supporting short-term intervention reviewed. Particular attention will be paid to the goals and process of the initial interview and a series of major change strategies-- behavioral rehearsal, task assignment, skill training, and cognitive restructuring--will be illustrated and discussed.</td>
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<tr>
<td>SWINT 2047</td>
<td>Foster Care and Adoption</td>
<td>3 crs.</td>
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<td>With the expansion in the number of children in the child welfare network needing placement in substitute care homes, there is a growing need for social workers who understand these services, who can work with the clients using them, and who are skilled in intervention with the children, their families, and with foster and adoptive parents. This course is designed to enhance direct practice skills with the service recipients and providers.</td>
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<tr>
<td>SWINT 2049</td>
<td>Direct Practice with Children</td>
<td>3 crs.</td>
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<td>This course focuses upon clinical assessment, models of intervention, and practice skills relating to direct practice with children and their families. Ecological and family systems perspectives will be utilized to examine competencies, strengths, and risk factors associated with the health and development of children. Attention is directed toward the impact of family life events and transitions, solution-focused practice, and systemic intervention with families, schools, service systems, and the community. Special areas of focus include psychiatric disturbance, bereavement and suicide, chronic illness, parental illness and addiction, and child maltreatment.</td>
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<tr>
<td>SWINT 2050</td>
<td>Couple's Therapy – Theory and Techniques</td>
<td>3 crs.</td>
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<td>This course covers three main theoretical approaches (e.g. systems, behavioral, and cognitive-behavioral) to understanding the dynamics of the couple's relationship and to facilitating growth and constructive interactions with that relationship. Evidence-based methods of assessment and treatment of couple problems is emphasized. The focus is on couples with conflicting needs and expectations and ineffective or dysfunctional communication and conflict-negotiation skills. Special clinical issues in couples therapy such as same-sex couples, gender and cultural factors, and partner abuse are also presented. will concentrate on theory and techniques of treatment with the marital dyad. Emphasis will be on empirically validated methods, with particular focus on developing an eclectic approach.</td>
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<tr>
<td>SWINT 2053</td>
<td>Social Work Practice with Groups</td>
<td>3 crs.</td>
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<td>Theory and concepts related to advanced social work practice with groups, including knowledge of group types, processes, selection, and composition, as well as group leader roles and functions are all considered.</td>
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</tbody>
</table>
SWINT 2058  Social Work in Educational Settings  

Priority for this course is given to students in the Home and School Visitor Certificate Program. This course is designed to provide a specific knowledge base for the practice of social work in school or school-related settings. Focus of study will be upon the application of knowledge, values and skills of social work practice toward resolution of diverse problems encountered by pupils, schools, and communities in the effort to achieve educational goals. Specific topics to be addressed include the school as an ecological unit, community/school relationships, interdisciplinary teaming, targeting children at risk, and evaluating school social work services. The course will involve both didactic instruction and experiential learning.

SWINT 2063  Child Abuse and Neglect: Sexual Abuse Cases  

The class will focus on identification, diagnosis of, and intervention in, child sexual abuse cases. The role played by the perpetrator, the victim, and other family members will be considered, as will intervention strategies for each of these individuals.

SWINT 2064  Child Maltreatment  

The course provides comprehensive objectives and strategies for a multidisciplinary approach to assessment and treatment of families at high risk for child abuse and neglect. Topics include emergency intervention, initial assessment, protective services, legal investigation and placement. In-patient and out-patient treatment modalities are covered including coordinated case management and development of multidisciplinary teams. Instructional methodology will be designed to translate diagnosis into effective treatment modalities.

SWINT 2065  Residential Treatment  

This course deals with services to children in substitute settings. It deals with practice skills in working with children, families and institutional staff. Consideration is given to current dilemmas and issues, in residential and day treatment settings, as well as responsibilities of child care staff.

SWINT 2096  Clinical Social Work with African-American Families  

The overall objective of this course is to provide a knowledge base on African-American families within a community context that is the basis for developing methods and skills relevant for clinical intervention with African-American families. It will provide the student with the opportunity to expand upon concepts, skills and assumptions about clinical transactions learned in basic clinical method courses. Conceptual models for assessment/intervention will assist students to clarify and become comfortable with theoretical and practice approaches with Black Families.

SWCOSA 2014  Interdisciplinary Management Seminar in Developmental Disabilities  

An overview of problems, programs, policies and services pertinent to families, individuals, and caregivers concerned with developmental and other related disabilities. This introductory course will feature executives and other managers of developmental disability agencies in Allegheny County. Students will learn from their experience and insight as well as from assigned readings and laboratory exercise. Field assignments and agency visitations will serve to insure course relevancy and student development. Students in social administration, community organization, direct practice and other related fields such as public health and public administration will find this course relevant to their interests.

SWCOSA 2038  Supervision and Personnel Management in Social Work  

This course focuses upon the techniques, processes, methods and resources employed by supervisors, managers and other administrators to assure the highest quality social services are delivered in the most effective manner. Historical roots and trends; organizational and administrative theories; and research findings and conclusions provide the foundation for examining current supervisory and personnel management practices. Practical applications are included. Direct practice students are welcome.

SWCOSA 2040  Grant Proposal Writing  

The objectives of this course are to acquaint students having limited or no experience in proposal writing and budgeting with some insight into the operation of several of the primary sources of funds for social welfare programs, some technical skills in approaching potential sources of funds and some experience in preparing and presenting a proposal of their own. No accounting background is necessary. In addition to proposal writing, other forms of fund raising are also covered.

SWCOSA 2085  Financial Management for Non-Profit Human Service Agencies  

Analyzes the financial management function in non-profit institutions. Fiscal management, as a primary administrative planning, implementation, and control process is emphasized. Innovative revenue-enhancing strategies, such as "social marketing" and "public-private partnerships", are explored. Familiarity with electronic spreadsheets will be an asset to students enrolled in this course.

SWCOSA 2096  Organizing for Community Economic Development
Provides knowledge and understanding of community-based economic development. Examines methods for blending participative community organization and local programs in housing, enterprise creation, industrial expansion and work force improvement. Assessment is made of the community development corporation as a model for economic revitalization of neighborhoods and small communities. Looks at the small community as both a local economy and a complex social-political entity. Development areas to be examined include capital formation, commercial renewal, and manufacturing.

Substantive Electives

**SWWEL 2020 Child and Family Advocacy**

This course will have a dual emphasis on a) the wide variety of legal issues (including effective courtroom appearances) that affect the child and family, and b) identifying and mobilizing the needed agency and community resources that will support and enhance children’s services. In either area, there will be a focus on the social worker’s role as an active advocate for children and families, and on the skills needed to carry out this role.

**SWCOSA 2090 Bargaining and Negotiation**

Conflict is inherent in interpersonal, family, organizational, and community relationships. The primary method of conflict resolution is through the bargaining and negotiation process. Social workers in all settings are called upon to be bargainers, conciliators, mediators, and arbitrators as part of their professional responsibilities. Several models of bargaining and negotiation will be described analyzed, and applied to ease situations that are reflective of the student’s experience. The student gaining bargaining and negotiation skills, through simulation activities, is a primary goal of the course.

**SWCOSA 2094 Human Services Organizing**

This course is a core requirement for the Human Services Organizing specialty program in the COSA concentration. As an advanced-level course, students take this course in the second term or later. A lead instructor draws on the expertise of adjunct faculty, both in the classroom and the field. The goal is to provide an understanding of how and why human services are organized in our community, as well as how these services might be more effectively developed and implemented using strategies of cooperation, coordination and collaboration and coalition-building. Community strengths, needs and advocacy issues are the focus of development and organizing study based on approaches that involve the community.

**Academic Standing**

**Field Education** is graded on a satisfactory/unsatisfactory (S/N) basis. Students are expected to demonstrate satisfactory performance in their field-based learning assignments. Should a student receive a grade of “NC” in a field placement, the field credits for that placement will not be counted towards the number needed to satisfy MSW degree requirements. The option of re-doing a field placement in which a grade of “NC” was earned can be exercised once only. A student will be dismissed from the MSW Program if he or she does not demonstrate satisfactory performance in a second field placement opportunity. Field placement grades are not included in the calculation of student’s QPA.

**Academic Probation**

A student in the MSW Program will be placed on academic probation if:
1. after completing at least nine (9) quality point credits, his or her cumulative QPA falls below 3.00;
2. he or she receives a grade lower than a “B-” in a required course*; or
3. he or she receives an N grade for field placement (SWGEN 2099, SWINT 2099, or SWCOSA 2099).
BACHELOR OF ARTS IN SOCIAL WORK

BASW Program

On September 1, 1971, the Board of Trustees of the University of Pittsburgh voted to award a baccalaureate degree in social work. The Bachelor of Arts in Social Work (BASW) program was accredited in 1973 and has been continuously reaffirmed since that time.

The BASW Program is offered as an upper division (i.e., junior and senior years only) academic major, underscoring the Program’s commitment to the importance of a strong liberal arts base. The curriculum of the BASW Program is designed to ensure that graduates are prepared to engage in effective and ethical entry-level professional practice as well as to continue in graduate education. In the sections that follow, we describe the BASW Program’s goals and objectives and discuss how the curriculum is organized and delivered to foster the attainment of these educational outcomes by BASW students.

BASW Program Goals

The mission of the University of Pittsburgh establishes the philosophical framework for all academic programs and, as such, is directly linked to the mission of the School of Social Work. The School’s mission and its educational goal, in turn, inform the goals of its three degree programs. It is within this context, the BASW Program developed the following goals and objectives. The BASW Program:

- Prepares graduates to engage in entry-level generalist social work practice with individuals, families, groups, communities and organizations within a multicultural society.
- Prepares students for continuing formal education in either graduate social work education or other graduate disciplines.

BASW Program Objectives

The BASW Program derived 12 program objectives based on the two aforementioned program goals. Graduates from the BASW program are expected to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Demonstrate their understanding of the value base of the profession (including its ethical standards and principles) and practice accordingly.
3. Practice without discrimination and with respect, knowledge and skills related to clients’ or consumers’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
4. Recognize the forms and mechanisms of the history of the social work profession and its contemporary structures and issues.
5. Demonstrate their understanding of the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with client and consumer systems of all sizes.
7. Utilize theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use appropriate communication skills with client or consumer populations, colleagues, and communities.

11. Engage in professional supervision and consultation appropriate to social work practice.

12. Function in professional supervision and consultation appropriate to social work practice.

The BASW Program is a two-year course of study for upper division (i.e., junior and senior) undergraduate students. Generally, BASW students complete the program in two full-time years of study, though a small number attend the program part time, thereby completing the program in four years (it should be noted the part-time option is rarely exercised by students with only one part-time student in the class that matriculated fall, 2003). The full-time BASW curriculum consists of 14 required academic courses, of which two are graded semesters of field education (completed consecutively during the senior year). These required courses include:

**Human Behavior and the Social Environment**

- Human Behavior in the Social Environment (SW1015) (Fall, Junior Year)

**Social Welfare Policy and Services**

- Introduction to Social Work (SW1000) (Fall, Junior Year)
- Social Welfare I (SW1005) (Fall, Junior Year)
- Social Welfare II (SW1006) (Spring, Junior Year)
- Ethnicity and Social Welfare (SW1008) (Spring, Junior Year)

**Social Work Practice**

- Interventive Methods I - Generalist Practice (SW1010) (Fall, Junior Year)
- Interventive Methods II - Generalist Practice with Individuals & Families (SW1011) (Spring, Junior Year)
- Interventive Methods III - Generalist Practice with Communities & Organizations (SW1012) (Spring, Junior Year)
- Interventive Methods IV - Generalist Practice with Groups (SW1013) (Fall, Senior Year)

**Research**

- Introduction to Social Work Research (SW1020) (Fall, Senior Year)

**Field Education**

- Practicum Seminar & Lab I (SW1024) (Fall, Senior Year)
- Practicum Seminar & Lab II (SW1026) (Spring, Senior Year)
- Practicum I & II (SW1025 & SW1027, 6 crs. each) (Fall & Spring, Senior Year)
BASW Course Descriptions

SW1000: Introduction to Social Work

The Introduction to Social Work course provides an overview of professional social work. It examines the historical development of the profession of social work; introduces the profession’s values, ethics, and practice principles; examines the major interventive methods of social work practice; identifies the generalist base of social work practice; and explores the social service delivery networks which comprise the social welfare system in urban environments. Social work’s historic commitment to social justice and to the elimination of poverty is integrated throughout the course. The course format includes lecture presentations-discussions; guest presentations; reading assignments; examinations; student volunteer services; and visits to social agencies.

SW1005: Social Welfare I

Since the inception of the Elizabethan Poor Laws, societies, governments and charitable organizations have struggled with the welfare paradox. In 1601, for the first time, a government acknowledged the need for a macro-secular effort for assigning the burgeoning populations of the poor, as charities, often with religious overtones, proved unequal to the task. In this course, we will focus on the underlying assumptions of programs designed to assist and evaluate the poor, reviewing the similarities and distinctions of various programs, always addressing their effectiveness and their ability to ameliorate the conditions of their targeted populations. In particular, we will focus on Colonial America, the Civil War era, the dawn and evolution of America into the industrial age, and early programs of the New Deal.

SW1006: Social Welfare II

This course builds on Social Work 1005 and engages students in analysis of the nature and impact of economic, political/social ideologies, and forces that shaped the development of American social welfare policies and services from 1935 to present, including discrimination, poverty, social insurance programs, public assistance programs, health care, mental health, substance abuse, criminal justice, child welfare, housing/homeless, and food programs. This course will continue the curriculum focus on social justice and oppressed populations. In this instance the emphasis is on the impact of social welfare policy (at all levels) on members of oppressed populations, and the direct service workers place in developing and modifying policy to lessen the degree of oppression, and its impact on society.

SW1008: Ethnicity and Social Welfare

This course aims to provide students with the knowledge and skills to work with physically, socio-economically, mentally, psychologically, and economically disadvantaged and oppressed people. Such people in the United States include ethnic minorities of color, women, people with disabilities, gay and lesbian people, and the poor. Concepts focused on in this course include ethnicity, culture, race, gender, minority and majority groups, marginality, social class, prejudice, stereotypes, stratification, power, inequality, oppression, discriminations, racism, ethnocentrism, anti-Semitism, sexism, xenophobia, and homophobia. These concepts are examined in relation to the experiences of economically disadvantaged and oppressed people. Additionally, from an empowerment perspective, this course examines the adaptive capabilities and strengths of disadvantaged and oppressed people.

Students explore how their own personal values, beliefs and behaviors may limit their ability to implement effective social work practice with people of diverse backgrounds, with particular regard to disadvantaged and oppressed people. Increased personal and professional awareness of the impact of various forms of oppression are addressed.

SW1010: Interventive Methods I

Generalist Practice

This course introduces students to generalist practice, defined as the application of knowledge, values, and skills of the general method of problem solving. This method spans the processes of engagement, data collection, assessment, intervention, evaluation and termination. As such, students in this course will develop beginning skills in utilizing effective techniques of client worker communication; structuring helping interviews; and, establishing, maintaining and terminating relationships. Focus will be given to the application of these skills to client/consumer groups of various sizes and in various multi-cultural contexts.

SW1011: Interventive Methods II
Generalist Practice with Individuals and Families

This course is designed to further the development of generalist social work practice knowledge, values, and skills from a strengths-based, empowerment model. It seeks to prepare students to practice with individuals and families from differing backgrounds. There is emphasis on the importance of gender, race, ethnicity, socioeconomic variables, cultural lifestyle, and value differences during assessments and during the selection and utilization of interventions. The course emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client system as well as skills to enhance the well-being of people and to help ameliorate the environmental conditions that adversely affect people in their ability to seek economic and social justice. Students are also afforded the opportunity to identify with the social work profession as they continue their professional development.

Four theoretical/conceptual frameworks are taught: (1) psychosocial life model; (2) problem-solving approaches (e.g., structural family model, strategic and systemic models, and solution-focused model); (3) crisis intervention; and (4) the cognitive behavioral model. No preference is intended for any of the four models or any other model in particular. The student is expected to develop an eclectic repertoire of practice approaches for entry-level generalist practice with individuals and families. Lastly, the course is linked to other courses in the social work curriculum and build upon the liberal arts foundation of the baccalaureate social work major.

SW1012: Interventive Methods III
Generalist Practice with Communities & Organizations

This course is the third in a series of methods courses that deals with the generalist social work practice with communities and organizations. This course includes discussion of social work generalist practice within the macro context. Knowledge and skills emphasize community/neighborhood and organizational settings and interventions that draw on the historical frameworks of community organization in social work. The social welfare and political context of community practice are also a focus. Students define concepts of community and neighborhood as they develop community and organizational skills that are culturally sensitive and based in social work values.

SW1013: Interventive Methods IV
Generalist Practice with Groups

The course is designed to introduce the fundamentals of generalist social work practice with groups. It includes a survey of small group constructs, research, and principles of ethical application. Emphasis is placed on learning methods and skills of group facilitation and group observation and analysis.

The course utilizes a simulated laboratory group environment designed to assist students in gaining knowledge about becoming a member of a group. It also affords students the opportunity to facilitate group experiences. It combines didactic and experiential methods of learning. Video and audio equipment may be utilized for the study of group dynamics and practice skill feedback. A Student Learning Contract is also utilized.

SW1015: Human Behavior in the Social Environment

Human Behavior in the Social Environment is a required social work course that supports generalist practice at the micro, mezzo, and macro levels. The course focuses on human development and behavior over the life course, as well as, theories and knowledge of a range of social systems. Recognizing that interacting forces shape human behavior, this course explores the bio-psycho-socio-spiritual context in which human development and functioning occurs, including, family, groups, community, and institutions. Emphasis is placed on commonalities of human development and diversity associated with class, culture, gender, socioeconomic status, sexual orientation, and minority group membership. The goal of this course is that each student develop an understanding of the complexity of human behavior within an environmental systems framework and be able to apply this knowledge in formulating assessment and intervention strategies with individuals, families, groups, communities, and institutions. Emphasis is given to the ways social systems promote or deter maintaining or achieving health and well-being.

SW1020: Introduction to Social Work Research

This course introduces undergraduate social work students to basic concepts and procedures of social work research. Students will use these concepts to understand and critically assess research that bears on generalist social work practice and develop beginning skills to evaluate practice.

SW1024: Practicum Seminar & Lab I

This seminar engages students in analyses and evaluation of their own values-based, culturally- and gender-sensitive professional growth and development with a focus on the knowledge, values, and skills of generalist social work practice. Students are assessed on the development of generalist practice skills as evidenced by their
application in the field of theories, methods, and techniques learned in prior and concurrent academic and field instruction. Seminar students explore topics including: a) field instruction, supervision, and evaluation; b) understanding of social agencies and the social service delivery systems of which they are a part; c) current and trend demographic and needs assessment data related to the target populations(s) served by the social service delivery systems of which the Practicum agency is a part; and (d) the appropriate application of specific ethical generalist social work practice methods and techniques to the client systems with which the students interact in field placement.

**SW1025: Practicum 1**

Practicum I engages students in first term senior year structured, educationally- and agency-supervised field placement assignments involving entry-level generalist practice activities with clients in a human service agency for three 8-hour days per week, 14 weeks. In professional supervision, students develop and implement field learning objectives, activities, and evaluative processes which enhance their value-based, culturally-sensitive, conceptually framed development of generalist social work practice knowledge, values, and skills.

**SW1026: Practicum Seminar & Lab II**

This course continues the engagement of students in analyses and evaluation of the own value-based, culturally sensitive professional growth and development as it relates to knowledge, values, and skills of generalist social work practice. Professional growth and development are evidenced by the continuing application in the field of theories, methods, and techniques learned in prior and concurrent academic and field instruction. The Seminar & Lab II engages students in the exploration of topics such as social policy analysis; practice ethics; field practice case/project presentations; practice evaluation; and post-baccalaureate professional growth and development. Therefore, the primary goals of the seminar are to foster the student’s professional growth and development and heighten their self-awareness of ethical generalist practice. In addition to the in-class experience, the instructor will again visit with each student and her/his field instructor on site at the Practicum agency.

**SW1027: Practicum 2**

Practicum II engages students in the second term senior year continuation of structured, educationally-and agency-supervised field placement assignments involving more autonomous entry-level generalist practice activities with clients in a human service agency for three 8-hour days per week, 14 weeks. In professional supervision, students further the development and implementation of field learning objectives, activities, and evaluative processes which enhance and extend the knowledge, values and skills of entry-level generalist social work practice. Students also implement an approved evaluation of practice project in their Practicum agency.

**BASW Degree Requirements**

The School of Social Work, University of Pittsburgh, requires a minimum of 120 credits for graduation. The courses listed below are required of all students for completion of work toward the Bachelor of Arts in Social Work:

A. Social Work Courses: a total of 48 credits in the social work major is required.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOCWRK1000</td>
<td>Introduction To Social Work*</td>
<td>3 crs.</td>
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<tr>
<td>SOCWRK 1006</td>
<td>Social Welfare II</td>
<td>3 crs.</td>
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<tr>
<td>SOCWRK1008</td>
<td>Ethnicity and Social Welfare</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK1010</td>
<td>Interventive Methods I</td>
<td>3 crs.</td>
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<tr>
<td>SOCWRK1011</td>
<td>Interventive Methods II</td>
<td>3 crs.</td>
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<tr>
<td>SOCWRK1012</td>
<td>Interventive Methods III</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK1013</td>
<td>Interventive Methods IV</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK 1015</td>
<td>Human Behavior and the Social Environment</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK1020</td>
<td>Introduction to Social Work Research</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK1024</td>
<td>Practicum Seminar and Lab I</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK1025</td>
<td>Practicum I</td>
<td>6 crs</td>
</tr>
<tr>
<td>SOCWRK1026</td>
<td>Practicum Seminar And Lab II</td>
<td>3 crs.</td>
</tr>
<tr>
<td>SOCWRK1027</td>
<td>Practicum II</td>
<td>6 crs</td>
</tr>
</tbody>
</table>
B. Social and Behavioral Sciences Requirements: 24 credits required

- Anthropology 3 crs.
- Economics 3 crs.
- Political Science 3 crs.
- Psychology 3 crs.
- Sociology 3 crs.
- Additional credits in one of these five areas 9 crs.

C. Other Course Requirements: 12 credits required

- English Composition 3 crs.
- Africana Studies 3 crs.
- Statistics 3 crs.
- Human Biology (or equivalent course, emphasizing the biological determinants of human behavior) 3 crs.

Academic Standing

In order to remain in good academic standing and to be graduated from the BASW Program, all students must:

- obtain a grade of C- or better in all required courses in their social work major (including Practicum I and II);
- must maintain a B average (2.5 or above QPA on a 4.00 scale) overall in their required major courses (including Practicum I and Practicum II);
- must conform to the standards of professional conduct as specified in the NASW Code of Ethics;
- and must maintain a minimum cumulative QPA of 2.00 on a 4.00 scale. Because field work is recognized as the keystone of the BASW student experience, should a student receive a grade below a C- in Practicum I or Practicum II, the student will automatically be terminated from the BASW Program.

Honors

The program honors those students whose academic performance (cumulative QPA) places them in the upper two percent of their graduating class. These students are considered for Honors Recognition at the Annual Honors Convocation conducted by the University in the Spring of each year.
ADMINISTRATIVE ORGANIZATION, ROLES, AND RESPONSIBILITIES IN THE SCHOOL OF SOCIAL WORK

The present administrative structure of the School of Social Work consists of the Dean, Associate Dean for Student Affairs, Interim Associate Dean of Academic Affairs, Interim Associate Dean of Research, Directors of the Doctoral, MSW and BASW Programs, Field Education Program, Continuing Education Program, NIMH Center for Mental Health Services Research, two Concentration Chairpersons (Direct Practice with Individuals, Families and Groups) and Community Organization and Social Administration (COSA) and the coordinators of the UPB and UPJ MSW Programs.

DEAN

The Dean is responsible for leadership and policy implementation and ensures that the School has the necessary resources to achieve the educational, scholarly, and service aspects of the School’s mission. The Dean has fiscal and budgetary responsibilities, establishes an infrastructure to promote research and scholarship, promotes the School with foundations and the human service community, and develops external contacts and relationships with community groups and major non-profit organizations. The Dean provides leadership within the social work education community and represents the School at the national level.

The Dean appoints field instructors as part-time faculty at the recommendation of the Director of Field Education.

ASSOCIATE DEAN FOR RESEARCH

The Associate Dean for Research coordinates research development efforts and facilitates the development of the research infrastructure of the School. The Associate Dean identifies and solicits research funding from external sources; assists faculty in identifying possible sources of external support; supports proposal development and budgeting; identifies sites and possible agencies that may be interested in joining with faculty to conduct research and evaluation; and develops policies and procedures related to the School’s research efforts.

DIRECTOR FOR ADMISSIONS AND STUDENT AFFAIRS

The Director for Admissions and Student Affairs is responsible for student recruitment, applications for admission to the various programs, student financial aid, and the Job Placement Office. The Director is a link between the School and national, regional, and state-wide educational and professional organizations. The Director serves as the advisor for School of Social Work student organizations.

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

The Associate Dean for Academic Affairs oversees (with the program directors) adherence to academic policies and the development, implementation, management, and assessment of the School’s degree program curricula. The Associate Dean oversees the functions of the Registrar’s Office including class scheduling, student registration, and graduation reviews. The Associate Dean in conjunction with the program directors identifies teaching faculty and recommends teaching assignments to the Dean, identifies part-time faculty and orients part-time faculty to teaching; and reviews student performance.

DIRECTOR OF THE BASW PROGRAM

The Director of the BASW Program provides leadership to faculty, students, and community representatives in developing and implementing the BASW program. The Director coordinates admissions and recruitment activities with the Director for Admissions and Student Affairs. The
Director reviews the academic progress of students. The Director, with the Associate Dean for Academic Affairs, recruits part-time faculty and prepares these faculty for teaching in the BASW program. The Director works with the Office of Field Education to ensure that field site selection, field requirements, and learning objectives are consistent with the BASW program objectives.

DIRECTOR OF THE MSW PROGRAM

The Director of the MSW Program provides leadership to faculty, students, and community representatives in developing and implementing the MSW program. Assisting the director are two faculty who serve as concentration committee chairs for Direct Practice and COSA. The MSW Program Director has direct supervisory responsibility for the Johnstown and Bradford MSW coordinators. The Director coordinates admissions with the Director for Admissions and Student Affairs. The Director works closely with the Associate Dean of Academic Affairs on academic issues, including curriculum, student concerns, and student academic progress, and on the recruitment and preparation of part-time faculty. The Director works with the Office of Field Education to ensure that field site selection, academic requirements, and learning objectives are consistent with the MSW Program’s goal and objectives.

DIRECTOR OF FIELD EDUCATION

The Director of Field Education has administrative responsibility for coordinating all aspects of the field education program. The Director of Field Education supervises three professional staff and one clerical staff and oversees the functions of the Office of Field Education. The responsibilities of the Director of Field Education include: (a) the identification and selection of qualified agencies and organizations; (b) the recruitment of field instructors; (c) field instructor orientation and training; (d) the negotiation of affiliation agreements with field organizations to attend to liability issues; (e) the design and implementation of programs to prepare and orient students to field placement; (f) the updating of field information for the Student Handbook; and (g) the maintenance of an up-to-date Field Education Manual. The Director of Field Education coordinates these activities with the MSW and BASW Program Directors as well as with faculty. When necessary, the Director assumes responsibility for problem-solving activities related to the field, often working closely with the program director, faculty academic advisor, and professional field staff. The Director of Field Education is a member of the BASW Program, MSW Program, and Educational Policies committees of the School. The Director of Field Education additionally provides consultation to the off campus programs in matters related to field.

CONCENTRATION CHAIR

The MSW Program has an administrative officer for each of the two concentrations: Direct Practice with Individuals, Families, and Small Groups, and Community Organization and Social Administration (COSA). These administrative officers are appointed by the Dean and have educational responsibility for the curriculum development of that particular concentration. The implementation of this responsibility includes coordinating, reviewing, and recommending changes in the academic content of the concentration, and making recommendations regarding student admission and monitoring the progress of students in the program.

FIELD EDUCATION LIAISON

The Field Education Liaison in the MSW Program is the individual who has been assigned to advise and/or monitor the field placement of a particular student. In the BASW Program, the Field Education Liaison is the Instructor of the Practicum Lab to which the student is assigned. The Faculty Liaison - Instructor is the primary link between the University of Pittsburgh School of Social Work and the student’s assigned field placement agency / organization. The purpose of this relationship is to maintain relationships, to communicate the School of Social Work’s educational program, to be informed of developments in the agency and to be apprised of new learning opportunities for students. This person is responsible for the ongoing evaluation of the agency as a field instruction site and makes recommendations annually concerning the continued use of the site as an approved field agency. The Field Education Liaison also reviews the student’s field learning plan and final evaluation
and provides input and suggestions when needed. Should problems arise in the field placement, the Field Education Liaison is the initial contact person for the initiation of problem-solving activities.

**UNIVERSITY OF PITTSBURGH-JOHNSTOWN AND UNIVERSITY OF PITTSBURGH-BRADFORD MSW PROGRAM COORDINATORS**

The MSW program coordinators, under the supervision of the MSW Program Director, administer the MSW programs at the two respective regional campuses. Their responsibilities include: (a) program coordination and administrative liaison; (b) teaching one course per year; (c) field responsibilities including recruiting agencies, training, and field liaison; and (d) advisement and student services.

**STRICTURE AND OBJECTIVES OF FIELD EDUCATION, RELATIONSHIP TO CURRICULUM**

Field Education is a central element in the professional education of all social workers. The field experience, commonly called, “practicum,” consists of structured and educationally supervised assignments at an approved site with an experienced professional. The assignments and choice of site are determined by CSWE standards, the University of Pittsburgh School of Social Work’s policies, and the program requirements and career goals of the student.

During the field placement experience, the student is expected to identify and to apply a variety of theories and skills discussed and demonstrated in the classroom to the real life experiences to which he / she is assigned in the field under professional supervision.

Each term of field placement has specific objectives as required by the CSWE. The specific objectives for the BASW field placement and foundation and concentration field placements in the MSW Program are located in the Appendix of this manual. All field placements, however, focus or build upon the requirements of a “Generalist and/or Foundations of Practice.”

**OBJECTIVES OF GENERALIST PRACTICE AND FOUNDATION IN FIELD EDUCATION:**

1. To demonstrate appropriate integration of social work foundation knowledge from prior and concurrent classroom instruction including knowledge about human behavior and the social environment, social work values and ethics, diversity, social and economic justice, populations-at-risk, social welfare policy and services, practice roles, and research.

2. To master use of foundation and professional work management skills including preparation and relationship building, communication, collaboration, critical thinking, problem-solving skills drawn from social work foundation practice methods so that the student is able to use identifiable interventions in systems of different sizes such as individuals, families, groups, communities, and organizations. This also includes the ability to evaluate practice.

3. To discern and to demonstrate basic social work values and ethics in the processes of all professional interaction.

4. To develop an identity of a disciplined professional self through mechanisms such as self-reflection, professional socialization, use of supervision, and continuing education.

5. To satisfactorily perform specific learning tasks identified in the Field Learning Plan. Satisfactory performance should result in demonstration of an integrated, value-driven, and culturally sensitive, systematic approach to professional social work practice.

The implementation of field education objectives will show some variation among field sites because of the diverse nature of the field sites in which social work is practiced. Within such diversity,
the accepted objectives for field placement must be able to be identified. Both the field instructor and the student’s field liaison jointly share in this responsibility. The Field Learning Plan is a document developed by the student and the field instructor, approved by the field liaison, and placed in the student’s academic folder; it is the tangible reflection of the identification of the learning tasks to meet the stated objectives for the student’s educational program. The Field Learning Plan serves as the student’s “syllabus” for the Practicum experience.

**BASW**

The field experience constitutes 600 hours over a two term period (12 credit hours) for BASW students. This occurs in the Fall and Spring of the student’s Senior year. Students are in a single placement for both terms; they spend 8 hours per day, 3 days per week, for 14 weeks in field. This occurs concurrently with classes, especially the Practicum and Seminar Lab I and II.

Part time students complete the field practica and seminar and lab courses during their last year of study following the completion of all course work.

**MSW**

The field experience for MSW students constitutes 1080 hours over four terms (18 credit hours) for regular full time MSW students.

The structure for the MSW Program is as follows:

<table>
<thead>
<tr>
<th><strong>Full-Time Students</strong></th>
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<tbody>
<tr>
<td><strong>First year:</strong></td>
</tr>
<tr>
<td>First term (September-December) - Foundation Field and Seminar 3 credits, concurrent</td>
</tr>
<tr>
<td>Second Term (January-May) – Foundation Field 3 credits, concurrent</td>
</tr>
<tr>
<td><strong>Second year:</strong></td>
</tr>
<tr>
<td>First term (September - December) – Concentration Field 6 credits, concurrent</td>
</tr>
<tr>
<td>Second term (January - May) – Concentration Field 6 credits, concurrent.</td>
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</tbody>
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<table>
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<tr>
<th><strong>Advanced Standing</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>First year:</strong></td>
</tr>
<tr>
<td>Option #1</td>
</tr>
<tr>
<td>First term - 6 credits, concurrent</td>
</tr>
<tr>
<td>Second term – 6 credits, concurrent</td>
</tr>
<tr>
<td><strong>First year:</strong></td>
</tr>
<tr>
<td>Option #2</td>
</tr>
<tr>
<td>Other options may be planned in special circumstances.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part-Time Students (Main Campus):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First year:</strong></td>
</tr>
<tr>
<td>Third Term (May-August) -- Foundation Field and Seminar 3 credits concurrent</td>
</tr>
<tr>
<td><strong>Second year:</strong></td>
</tr>
<tr>
<td>Fourth Term (September-December) -- Foundation Field- 3 credits</td>
</tr>
<tr>
<td>Fifth Term (January- April) (classes only)</td>
</tr>
<tr>
<td>Sixth Term (May-August) — Concentration Field Work- 3 credits</td>
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<tr>
<td><strong>Third year:</strong></td>
</tr>
<tr>
<td>Seventh Term (September-December) – Concentration Field Work- 3 crs.</td>
</tr>
<tr>
<td>Eighth Term (January- April) – Concentration Field Work- 3 credits</td>
</tr>
<tr>
<td>Ninth Term (May-August) – Concentration Field Work- 3 credits</td>
</tr>
<tr>
<td><strong>Fourth year:</strong></td>
</tr>
<tr>
<td>Classes only</td>
</tr>
</tbody>
</table>
**Part-Time Students (UPJ, UPB)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Terms</th>
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<tbody>
<tr>
<td>First</td>
<td>Third Term (May-August) Foundation Field and Seminar 3 credits, concurrent with classes</td>
</tr>
<tr>
<td>Second</td>
<td>Fourth Term (September-December), Foundation Field 3 credits; concurrent with classes&lt;br&gt; Fifth Term (January-April), Classes only&lt;br&gt; Sixth Term (May-August), Concentration Field 3 credits</td>
</tr>
<tr>
<td>Third</td>
<td>Seventh Term (September-December), Concentration Field 3 credits&lt;br&gt; Eighth Term (January-April), Concentration Field 3 credits&lt;br&gt; Ninth Term (May-August), Concentration Field 3 credits</td>
</tr>
<tr>
<td>Fourth</td>
<td>Classes only</td>
</tr>
</tbody>
</table>

**RELATIONSHIP OF FIELD EDUCATION TO CURRICULUM**

**BASW Program:**

1. The students enroll in Practicum Seminar and Lab I and II (3 credits each) that meets once a week concurrent to the actual field placement. This occurs during both terms in the Senior year. The Instructor of the Practicum Seminar and Lab serves as the faculty liaison to the student and field instructor during the field placement.
   
   a. Lab course content relates directly to the nature of actual practice in an agency setting.

2. Assignments for the course are related to the work of the field placement such as writing a log or diary on the student’s activities, a paper on organizational analysis of the field agency, and a case presentation. Additionally students do a research project in the field placement that is coordinated with the Research course.
   
   a. Field learning plans, the educational focus of the student’s field efforts, are initially drafted in the practicum seminar and monitored by the faculty instructor /liaison.

   b. Actual field visits occur during each term of field placement and more often when warranted.

3. During orientation and in the Seminar Series for Field Instructors, field instructors are provided with course descriptions. They are additionally encouraged to request that students bring their texts and syllabi during the early part of the field placement so that the field instructor can plan and instruct in concert with the students’ coursework, with an eye toward the identification of assignments and discussion that might further illustrate or integrate knowledge and skills discussed in the classroom.

4. Faculty may invite field instructors to present or discuss a particular topic that provides real life illustrations of practice within the context of the classroom.

**MSW Program**

All non-advanced standing students enroll in Foundation Integrative Field Seminar and practicum (3 credits). The Field Seminar meets for 1 hour each week of the fall term. The foundation field practicum begins at the start of the seventh week of the first fall term for full time students and the fifth week of the first summer term for part-time students. The field seminar is taught by professional field personnel who also serve as the field liaison to the student and field instructor during the field
placement. The overall goal of the field seminar is to prepare the student to enter their field experience, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning. Assignments for the seminar include review and completion of field documents, a practicum site organizational analysis, HIPAA on-line modules, and an autobiographical essay describing their field placement experience.

1. Integration is also encouraged through MSW course assignments such as the following. During the first term, the field seminar is attached to a section of Foundations of Generalist Practice, a course that sensitizes the students to practice settings and roles. Students may be expected to participate in “field activities” in order to meet course requirements. Such activities might include: visiting agencies to determine how services are delivered, interviewing social workers in different settings to ascertain the various roles that social work practitioners engage in, etc. Additional courses may require assignments that are completed in the field setting, for example a cognitive behavioral theory and practice course requires students to identify a case that they apply classroom learning to, or single subject research requires students to determine client baseline data to be monitored during the course.

2. The student and field instructor establish a field learning or educational plan that is reviewed and monitored by the faculty advisor/field education liaison. For non-advanced standing students, the first field learning plan is developed during the Field Seminar. The plan, which currently has articulated objectives for field instructors and student, guides the work of the student and field instructor in the field placement to relate directly to the student’s level and/or specialization in the Program.

3. During orientation and in the Seminar Series for Field Instructors, field instructors, are provided with course descriptions. They are additionally encouraged to request that students bring their texts and syllabi during the early part of the field placement so that the field instructor can plan and instruct in concert with the students’ coursework, with an eye toward the identification of assignments and discussion that might further illustrate or integrate knowledge and skills discussed in the classroom.

4. Faculty may invite field instructors to present or discuss a particular topic that provides real life illustrations of practice within the context of the classroom.

**UNIVERSITY AFFILIATION AGREEMENT**

The official affiliation agreement is a legal document executed between the School of Social Work and the cooperating Field Education Organization. It is designed to clearly enunciate the responsibilities of each party in the provision of field instruction. (http://www.socialwork.pitt.edu/academics/fielded/overview.html). Summarized, the responsibilities are as follows:

**Responsibilities of the Field Education Organization**

1. Provides the agreed-upon number of field placements;
2. Provides the required period of time needed for student training;
3. Provides broad range of learning experiences and direct service roles consistent with objectives of the School of Social Work;
4. Introduces and orients students to the agency’s objectives, structure, policies, and procedures; inform students of any physical dangers inherent in the field placement and provide training to prevent such potential injuries;
5. Provides opportunities to participate in conferences, team, and staff meetings;
6. Provides essentials necessary to perform ascribed duties; reimbursement for expenses incurred in the performance of agency responsibilities;

7. Provides qualified field instructors who have the time, interest, and professional competence to assume the educational role;

8. Assures the field instructor will provide a weekly conference with each student, the content of which focuses on the educational development of the student;

9. Assures collaborative efforts will be made with the School of Social Work in the implementation of the field instruction program;

10. Accepts responsibility for ongoing evaluation of student progress and completion of a written evaluation;

11. Agrees to consult with the School regarding financial exchanges such as stipends or other remuneration related to the student’s efforts during the field experience.

12. Agrees to consult with the School of Social Work faculty advisor prior to seeking the withdrawal of any student from placement.

**Responsibilities of the School of Social Work**

1. Assigns a faculty representative to facilitate communication between the School and the Organization;

2. Agrees to provide the Agency with an academic calendar, the period of duration of the particular student field placement, and verification of liability coverage for the student prior to the placement;

3. Agrees only the approved field instructor be provided with the faculty appointment;

4. Provides orientation and training opportunities for field instructors;

5. Agrees that the faculty representative shall be available on a regular basis for consultation with both field instructors and students and shall be immediately contacted in the event of significant change in relation to student, agency, or school;

6. Agrees that student placement and termination shall not be considered final until the educational plan has been fully reviewed by the School, Organization, and student;

7. Agrees the faculty / field education liaison, in consultation with the field instructor is responsible for the assignment of the field work grade;

8. Agrees to keep organizational personnel informed through the faculty / field education liaison of any changes in school policy or curriculum that affects the agency-school relationship or field instruction.

9. Agrees that additional requirements for students may be required by the field educational organization such as clearances, medical screening, etc. It is the student’s responsibilities to fulfill these requirements.

10. Agrees to consult with the School prior to any arrangements for financial exchange such as stipend or remuneration for the student’s efforts while in field placement.

11. Agrees to notify its students of their obligation to comply with the policies and procedures of the field organization, including those governing the confidentiality of medical records and the use and disclosure of individually identifiable health information under the Health Insurance Portability and
Accountability Act of 1996. Solely for the purpose of defining the student’s role in relation to the use and disclosure of the field organization’s protected health information, such student’s are considered to be members of the field organization’s workforce (see 45 CFR 160.13), when engaged in activities pursuant to this Agreement. However, such students are not and shall not for any other purpose be considered employees of the field organization.

**Joint Responsibilities**

1. Agrees that this Agreement supersedes previous or contemporaneous Agreements.

2. Agrees to provide and maintain such written records as are reasonably requested by the opposite party.

3. Acknowledges that many student educational records are protected by the Family Educational Rights and Privacy Act and that student permission must be obtained before releasing specific student data to anyone other than the University.

4. Agrees that the students are not employees of the University of Pittsburgh or the Field Education Organization and are not covered by Workers’ Compensation, Unemployment Compensation, or other laws, government regulations or ordinances related to employees.

5. Agrees to comply with all federal, state, and local laws, regulations and ordinances related to their activities hereunder.

6. Agrees that this Agreement shall continue until termination by wither party. However, in no case shall this Agreement be terminated during the placement term of a student.

Affiliation agreements are updated every three years or upon the event of a significant change in administration and/or restructuring within the Organization or with a fundamental change in educational policy within the School of Social Work. Organizations are encouraged to communicate these changes to the Director of Field Education at the School of Social Work as well as other provisions that may be unique to that particular agency such as Act 33 and Act 34 clearance, a physical exam, or need for automobile liability insurance.

Organizations additionally are expected to notify the Office of Field Education or the student’s field liaison in the following circumstances:

- Change in address or phone number,
- Change in administrator, director, or education and training coordinator,
- Change in field instructor,
- Major adjustment to student’s schedule,
- Student absences in excess of 3 days per term,
- Unusual tension in the agency affecting the student’s learning,
- Absence of the field instructor from the agency for more than one week,
- Pending strike or labor management difficulties.

Since field instructors do not ordinarily review the Affiliation Agreement between the School of Social Work and the Field Education Organization when it is signed, this information is included in the field education manual for the express purpose of providing this information to field instructors.
DEFINITION OF FIELD INSTRUCTOR

The School of Social Work’s official definition of Field Instructor is as follows:

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 into 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 either field instructors or 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 from the School of Social Work. For cases in which the field instructor does not hold a CSWE-accredited social work degree, the School assumes responsibility for reinforcing a social work perspective.

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.

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

Field instructors are given a faculty appointment at the University: however, the Affiliation Agreement between the Field Education Organization and the University of Pittsburgh is not intended to create an employment relationship between the University and any field instructor or other employee of the Field Education Organization.

Regarding special placements for part time students, the field instructor in these special situations should not be the person who is the supervisor of the student in the employment situation. If there is no other qualified person in the agency, a faculty member may serve as field instructor.

The Appointment Process

Individuals usually become a field instructor by virtue of being employed in an approved field instruction agency where the School of Social Work places students or by initiating a request for field instructor status and student placement.

In many field instruction agencies, an individual is designated by the agency to communicate with the School of Social Work in reference to the identification and placement of students in that setting. Such an individual is referred to as a coordinator or liaison for field instruction for that agency. Some agencies designate this to the individual designated for staff training. Information about placement possibilities, the number of students a field site can accommodate, and identification of potential field instructors is communicated to the School of Social Work by this individual who in turn schedules students who have been referred by the School of Social Work for interviews within the field site and with the potential field instructor.
In other settings where there may be only one qualified field instructor, the communication from the School of Social Work generally occurs directly between that person and the faculty member requesting the student field placement.

Individuals requesting field instructor status are asked to complete an “Application for Field Instructor Status” [http://www.socialwork.pitt.edu/downloads/Instructor_App_Form.doc](http://www.socialwork.pitt.edu/downloads/Instructor_App_Form.doc). The University of Pittsburgh and the School of Social Work required an Academic and Personal History be forwarded prior to the official appointment letter. The contents of this form have been included in the new Application along with a request for information related more specifically to the field instruction process itself such as whether the individual has served as a field instructor for other schools of social work or whether she or he has had experience in staff training and/or supervision.

Appointments are not considered official by the University or the School of Social Work until this form has been completed and returned to the Field Education Office. Appointments are made official through an Appointment Letter sent from the Dean of the School of Social Work. The Appointment Letter acknowledges the field instructor’s status as field faculty and describes the benefits available to field instructors for the period in which he or she serves as field instructor.

**Responsibilities of Field Instructors**

The School of Social Work offers an orientation seminar for new field instructors which covers information outlining the philosophy and organization of the field education component in the School of Social Work, the process of the field instruction within the field placement period, current descriptions of curriculum and implications for field work assignments and the development of the field learning agreement. This orientation is available on main campus as well as at the UPJ and UPB sites. As part of their commitment to the educational process, field instructors are expected to attend the orientation meeting.

During the period of field placement, field instructors have the responsibility to provide regular and structured supervisory and instructional meetings with their assigned student. A minimum of at least one hour per week is required.

Additionally, the field instructor is responsible for working with the student to develop a Field Learning Plan during the first few weeks of the term. The Field Learning Plan is a collaborative effort that takes into account the educational assessment of the student, the educational objectives of the School of Social Work, and the opportunities available within or in conjunction with the approved field site. It is a detailed plan for the student’s learning while in field placement and serves as a guide for ongoing supervision and for final evaluation.

The final evaluation, signing the student time sheet, written narrative, and recommended grade are also the responsibility of the field instructor.

Implied within the qualifications and responsibilities of field instructors is that field instructors

- Have the capacity to conceptualize and transmit knowledge;
- Are committed to the values and ethics of the social work profession and have the capacity to operationalize them in practice through field instruction;
- Can identify appropriate learning opportunities within the agency that can be utilized to enhance the student's knowledge and practice skills;
- Can perform an educational assessment;
- Have knowledge of and can apply adult learning concepts;
- Can select appropriate teaching material;
- Assess the progress in relation to mutually agreed upon educational and learning goals;
- Use the supervisory relationship in a constructive manner;
- Work collaboratively with the field liaison;
- Express commitment to professional education through safeguarding the field instruction process by preparing supervisory and instructional meetings, through communication with the field liaison, and in participating in School of Social Work seminars specific to Field Instruction.

Field instruction is often the first step in the socializing of the social work student into the profession. Thus the responsibilities of the field instructor play an important role in the professional development of the student.

**Selection of Agencies/Organizations as Field Sites**

The many factors considered in the selection of sites as field placements are guided by these two guiding principles:

- the ability to meet the School of Social Work’s field education objectives through the development of learning assignments,
- the ability to provide a qualified field instructor,
- the acceptance of the terms set forth in the University Affiliation Agreement between the University of Pittsburgh School of Social Work and the Field Education Organization,

Other practical factors such as student interest and career plan, geographic accessibility and traveling costs, as well as availability of student stipend also play a role in the final selection.

A Master List of Field Placements is available to faculty and students as they consider field placement possibilities, and access to the on-line field directory is available at [www.fieldedlink.pitt.edu](http://www.fieldedlink.pitt.edu). This list is updated in August and September of each academic year. A copy of the field directory form used to update the list is located in the Appendix.

Students are strongly discouraged from shopping for their own placements and agency field representatives are encouraged to refer these students back to the school. Rather, students are encouraged to focus on their own interests and professional career development and to work collaboratively with faculty advisors and field education staff in the selection process.

While traditional placements prepare and ground students in core skills, nontraditional placements assist students in participating in the unfolding of solutions to current social issues. Both have an important role to play in the development of social work students into helping professionals. The traditional placement may be more appropriate to the training and application of a generalist practice, or a skill specialization area. Nontraditional placements may place the student on the “cutting edge” where from time to time the particular skill needed may vary and the “boundaries” of the agency’s program may fluctuate according to the needs of the population or community served.

The School of Social Work, by virtue of its curriculum and philosophy, views placements from a framework of 1) generalist /foundation and 2) specialist. Some settings offer both. Some specialized placements can build in learning assignments that will meet the requirements of a generalist and / or foundation practicum while some generalist and / or foundation placements have very specialized components. For those who wish to understand how these concepts are operationalized for purposes of the selection process, reference is made to the survey form (see Appendix) used for the Master Field Placement List.
Increasingly, students work either full or part time while completing their education. Field placement, because of the number of hours required and the need for a regular schedule often places a sizable burden on many of these individuals. In the minimum, agencies are expected to reimburse students for expenses incurred discharging agency responsibilities. When possible, agencies are encouraged to provide parking, lunch, and stipends.

While the field placement must differ from a usual employment situation, students can and often do assist agencies and organizations in their mission. A copy of the Student Stipend Form is located in the Appendix and on the school’s web site (http://www.socialwork.pitt.edu). When possible, the philosophy of service learning is encouraged in the development of field learning tasks for the student.

The School of Social Work has expressed guidelines for students who want to request use of an employment site for field placement. The actual employment position may not be used as a field placement. In all such situations, the request must be in writing to the field advisor and the Director of Field Education. The request must detail how the field placement will be significantly different from the employment situation, including assigned tasks and responsibilities, supervision, and schedule. Reference is made to the Policy on Employment-Based Field Placement in the Appendix.

Agencies may feel free to request students during or prior to the assignment and selection process. Current and ongoing communication is important. Agencies requesting students for the first time are usually asked to submit a written brief description of the role of a student in that setting; new roles for students in traditional settings are also requested in writing. A packet of information containing the University Affiliation Agreement, Application for Field Instructor, Learning Objectives of the BASW and MSW Programs, a field directory survey form, and information on Field Instructor Training are sent to agencies requesting to serve as a field placement site. This information is also available on the school’s web site (http://www.socialwork.pitt.edu). Telephone screening is usually followed by a face-to-face meeting with a member of the Office of Field Education.

The complex nature of field placement selection and assignment may mean that not every agency or organization that requests a student receives one for that term. Sometimes agencies and organizations have internal changes that may result unfavorably for purposes of field placement; yet a year later or a year previously that same setting may have had a few students in placement. Student interests vary from time to time which may limit the number of students interested in a particular field of practice. Geography, especially accessibility and distance is a factor for many students. There are excellent placements not located in the urban locale, but there may not be an appropriate student who resides in that area during a given placement period. Because an agency or organization does not receive a student for field placement during a specific academic term does not imply that the School of Social Work is not interested in that field site as a continuing site for student field placement. Hopefully through the agency or organization’s liaison and the faculty liaison, open and ongoing communication prevents misunderstandings related to these issues from occurring.

A list of Cooperating Agencies that serve as Field Placement Sites is located in the Appendix.

ASSIGNMENT OF STUDENTS

BASW Program

In the BASW Program students complete two terms of placement within the same setting during their senior year. Placement is concurrent with coursework. Each term of placement consists of 300 hours for a total of 12 credits for the two terms. The BASW student is in placement 3 days each week for 14 weeks. Selection and assignment of placement usually occurs in the spring of the junior year. Preparation for field begins with a student program usually occurring in November in which the structure, policies and procedures, learning objectives, and other general information are reviewed with BASW students. Students submit a completed Request for Field Placement Form along with two copies of a resume to the Office of Field Education. At that time, the student schedules an interview with the field education personnel to discuss the request. Placements for undergraduate students are
made by the Office of Field Education in collaboration with the BASW Program faculty. Students enroll in a 3 credit Field Practicum Lab while they are in field placement.

**MSW Program**

In the MSW Program, field placement constitutes a total of 1080 hours or 18 credit hours over a four terms (concurrent with classes). The first placement occurs in the fall and spring term of the first year. The third and fourth terms of placement occur in the fall and Spring terms (of the second year) respectively and at a different site from the first year field placement. First year non-advanced standing students attend a Foundation Integrative Field Seminar during their first term in field placement. Field placement begins the 7th week of the fall term for full-time students and the 6th week of the summer term for part-time students.

Students who attended undergraduate social work programs are awarded 6 credits of advanced standing for field work, provided their placement consisted of at least 400 actual hours of field work experience. Advanced standing students go into field placement their first term (usually fall of the first year). The learning objectives for these placements are similar to the third and fourth term of the regular full time student.

There are some variations to this cycle for field placement, which are not mentioned here. Generally these occur with part time students.

In the MSW Program, the terms of field placement occur concurrently with coursework for which the student has registered. 16 hours per week from week 7-15 is the normal pattern for the first term of foundation placement and 16 hours per week for 15 weeks is the normal pattern for the second term of field placement. Three days /week for 15 weeks is the normal pattern for second year and advanced standing field placements.

All students complete a Request for Field Placement Form. In the BASW Program and for the first year all MSW foundation and second year Direct Practice students, this request is submitted to the Office of Field Education. The forms will be mailed to all incoming students, be distributed through the Foundation Field Seminar, at student field planning meetings, in the forms’ display outside the Offices of Field Education on the 21st floor, or from the school’s web site, http://socialwork.pitt.edu. Notification for students to submit requests is listed in the Field Education Calendar in the Student Handbook. Notices are also posted in the school and read by faculty in classes to remind students to submit their request.

The student arranges to meet with a faculty advisor during this time to explore his or her request. All requests are sent to the Field Education Office. Second year requests should include an updated resume that includes the first year field placement. Requests for fall placements are made in the previous spring; requests for spring placements are made in the fall. Incoming students submit their request for fall placement in the summer.

The matching process is a complicated one, because of the many variables involved. First, students are matched on the basis of interest, previous experience, learning goals, compatibility with the field site, professional goals and transportation needs. Secondly, the School of Social Work is working within certain constraints: the number of placements available is not constant; sometimes agency funds are cut unexpectedly, staff may be cut and the number of students to be placed can be affected; sometimes for various reasons agencies are unable to inform the School of Social Work expeditiously of the number of staff available for field instruction purposes.

When possible, the School of Social Work prefers to have more than one student in a given setting. Student preference and ability of the agency to meet the educational and instructional requirements of the school play a central role in the assignment process. Because of the large number of students in the school to place, students are generally sent to only one agency to interview. If that match does not seem to fit, the student is then sent to a second, or third agency as needed. A lot of effort goes into the matching process and most students find an appropriate fit the first time.
Students are expected to have two current resumes that are to be attached to their Request for Field Placement Form. This resume should be available to the potential field instructor either prior to or during the interview with the student. Once the student is notified of the recommended field assignment, the student is responsible to schedule an interview with the designated field contact person as soon as possible. In smaller settings, the interview may be with the actual person who will do the field instruction. It isn’t unusual in larger settings for the student to be interviewed more than once; preliminarily by the training coordinator or training director and then by the potential field instructor.

In making the appointment, students need to obtain clear directions to the proposed field site, inquire about parking if needed and repeat back the date and time of the appointment. If an appointment needs to be canceled, students are asked to do this promptly. 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. Students are encouraged to ask if a tour can be available following their visit. They may additionally request an agency brochure or newsletter in advance, so that they can have questions prepared to ask during the interview.

Field Instructors are encouraged to inform students directly as to whether they will accept the student for field placement. Most students are quite anxious about finalizing their placement arrangements, especially those who live outside of the Pittsburgh area.

Field instructors are also asked to contact the specific school representative and complete the interview confirmation form that was sent to them. The Field Education Office can then confirm the placement and can officially appoint the field instructor. Information for the forthcoming term such as the academic calendar and dates for field instructor orientation and training are forwarded to the field instructor. New field instructors receive an on-line Field Education Manual. Students have responsibility to bring the Field Learning Plan and Field Evaluation to the field instructor. If a field instructor does not receive a letter of appointment by the time the term begins, the field instructor should call the Office of Field Education at 628-5941)

Under no circumstances can part-time students do less than 12 hours per week in field placement. Full time students are expected to complete 20-24 hours per week. Expect for the second term of foundation placement, in which students are to clock 12 hours per week for 15 weeks of the term.

**THE FIELD INSTRUCTION PROCESS**

**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 objectives into learning tasks for the student and provides both instruction for and supervision of the learning.

**THE PLACEMENT INTERVIEW AND CONFIRMATION**

All students are to interview with potential field instructors prior to actual confirmation of field placement. In larger agencies and organizations, a student may have several interviews starting with the individual who has responsibility for training or management and then with several staff, each of which may be interested in instructing a student. In smaller settings, there is usually one interview. The student is expected to schedule the interview and to bring a current typed written resume. The interview is often an anxious event for the student, who may not know what to expect or may not be able to accurately translate his/her career goals into the practical language of the operations as they occur in most social service or human service agencies or organizations.

Field instructors are encouraged to be frank in their assessment of the student’s ability to be able to participate and to learn in that environment. Some environments are very stressful which may hamper some students from fully productive functioning; there are environments that are unstructured which may challenge a previously experienced student, but may pose learning problems for a student who needs structure to promote learning.
Students are different as to how they may approach learning; each student needs to be considered individually. It is acceptable to discuss with the student any organizational or environmental factors that may impede their field placement experience. A small number of students do change their mind about what area of social work they would choose for a placement following the interview. This is a learning experience that can be significant for the student because of its future career implications.

Both the student and the field advisor referring the student need to be apprised of the confirmation of the placement. Ten working days after the interview has been the accepted time period for such notification; most field instructors and training directors, however, notify the student and the School of Social Work immediately after the completion of the interview(s) by a phone call and by returning a confirmation form. Confirmation forms are available on the school’s web site (http://www.socialwork.pitt.edu/academic-programs/field-education/).

**ORIENTATION**

Once confirmation has occurred, field instructors usually begin to think about potential learning activities for the orientation of the student. Some agencies may have standard orientation programs. Orientation programs need to include:

1. Introduction to the staff with whom the student will be working,
2. Introduction to appropriate administrative individuals in the organization,
3. Identification of the space and resources which the student will need to do her/his work,
4. Review of important policies and procedures; knowledge of where and whom to reference for issues that may arise in placement, especially issues related to confidentiality or liability,
5. Training in conjunction with forms, documentation, or procedures that the student will be required to use,
6. Discussion of information on the structure of the agency/organization, its mission, source of funding, etc., tour (if that has not been done previously), map (for larger organizations/communities),
7. Identification of written material such as books and periodicals that the student will need to be familiar with for purposes of the field placement experience,
8. Identification of how and when supervision will occur,
9. Activities such as meetings, tours, rounds, visits to related community programs or referral sources, scheduled meetings with individuals with whom the student may need to work, or from whom the student could garner additional perspectives or be exposed to additional skills used to accomplish the work of the organization/community,
10. Information and training on safety practices used within the setting, and
11. Guidelines for confidentiality and privacy used by the organization.

The orientation plan is implemented upon the arrival of the student. Often a written checklist of these activities for the student to complete helps to quell insecurities the student may have about how his/her time will be spent. The orientation plan can also serve as a tool in early supervision meetings. The field instructor can see how the student assimilates these early experiences. This sets the stage for the educational assessment.

**EDUCATIONAL ASSESSMENT**

The first step in developing the Field Learning Plan is the educational assessment of the student. This is an interactive process in which student and field instructor openly discuss:

1. The student’s expectations of the field placement and of the field instructor,
2. Previous course work and life and work experience that have prepared the student for the field placement,
3. The student’s career goals,


The educational assessment process should also consider differences between field instructor and student styles as well as age, gender, racial, ethnic, cultural and lifestyle differences that may impact the teacher-student relationship and student learning experiences. The educational assessment as a process sets the stage between the field instructor and the student about how the learning and assignments will occur and what the nature of the supervisory and instructional process will be.

THE FIELD LEARNING PLAN

The educationally based learning plan, The Field Learning Plan, has different objectives for each term of field placement. All placement experiences build upon the objectives of a generalist or foundation practicum and should demonstrate an identifiable relationship to the curriculum of the School of Social Work as well as to the opportunities in that particular agency /organization. The Field Learning Plan is jointly developed by the field instructor and student and submitted to the field education liaison for approval. When a field instructor is new, the field liaison may elect to be actively involved in establishing the Learning Plan.

The Field Learning Plan is a formal document that is registered in the student’s academic folder. It is to field placement what the syllabus is to the classroom. It is expected that the field instructor and student will jointly complete the Field Learning Plan during the first month of field placement. Due dates for the Field Learning Plan and the Field Evaluation are indicated on the Field Schedule that is mailed to field instructor’s at the start of the term and on the school’s web site http://www.socialwork.pitt.edu/academic-programs/field-education/.

DIFFERENTIAL LEARNING IN THE FIELD

The School of Social Work has guidelines or expectations for the focus of the placement. These expectations or objectives of field placement will be interpreted by the field instructor to fit the experiences available at that particular site. For example, learning to problem-solve with an individual in a setting that provides direct services such as food, housing, clothing, etc. may appear to be different from learning to problem-solve in a neighborhood where the residents are concerned with the lack of recreational programs for young people. Yet, the process of problem-solving for both will include the gathering of information critical to the problem, assessing the nature of the problem, development of strategies or an action plan to deal with the problem, implementation of the strategies or plan, evaluation of the results of the strategies and/or plan and actual termination or closure with the individual or neighborhood, follow-up related to the plan and evaluation of the effectiveness of the over all plan.

The following example illustrates a generalist or foundation learning task. In a social service or human service setting, a student will become acquainted with “Intake” or the process of gathering information. The purpose is to determine if the agency can assist a particular individual with his /her needs /problems. In a neighborhood or community setting, a similar process might be the development of a needs survey to identify what needs or problems residents identify that might serve as foci for organizing residents to work together.

DEFINITION OF GENERALIST PRACTICE: BASW PROGRAM

Generalist Practice is the focus of both terms of the BASW field placement. The definition of generalist practice in the BASW program is “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 multi-cultural contexts, focusing on the strengths inherent in client/consumer systems. The ethics and values of the social work profession anchor this practice.

DEFINITION OF GENERALIST PERSPECTIVE: MSW PROGRAM

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.

This foundation placement in the MSW Program is considered by the Council on Social Work Education to be essential to every social worker, regardless of specialization.

The MSW student may begin to specialize in the second term of placement; the second year MSW student is placed in a setting where she or he can concentrate in the major skill area (interpersonal or community practice) and specialization.

The third term of placement focuses on the application of concentration skills to target populations or systems.

The objectives of the fourth term of placement focus on the intensity, range, and depth of the application of concentration skills.

Refer to the specific learning objectives of each program level in the Appendix.

The Field Learning Plan specifies the educational goals and objectives. The Field Learning Plans can be downloaded from the school’s web site (http://www.socialwork.pitt.edu/academic-programs/field-education/). Students are responsible for making sure the Field Learning Plan is completed and returned to the school. The learning tasks are identified and developed jointly by the field instructor and the student. A targeted time period for completion of the tasks and the method of evaluating the student’s performance for each task are also identified.

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. There is an Addendum or Revisions’ section for each major goal, so that the Field Learning Plan developed in one term can be reevaluated for the subsequent term.

The following is an example of an educational objective developed for the Field Learning Plan.

A. Learning Objective No. #1:

To become knowledgeable about the agency /organization in which the field placement occurs. (This includes mission, organizational structure, policies, personnel practices, programs, finances, culture, and the problems and issues that impact the organization.)

Learning Tasks Associated with Objective #1:

a. To review the mission, structure and actual operations of the organization with the field instructor and other designated staff.

b. To meet with individuals from areas in the organization identified by the field instructor; to learn about their role in carrying out the organization’s mission.

c. To review brochures about the organization and other written information which are suggested by the field instructor or staff.

d. To be knowledgeable about organizational policies and practices which will relate to the student's area of assignment.
e. To talk with or interview consumers of the organization’s services to learn more about how they view and use these services.

f. To attend designated administrative, staff, or community meetings.

Targeted Time Period for Task Completion:

a. First-second week
b. Second - sixth week
c. First - fourth week
d. First week, ongoing
e. Third - sixth week
f. Second week, ongoing

Method for Evaluation:

a. The student will be able to explain critical information about the organization to others including his field instructor, faculty liaison and possible representatives from other settings. (OR) The student may be asked to write a brief article or paper about the organization.

b. The student will be able to explain with some degree of detail how each person’s area contributes to the overall operations of the organization. Additionally, the student will be expected to know how that person or department or group relates to his area of assignment. As the student becomes more involved in the organization’s work, the student is expected to demonstrate knowledge of how and when to interface with the identified persons, departments, or groups.

c. The student will be expected to inquire about information not formally discussed but integral to the organization’s operations and specifically to his area of assignment. The student is also expected to identify additional areas for learning enrichment within the scope of the organization’s operations.

d. The student is expected to demonstrate compliance with the organization’s practices. He is further expected to inquire and ask for clarification about practices and policies that are unclear. The student is expected to identify areas of potential conflict with professional values and discuss this with the field instructor.

e. The student will give a brief report either verbal or written (as specified by the field instructor) commenting on what he/she has learned from this experience.

f. The student will be expected to take notes or give a brief report of those meetings attended. As the term progresses, the student may be expected to actually assist with, participate in, or give a presentation at one of these meetings.

Essential to any Field Learning Plan is the application of knowledge, skills, and values of the social work profession. In addition, in the BASW form, there is a section entitled professional work management skills. In the MSW form, there is a section entitled development of an enlightened professional self that addresses how the student integrates the professional foundation as part of herself or himself. In the BASW form, this is accomplished in the section under values. The various forms used by the School of Social Work specify the learning goals and objectives for each program in order to provide guidance to the field instructor and student and consistency from setting to setting. Field instructors and students can creatively determine which opportunities within the field placement can be formulated into learning tasks to achieve these objectives. Any field instructor and student needing assistance with the field learning plan can call a field representative. Small group exercises for the developing the field learning plan are incorporated in the orientation and training series for field instructors.
ADULT LEARNING

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. To learn about the organization’s mission and operations becomes increasingly useful as a student engages with clients.

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. Inexperienced students often need to begin with **concrete and highly structured learning assignments**, or with tasks that are **familiar or comfortable**. More experienced students still need **structure**, but are more willing to take on **complex tasks** and to accept **discomfort** as an occasional ingredient in new learning. Mature students also need structure, but the learning tasks and field instruction must **challenge what they know or think they know**.

As an adult learner the student is an active learner. Asking, clarifying, seeking out new information, and participation are essential to this role. Some students may need assistance in learning the role of the adult learner while others may need clarification in the effective use of educational supervision.

To summarize adult learning principles: work from simple to complex, from concrete to abstract, from familiar to unfamiliar. Identify the ways in which the student learns best: from observing, modeling, coaching, reading, theorizing, reflecting, doing, or experimenting. Encourage the student to be active in his or her own learning.

LEARNING LOGS

Students in field placement should maintain a log of hours and activities; among other things, the log can help to inform and evaluate how time is used. Practicum Seminar Lab Instructors from the BASW Program may require the student to keep logs as part of the classroom requirement.

The student can write a brief description of his or her activities in the log. The log can then serve as a reference tool during supervision. Some field instructors and field liaisons may ask to review the log with the student as part of the supervision process. At the end of the term the log can assist in summarizing what has been learned and experienced.

GUIDELINES FOR PROCESS RECORDING

The School of Social Work has no official policy on the use of process recordings during the student’s field placement experience. However the following guidelines are suggested to field instructors and students who may choose to use this tool:

- **Process recording should be used as a teaching tool.** This means that the purpose of the recording is to learn. Learning can focus on the student’s development of observational and responsive skills, gaps in learning and skill, personal value conflicts, reflective thinking, and sense of emerging professional self, thus paving the path for the development of critical thinking.

- **The process recording should be used selectively.** Not all assignments lend to this type of learning, so the field instructor must assess which learning tasks do. Interviews and discussions of a meaningful nature that may challenge the student are often appropriate selections for use of this tool. An advantage of the written recording over the audio or videotape is that the student can include comments of what he or she was thinking or feeling at the time.

- **Time** must be allowed both for the construction of the process record as well as for the supervisory instruction given by the field instructor. **Recordings reviewed by the supervisor but not discussed with the student are without learning value.**
A Model for Process Recording

Suanna Wilson offers several different models of process recording. The model that students and field instructors seem to find easiest to adapt to is as follows.

- Take legal size paper. Turn the paper horizontally and make three equal columns.
- Mark the first, “Supervisory Comments,” the second, “Content-Dialogue,” and the third, “Gut-Level Feelings.” The first column is for the field instructor to make remarks when reviewing the student’s other two columns.
- The second column is where the student records what happened during the interview, discussion, or group meeting including both verbal and nonverbal communication, interruptions, and other occurrences.
- In the third column, the student records how he or she felt or what he or she thought as the verbal activity in the “Contents-Dialogue” column was taking place. The remarks are not to focus on the client, but on the student.

Expect that students will not be thrilled to do a process recording. It is only when the student actually experiences learning that occurs through the use of this tool that they can see the benefit of its selective use.

Additional Supervisory Methods

Additional methods for supervising students can include modeling, role-playing, co-work, audiovisual tapes, one-way mirrors with bug-in-the-ear and / or live supervision. Students and field instructors should frame these methods within the context of 1) appropriateness to the student’s learning objectives, 2) appropriateness to the “work” with the client, 3) informed consent principles and agency guidelines for Privacy (including HIPAA), 4) definition of the limits and scope of use of materials or information produced, and 5) ownership and disposition of such materials.

Evaluation of Practice

Among the skills that students must learn is evaluation of practice. The concept of evaluation of practice means that the student and/or practitioner develop 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 practitioners may not readily associate these methods with applied research.

In generalist practice and foundation 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 setting, 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 and then to alter, a particularly offensive behavior. The adolescent and student (with the help of the field instructor) identified incentives for success. 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 which model they choose for their specialization.

- Community practice students should be able to assess community/organizational needs and inventory community/organizational resources. Further, they should be able to measure the effectiveness of particular strategies and techniques in program planning and evaluation, coalition-building, conducting meetings, volunteer recruitment, etc.

THE STUDENT ROLE VS. THE EMPLOYEE ROLE

The student role is not the same as an employee role. 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. What is then different? Students do not carry the workload of paid staff, nor should they be expected to. Their educational assignments are structured to emphasize learning, not merely completion of a task. Education is the first priority, but they should "do no harm." They engage and participate in educational supervision that we call field instruction; this is differentiated from administrative supervision that employees receive. Educational supervision attends to the identification and linking of theory to practice, the development of conceptualization and critical thinking, the evaluation of alternative approaches, and the use of reflective thinking. Administrative or agency supervision often focuses on meeting agency policy and procedures. Teaching and actively using process questions to develop the art of reflection distinguishes educational from administrative supervision.

USE OF THE SUPERVISORY CONFERENCE

Regular instructional meetings utilize the Field Learning Plan as a guide. The student is expected to actively participate and to submit written, audio and visual materials as requested by the instructor and to meet agreed upon deadlines. It is suggested that a pre-established agenda for the supervisory conference is established prior to each meeting and that there is an appointed time each week for this meeting.

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? Critical feedback is important to shape practice skills and to develop professionally. A student who has difficulty with this should talk with his or her field instructor about the problem. If the field instructor is unable to help with the problem, the field liaison needs to be involved as soon as possible. Waiting until the end of the term is too late.

Supervisors, on the other hand, must remember that their comments to the student are very important. Students need to know when they perform in a satisfactory manner and when they are demonstrating active learning and progress in the development of their skills. Operationalize the slogan: "Catch them doing something right and tell them!"
STUDENT RIGHTS IN FIELD PLACEMENT

1. The student has the right to a field instruction assignment that meets the requirements of the student’s educational program.

2. The student has the right to expect that no task that violates the ethics and values of the profession will be assigned.

3. If a problem arises related to the student’s performance or behavior in the field, the student has the right to due process, prior to any action being taken. The field liaison is responsible for guiding the problem-solving activities.

4. The student has the right to participate in, to see, and to have a copy of all evaluations. The student has the right to expect that the field instructor discuss the evaluation with her/him. When substantial differences exist in an evaluation between the student and the field instructor, the student may submit a written statement of explanation to be attached to the evaluation.

STUDENT RESPONSIBILITIES IN FIELD PLACEMENT

The major educational responsibilities for the student in field placement include:

1. Active participation in the learning process,

2. An open attitude toward learning,

3. Performance of all activities in consonance with social work values.

In addition, students are more specifically expected to:

a. Take the Field Learning Plan to the field instructor and assist the field instructor in formulating the learning objectives that are reflected in the Field Learning Plan,

b. Systematically pursue each learning objective through the tasks identified with achieving that objective; become increasingly skillful in delivering services to clients, or completing administrative and organizing assignments;

c. Follow the practices and policies of the agency or organization in seeking to make improvements through recognized organizational mechanisms,

d. Develop professional self-reflective skills through the review of field placement experiences with the field instructor,

b) Demonstrate responsibility and professionalism by completing all agreed-upon tasks.

c) Perform in a manner consistent with the NASW Code of Ethics and professional standards of practice.

d) Assure that the completed field learning plan, the student field evaluation, and the evaluation of the field experience are received on time by their field liaison and in the Field Education.

CONFIDENTIALITY/USE OF AGENCY INFORMATION

Confidentiality refers not only to the social worker’s obligation to protect the privacy of clients and consumers, but also to preserve the confidential nature of communications with colleagues. While students are expected to follow these codes, it is understood that students may need instruction and guidance in both knowing the codes that pertain to confidentiality and how these are applied in a particular field setting. The School of Social Work is responsible for informing and teaching basic principles of confidentiality; the field instructor is responsible to inform and teach students how the principles of confidentiality are applied in the particular field setting; the student is responsible to learn from this instruction and to ask for guidance in any situation that is not immediately clear.

Students should follow agency policies and procedures when audio-or videotaping client sessions, family, or group meetings. Field instructors should inform students under what circumstances confidential and private information
pertaining to clients and consumers or colleagues can be disclosed, including what can be discussed in a classroom or used in an academic paper. In the classroom, students need to be cautioned to de-identify confidential information and class participants must openly agree to keep the confidential information within the classroom confines. Such disclosure needs to focus on the student's development of an informed, disciplined, and professional self and the rendering of a quality service to any consumer, or client, or group of consumers or clients.

FIELD 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.

- How well can the student describe the agency or department, the types of services, clients / consumers / constituents, and interventive processes that are utilized?
- Who are the populations at risk and what is the diversity of the clients/ consumers /constituents that the student is working with?
- What are the quantity and quality of the field learning experiences?
- What are the amount, type of, and quality of field instruction? How has the field instructor furthered the student’s development?
- Give examples of the integration of field and classroom learning.
- Give examples of diversity, ethical, and social justice issues that are observed or discussed in the field experience.
- How has the field experience influenced the student’s development of a professional self?
- 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, 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 the 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 the field advisor at any time during the field placement for consultation or assistance in problem-solving.

EVALUATION
Throughout the term the student needs to receive feedback on performance. Although there is a final 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 additional criteria outlined by the School of Social Work in the 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 exchange information. The field instructor recommends a grade for the student at this time. The final results of the conference are forwarded to the School by the field instructor. The final grade is given by the faculty /field education liaison as mandated by the Council on Social Work Education.

Undergraduates receive letter grades for field placement. The scale for the letter grades is outlined on the final evaluation form. Graduate students may receive a grade of S (Satisfactory) or N (unsatisfactory).

The evaluation for both BASW and MSW students is due two weeks before the close of the term. The specific dates can be found in the current Field Education Calendar. A copy of the calendar is the Appendix of this manual or can be located on line at http://www.socialwork.pitt.edu/academic-programs/field-education/.
On occasion, a student may disagree with a particular point in the evaluation. The active learner takes responsibility for differences of this nature and asks for discussion of the matter. In the discussion, the student should seek the basis for the determination. If it is unjustified, the student has responsibility to present accurate data to validate his/her point of view. The field instructor should be able to substantiate his/her decision through reference to specific written work or supervisory/instructional meetings. While students are encouraged to keep logs or diaries of their time and assignments, field instructors are encouraged likewise to keep pertinent information of their supervisory meetings with the student. Significant differences in opinion of the grade need to be brought to the field liaison’s attention.

Any time a problem develops in the field placement, the student and field instructor are expected to make an attempt towards resolution. 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 and the Associate Dean for Academic Affairs may be involved. Please refer to Common Problems and Guidelines for Problem Resolution in the Appendix.

Students are also expected to evaluate the field placement experience at the end of the field placement and are encouraged to share that information with the field instructor. The formal evaluation is forwarded to Field Education, School of Social Work, University of Pittsburgh, Pittsburgh, PA 15260.

ENDING THE PLACEMENT

Coming to closure with the field placement is as important as the initial orientation. Yet it is common for individuals, both field instructors and students, to want to avoid this ending aspect of the field placement process. Saying good-bye can be as anxiety-producing as saying hello!

Field instructors may want to begin talking about termination with students at least a month before the actual last day of the placement. In some settings termination is discussed with students during orientation because the student in turn may need to speak to clients about the short term nature of his/her involvement. Make sure the last date of the placement is set well in advance. Students may need direction and support in preparing for their concluding activities. Sometimes it is advantageous for the student to rehearse what he/she will say to clients as well as to develop a checklist of closing activities. Such a list might include names of individuals who have helped the student during the field placement and for whom the student needs to express appreciation, incomplete assignments that need to be transferred or summarized, written materials that need to be completed and reviewed by the supervisor, reference and other materials that may need to be returned.

Most field placements are mutually rewarding for both the student and the field instructor. There are also ups and downs as in any other life experience. Common problems that occur in the field placement include:

- mismatch of student’s interest and opportunities available in the field placement;
- unclear expectations of either student or field instructor,
- too much structure or lack of structure in the field placement,
- lack of regular and structured supervision/instructional meetings with the student, or
- student’s lack of preparedness for supervisory/instructional meetings,
- inability of the student to receive feedback or lack of feedback from the field instructor.

Most of these issues, when identified, can be resolved by the field instructor and the student. Prompt identification of the existence of problems allows for timely and constructive resolution. Field instructors need to know that they can call the field liaison, faculty advisor, concentration chairperson, program director, or the Director of Field Education for assistance with these issues.
APPENDIX

Most of the information and forms in this section are available on the School of Social Work's web site, http://www.socialwork.pitt.edu/academic-programs/field-education/.
Signature pedagogy represents that forms of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is the basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program:

1. Connects the theoretical and conceptual contribution of the classroom with the practice setting fostering the implementation of evidence-informed practice.

2. Provides generalist practice opportunities for students to demonstrate the core competencies.

3. Provides advanced practice opportunities for students to demonstrate the program’s competencies.

4. Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

5. Admits only those students who have met the program’s specified criteria for field education.

6. Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

7. Specifies the credentials and practice experience of its field instructors necessary for students to demonstrate program competencies. Field instructors for baccalaureate students hold a CSWE accredited baccalaureate or master’s social work degree from a CSWE accredited program. Field instructors for master’s students hold a CSWE accredited social work program. In cases where a field instructor does not hold a CSWE accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

8. Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

9. Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision are different from those associated with the student’s employment.
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 and for teaching the Foundation Integrative Field Seminar. Field advisors may also serve as field liaisons. The field advisor is also the person who develops new field sites, monitors current field placements and guides students along with the student’s faculty advisor.

- **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.

Section 1.01  Field Placement Requirements

*Approved November 19, 2003 (Revised April 2007)*

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

   i. The focus of the BASW experience is generalist practice.

b. In the MSW Program, full time regular students complete 1080 hours (18 credits) of field; advanced standing students complete 720 hours (12 credits) of field. The field placement occurs concurrently with course work. For non-advanced standing students, the first or foundation field placement begins in mid-October (the beginning of the 7th week of the term) of the first year for full time students and mid-June (the beginning of the fifth week of the term) for part time students. It is 16 hours per week, usually for 8 hours each day from week 7 through week 15 of the fall term, and 16 hrs per week for part-time students from week 7- week 15 of the summer term. The full time student will attend a Foundation Integrative Field Seminar for 1 hour per week for all 15 weeks of the first fall term. The part-time student will attend a Foundation Integrative Field Seminar for 1 hour per week for all
15 weeks of the summer term. This is followed by the second term in placement in which the full-time student is in the field organization for 16 hours per week during the spring term and the part-time student is in the field organization for 16 hours per week during the second fall term of the program. Both periods of field placement are consecutive and in one organization.

c. The focus of the first six credits or foundation field experience is the generalist perspective. The second term of this field placement serves as a bridge to the concentration in which the student’s learning shifts gradually to substantive knowledge and skills required by the concentration.

d. The focus of the Foundation Integrative Field Seminar is to prepare the student to enter their field placement experience, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning.

e. 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 (360 hours per term) for a total of 720 hours.

f. 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).

g. Advanced standing students are considered to be in the concentration and therefore complete two terms (360 hours per term) of field placement in the same setting for a total of 720 hours.

h. Both BASW and MSW Programs:

i. **Part-time students** will follow the schedule established by the program for completion of field placement. Part-time students may complete no less than **12 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.

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

iii. Before the placement matching process begins, each student must return a signed Student Agreement/Release of Information form.

iv. 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. Information may be found at [http://www.drs.pitt.edu](http://www.drs.pitt.edu).

v. **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.
vi. 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.

vii. 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. A request form is available from the Director of Field Education. 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.

viii. 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.

ix. All students are required to purchase malpractice insurance 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. Malpractice insurance is automatically invoiced to students registered for field work credits.

x. 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.
2. Students in the MSW Program are required to request field placement by the designated deadlines. Refer to MSW Program requirements in this manual.

a. School Procedure

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

ii. Students will submit a signed Student Agreement/Release of Information Form

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

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

SECTION 3.01 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 (Revised April 2007)

1. Selection of Agencies

a) School Policy - Agencies

i) Agencies are selected based on their ability to:

   a) provide learning assignments appropriate to the student’s educational program and level

   b) to provide a qualified field instructor(s), and 3) to sign a university affiliation agreement.

b) School Procedures

i) 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. Current lists of affiliated agencies are available at www.fieldedlink.pitt.edu.

ii) 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.

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

iv) 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 data base, and students may be placed.

v) The following information is sent to the agency for completion and return to Field Education: field education directory form, field instructor application, and university affiliation agreement.

c) School Policies

i) 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.

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

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

iv) 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.

Section 4.01 Selection of Field Instructors

2. School Policy-Field Instructors

a) Category 1

ii) 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.

b) Category #2

i) 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 either field instructors or 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. For cases in which the field instructor does not hold a CSWE-accredited degree, the School assumes responsibility for reinforcing the social work perspective.

ii) 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.

**iii) New field instructors with a CSWE-accredited degree are strongly encouraged to attend field instructor orientation and training before supervising a student or while supervising a student during the first term of field instruction. New field instructors or agency task supervisors from related disciplines are required to attend field instructor orientation and training before supervising a student or while supervising a student during the first term of field instruction, or at a minimum, successfully complete the Seminar in Field Instruction available online via Courseweb.**

**iv) 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.**

c) **Procedures:**

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

ii) The potential field instructor is informed of the responsibilities the school requires of all field instructors.

iii) The potential field instructor is asked to complete the formal Field Instructor Application.

iv) 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.

d) **Details**

i) 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.

ii) 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.

iii) 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.
Section 5.01  Placing Students

1. Student Policy Placing Students

   a) 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.

   b) 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.

   c) 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.

   d) Students are responsible for obtaining, completing with the field instructor, and returning the field learning plan/time sheet and field evaluation/time sheet form for each term of the field placement, except for the first term of non advanced standing students attending the field seminar. For these students, one field learning plan including a time sheet is due at the end of the first term in placement and one evaluation including a time sheet is due at the end of the second term in placement. No grade can be given until the field learning plan and time sheet or the evaluation form and time sheet is received in the school and reviewed by the field liaison. Satisfactory completion of the field learning plan, hours and the field learning evaluation are the basis for awarding grades, except for the first term non-advanced standing students as the field seminar is included in the process for awarding grades for that term. In addition, satisfactory performance in the Foundation Integrative Field Seminar is required for full and part-time non-advanced standing students.

   i) 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.)

   ii) In the MSW Program, for the field placement and field seminar the grade options are satisfactory or unsatisfactory. (Reference is made to School Policy, Academic Standing in the MSW Program.)
iii) 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.

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

v) Students who receive stipends from the agency for field placement are expected to notify their field advisor. When feasible, the stipend may flow through the business office of the school to avoid confusion between employment and field placement, otherwise, the stipend process may be handled directly by the agency.

vi) 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.

e) Procedures

i) A student field planning seminar is held each year for baccalaureate students in the Fall and for advanced standing master’s students in the Fall and Spring of each year. A field seminar is required for all first year non-advanced standing students. The purpose of the planning seminars is to provide students with both an overview and the details of how to begin the process of obtaining a field placement. In addition, an Orientation Seminar is provided for full-time and part-time advanced standing students in the Fall and Spring terms of each year. The purpose of the Orientation is to educate the student to all the field work documents and processes. Non-advanced standing students all attend the field seminar. The purpose of the field seminar is to prepare the student to enter their field experience, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning.

ii) The student submits a formal request for field placement with a copy of a resume and a signed Student Agreement/Release of Information form 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.

iii) The student is interviewed initially by phone, e-mail or in person by a field advisor in Field Education and subsequently notified by phone or email of the proposed field site and field instructor.

iv) The student is responsible for making an appointment for an interview at the site with the proposed field instructor.
v) Both student and field instructor must provide feedback / confirmation to the school that the field assignment is acceptable.

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

f) Details

vii) Information and forms related to this process are located in the Student Handbook and on the school’s web site http://www.socialwork.pitt.edu as well as in the forms display outside Room 2127 C.L. Information and forms are also available on-line to all students as part of a welcome packet for incoming students.

2. Monitoring of Students and Maintaining Field Liaison Contacts with Agencies

a) School Policies

i) 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.

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

iii) A minimum of one field liaison visit per term is required for each assigned student in field placement. Except for first year non-advanced standing students as previously outlined. 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.

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

b) Procedures

i) 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.

ii) Field liaisons visit the field instructor and student in the agency while the student is in field placement. The field seminar serves as the liaison contact for the first term of non-advanced standing students. 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, except for first year non-advanced standing students attending the field seminar.

iii) 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.

c) Details

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

ii) 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.

iii) Field liaisons are expected to provide feedback about the quality of field instruction to the Director of Field Education.

2. Evaluating Student Learning and Agency Effectiveness In Providing Field Instruction

a) School Policies

i) 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.

b) Procedures

i) 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.

ii) 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.
iii) 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.

c. Details

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

ii) 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.

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

SECTION 6.01 Field Instructor Orientation and Training and Continuing Dialogue with Agencies
Approved November 19, 2003

1. Field Instructor Orientation and Training

a) School Policy

i) 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.

b) Procedure

i) Field instructors are invited for a full day of orientation at the beginning of the fall spring and summer 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.

ii) The Seminars in Field Instruction (SIFI) is a series of 3 sessions designed to parallel the student and field instructor experience. While the SIFI is not required for instructors with a CSWE-accredited social work degree, field instructors of record and task supervisors, and new field instructors are strongly encouraged to attend. Field Instructors or agency task supervisors without a CSWE-accredited social work degree are required to attend orientation and training, or at a minimum, successfully complete the SIFI training on-line.

iii) Field instructors are provided with an on-line field education manual.

c) Details

i) An outline of a typical orientation and SIFI outline is available.

ii) Field instructors evaluate the effectiveness of the SIFI.
iii) Field instructors who complete the orientation and SIFI are provided CEU’s.

2. Continuing Dialogue with Agencies and Field Instructors

a) School Policy

i) Through the field seminar, the field orientation and SIFI series, 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.

SECTION 7.01 Employment-Based Field Placement
Approved November 19, 2003 (Revised April 2007)

a) School Policy

i) 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.

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

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

iv) Students must not do less than 12 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.

b) Procedures

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

ii) 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.

iii) Recommendations are reviewed with the Director of Field Education before a final decision is made.

c) Details
i) 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.

ii) 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.

SECTION 8.01 Problem Solving in Field Education
Approved November 19, 2003 (Revised April 2007)

a) Policies

i) 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 three 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.

ii) 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.

iii) 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;

- poor attendance or performance in the field seminar;

- 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/time sheet and end of term evaluation/time sheet; 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.

b) Procedures

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

ii) Problem identification by student or field instructor.

iii) 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.

iv) 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.

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

vi) 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.
vii) 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.

viii) 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.

ix) Agreed upon plans to address the problem(s), issues(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.

SECTION 9.01 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.

SECTION 10.01 Recommended Procedures on Withdrawal from Field Agency Placement and Termination of Field Instruction

Effective Date: October 21, 1987 - Revised: January 1989 (Revised April 2007)

1. 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.

2. 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.

3. All withdrawals from registered field placements are subject to the following conditions:
   a) 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.
   b) 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.
   c) 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.
   d) Withdrawals occurring after the end of the add/drop period and involving unsatisfactory field performance to date must be noted as "NC" 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.
e) After one approved withdrawal from the field placement, 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.

f) 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

SECTION 11.01 Affirmative Action Policy Statement
Revised March 1992

1. 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)

a) Criminal History Clearance Statement

The School of Social Work requires students to complete field internships at agencies external to the University. Such agencies may require a criminal background check, an Act 33/34 clearance, and perhaps a drug screen in order to determine whether they care qualified to be placed in their agency. Additionally, in order to become a licensed social worker, many states will inquire as to whether a student has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. Should a student fail a check, clearance and/or drug screen required by an agency, the School cannot guarantee that the student will be able to be placed in an agency for a field internship, nor can the School guarantee that these requests will not affect a student’s ability to be licensed. More information on how to obtain these clearances can be found at http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php

SECTION 12.01 Sexual Harassment Policy
Revised February 1, 2002

1. 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.

2. 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.

3. 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](http://www.pitt.edu/HOME/PP/policies/07/07-06-04.html).

4. **Definition**

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

   i) Submission to such conduct is an explicit or implicit condition of employment or academic success;
   ii) Submission to or rejection of such conduct is used as the basis for an employment or academic decision; or
   iii) 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.

5. 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.

6. **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.

7. **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/07-07-06-0.4.html](http://www.pitt.edu/HOME/PP/policies/07-07-06-0.4.html)) The complaint will either be handled by the person or office receiving the complaint or referred to the Office of Affirmative Action.
a) 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.

b) 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.

c) 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.

8. Appeal Procedure

a) Procedural Electives

The complainant and the accused have the right to appeal. To do so, the or she must file a formal written appeal either (1) to the University's Sexual Harassment Board or (2) according to existing grievance procedures for faculty, staff or students. Existing grievance procedures are described in the Faculty Handbook, Staff Handbook, Guidelines on Academic Integrity and Student Code of Conduct and Judicial Procedures.

Once a written appeal has been filed according to one of the procedures identified above, the same appeal may not be filed through an alternative procedure within the University.

b) The University Sexual Harassment Board

The Sexual Harassment Board is appointed by the Chancellor on advice of the Provost, the Senior Vice Chancellor for the Health Sciences and the Executive Vice Chancellor. The Board consists of three individuals, two of whom, one faculty member and one staff member, are appointed for three-year terms. One member, representing the complainant's faculty, staff or student status, is appointed upon receipt of that individual's appeal.

The Board has responsibility for investigating appeals filed with it and conveying its findings and recommendations to the appropriate dean or director within ninety (90) days of receipt of an appeal. Copies of Board findings are provided to the complainant, the accused and the Office of Affirmative Action.

A dean or director must take action within thirty (30) days of receiving the recommendations of the Board. The complainant, the accused, the administrator
receiving the original complaint and the Office of Affirmative Action must be informed of the specific action taken.

c) Appeals of Board Findings and/or Sanctions

Findings of the Board and sanctions imposed by a dean or director may be appealed by any party to the complaint. Within thirty (30) days of the presentation of finding and/or imposition of a sanction, appeals must be submitted in writing to the appropriate senior officer of the University, i.e., the Provost or Senior Vice Chancellor for the Health Sciences in complaints where a faculty member is the accused, the Assistant Chancellor for Business in complaints where a staff member is the accused, or the Vice Chancellor for Student Affairs in complaints where a student is the accused. The senior officer then has thirty (30) days to respond to the appeal. Decisions resulting from such appeals to a senior officer are final.

9. For Additional Information

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<tr>
<th>Pittsburgh Campus</th>
<th>Bradford Campus</th>
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<tbody>
<tr>
<td>Elaine Y. Frampton</td>
<td>K. James Evans or Holly J. Spittler</td>
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<tr>
<td>Office of Affirmative Action</td>
<td>Commons Building</td>
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<tr>
<td>901 William Pitt Union</td>
<td>(814) 362-3801</td>
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<td>(412) 648-7860</td>
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Greensburg Campus

| Laverne Wheeler                       | Estrella Z. Ang                       |
| Office of Human Resources             | Smith Hall                            |
| 113 Craig Hall                        | 412-836-9938                          |
| 412-624-8138                          |                                        |

Johnstown Campus

| Patricia E. Beeson                    | Robert J. Yaskanich                   |
| Office of the Provost                 | 121 Blackington Hall                  |
| 826 Cathedral of Learning             | (814) 269-7118                        |
| 412-624-0790                          |                                        |

Titusville Campus

| Sara Hammond                          | Christopher J. Coat                   |
| University Student Judicial System    | Biology Laboratory                    |
| 738 William Pitt Union                | (814) 827-4437                        |
| (412) 648-7918                        |                                        |

For Counseling Services

| University Counseling Center         |                                        |
| 334 William Pitt Union               |                                        |
| (412) 648-7930                       |                                        |

Sexual Assault Services

| 334 William Pitt Union               |                                        |
| (412) 648-7856                       |                                        |

Faculty and Staff Assistance Program

| 504 Medical Arts Building            |                                        |
| (412) 647-3327 or (800) 647-3327     |                                        |

10. References
a. Policy 02-04-03, Faculty-Student Relationships
b. Policy 07-01-03, Nondiscrimination, Equal Opportunity, and Affirmative Action
Field Education Directory: Field Placement Availability for Social Work Students at the University of Pittsburgh

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<th>AGENCY DEMOGRAPHIC INFORMATION</th>
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<tr>
<td>Agency Name</td>
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<td>Program / Site / Department Name (if different than Agency Name)</td>
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<td>Agency / Site Address</td>
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<td>City</td>
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<td>Agency / Site Website Address / URL:</td>
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<td>Agency / Site Contact</td>
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<td>Agency / Site Contact E-Mail</td>
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<th>AGENCY/SITE REQUIREMENTS:</th>
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<td>Requires a cell phone for field communication</td>
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<td>Transportation:</td>
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<td>Is on a bus line</td>
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<td>Requires a car for work-related travel</td>
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<td>Reimburses program-related travel expenses</td>
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<td>Screenings:</td>
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<td>Safety Training</td>
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<td>HIPAA Training</td>
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<th>AGENCY/SITE STIPEND INFORMATION</th>
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<td>Does the Program offer a Stipend?</td>
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<td>Child Welfare</td>
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Student Stipends • Request Form
School of Social Work
University of Pittsburgh
2117 Cathedral of Learning • Pittsburgh, Pennsylvania 15260 • (412) 624-6327

Agencies providing paid field placements through the University of Pittsburgh payroll system should complete the information requested below. The completed form can be faxed to (412) 624-6323, but the original must be delivered to Colleen Scholl, Social Work payroll administrator, at 2117 Cathedral of Learning, Pittsburgh, PA 15260, along with the student payroll documentation listed on the following page. These items MUST be turned in by the first day of the month in which payment is to be received.

Agency’s Name: ________________________________________________________

Contact Person: ___________________________ Phone Number:_________________

Address: __________________________________________________________________
____________________________________________________________________

Faculty Liaison at the School of Social Work: ________________________________

Student’s Name:_________________________________________________________

Indicate below the months and the amount per month to be paid to the student:

<table>
<thead>
<tr>
<th>Month</th>
<th>Amount of Stipend</th>
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</thead>
<tbody>
<tr>
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</table>

Total  $________________

The student listed above will receive payment on the last day of each month as indicated on this form. The agency is responsible for reimbursement of all payments. Any changes in appointment dates or stipend amount must be made in writing to Colleen Scholl at 2117 Cathedral of Learning, Pittsburgh, PA 15260, by the first day of the month that the change will take place, otherwise the agency is responsible for the stipend payment made to the student. Please sign on the line below as indication of your understanding and agreement to this policy. Thank you.

______________________________________________________________ Date ---------------

90
All items listed below must be provided to the School of Social Work Payroll office by the first day of the month that payment should be received. All paychecks are issued on the last day of the month. If these items are not delivered in time, payment will not be received until the last day of the following month.

**Bring the following items to Colleen Scholl at 2117 Cathedral of Learning**

- ✓ Stipend request form with original signature from agency
- ✓ Drivers License
- ✓ Social Security Card
- ✓ Voided check for Direct Deposit

**Please call Colleen at (412) 624-6327 to make an appointment to drop off the items listed above and to complete the following paperwork:**

- Demographic Data Form
- Employment eligibility verification (I9)
- Direct Deposit Form
FIELD PLACEMENT SAFETY REVIEW

INSTRUCTIONS: Students should become familiar with various aspects of the field placement’s environment that could impact on personal safety. This form should be reviewed and completed with your field instructor or a designated staff member during the first few weeks of your field placement.

Assigned Field Site: ______________________________ Date of Review: ________________

I. ORIENTATION

The term “safety” means free from harm or danger.

Have you discussed the issue of safety with your field instructor? Yes No

If not, what are the obstacles to you doing this?

Does the field placement have its own safety policies? Yes No

Are you familiar with the safety policies? Yes No

Have you participated in the safety training? Yes No

II. ENVIRONMENT

The term “environment” refers to the specific setting where you do your field learning.

What is your initial reaction to the physical surroundings at your specific setting?

Safe Un-safe

Is the setting well lit inside? Yes No

Is the setting well lit outside? Yes No

Does the landscaping conceal possible hiding places? Yes No NA

Is there some form of security to enter the building? Yes No

Are stairwells free of obstructions? Yes No NA

Are the washrooms safe? Yes No

Are inside traffic areas free of obstructions? Yes No

Are fire procedures in place? Yes No

Does the setting have safe parking areas? Yes No NA

Is the parking lot well lit? Yes No NA

Is an escort available at the setting? Yes No NA

Is public transit accessible to your setting? Yes No

Does the area neighborhood present increased risks? Yes No

What additional measures are in place for worker safety?

III. HOME VISITS AND OUTREACH ACTIVITIES

The term “home visit” refers to the provision of professional services at a client’s residence or agreed upon meeting place outside the field placement.

Have you discussed home visits with your field instructor? Yes No NA

Will you be expected to use your own vehicle to drive to these visits? Yes No NA
Will you be covered under insurance from the setting if you are using your own vehicle to do field placement related work?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Will you be escorting clients in your vehicle?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Are you familiar with the setting’s policies related to home visiting?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Is there a buddy system used for home visits?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Is there a call-in procedure used for home visits?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

What are you expected to do if you encounter a potentially dangerous situation during a home visit?  

<table>
<thead>
<tr>
<th>NA</th>
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</table>

The term "outreach" refers to meetings that occur outside of the setting and are not home visits.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
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</thead>
</table>

Have you discussed outreach activities with you field instructor?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Will you be expected to use your own vehicle to drive to these visits?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Are you familiar with policies related to outreach?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

What safety guidelines are recommended for after hour’s meetings, including evening and week-end?  

<table>
<thead>
<tr>
<th>NA</th>
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</table>

Is there a buddy system used for outreach activities?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

Is there a call-in procedure used for outreach activities?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
</table>

What are you expected to do if you encounter a potentially dangerous situation during an outreach activity?  

<table>
<thead>
<tr>
<th>NA</th>
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### III. HEALTH

The terms "health risks" refer to the potential for physical injury and communicable disease such as infections.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
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</table>

Has information on potentially communicable diseases been presented to you?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Have you been informed about precautions that you should use to minimize your risk from communicable disease while in the field placement?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Has information on how to protect yourself from potential physical injury from clients been presented to you?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
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</table>

### V. CRISIS and DISASTER

The term "crisis" refers to dangerous situations occurring internal to the field placement while "disasters" refers to dangerous external situations.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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Does the field placement have crisis plan to manage internal situations?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

What do you need to know about potential internal crisis situations?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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Does the field placement have a disaster response team to respond to external threats?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

As a student, what would your role be during disaster?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>
V. REPORTING

Who would you contact regarding the following?

A potentially violent client
Unsafe physical surroundings
Harassment by field placement staff
Harassment by your field instructor
Exposure to a communicable disease
A practicum related injury
Physical assault
Violation of safety policies

VI. OVERVIEW

How would you rate the overall safety of this setting?

<table>
<thead>
<tr>
<th>Very Safe</th>
<th>Moderately Safe</th>
<th>Moderately Unsafe</th>
<th>Very Unsafe</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

How would you rate your own preparedness to participate safely in this field placement experience?

<table>
<thead>
<tr>
<th>Very Prepared</th>
<th>Moderately Prepared</th>
<th>Moderately Unprepared</th>
<th>Very Unprepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

Please include any additional comments pertaining to safety that you want to share here.

Student’s Signature: __________________________
### Applicant Information

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>M.I.</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Street Address</th>
<th>Apartment/Unit #</th>
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<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
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<table>
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<tr>
<th>Home E-mail:</th>
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### Current Agency

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<tr>
<th>Street Address</th>
<th>Department/Floor/Suite</th>
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<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
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<th>E-mail Address:</th>
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### Education

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<th>Location:</th>
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<th>To:</th>
<th>Did you graduate?</th>
<th>YES</th>
<th>NO</th>
<th>Degree:</th>
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<th>Location:</th>
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<tr>
<th>To:</th>
<th>Did you graduate?</th>
<th>YES</th>
<th>NO</th>
<th>Degree:</th>
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<th>Did you graduate?</th>
<th>YES</th>
<th>NO</th>
<th>Degree:</th>
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**All Credentials (Please complete. Check all that apply):**

<table>
<thead>
<tr>
<th>LSW</th>
<th>LCSW</th>
<th>PH.D</th>
<th>OTHER (Please Specify)</th>
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*All of the above sections must be completed.*

*Please attach a resume or vita that includes post-master’s training/education (e.g. seminars, continuing education), experience, grants, research and/or publications, memberships in professional societies and professional ce.*
FIELD INSTRUCTOR APPOINTMENT LETTER

SAMPLE
Courtesy Title / Full Name
Agency Name
Agency Address
City, State, Zip

Dear Dr/Ms. /Mr:

I am pleased to appoint you as a Field Instructor in the School of Social Work for Student’s Name, a BASW/MSW degree student, at the University of Pittsburgh for the Terms, i.e., Fall/Spring/Summer, with dates.

While no financial remuneration is involved, all Field Instructors, as officially appointed field instruction faculty, are eligible for the following fringe benefits:

1. A staff scholarship of 3 credits per term (a maximum of 9 credits per year) for the term(s) in which the student is in placement. There is a nominal charge of 10% for the activity fee. You must register for all coursework through the Office of the Recorder, School of Social Work, 2110 Cathedral of Learning. This letter of appointment should then be taken to the Office of Faculty Records, G48 Cathedral of Learning, for payment processing.

2. A straight 50% discount on all Continuing Education Programs sponsored by the School of Social Work, as space is available.

3. University Library borrowing privileges for all confirmed Field Instructors at Hillman Library, the Business Library, the Law Library, Falk Medical Library, and Public Health Library. Field instructors desiring to use these privileges need to obtain a University Identification Card. All ID requests must be initiated through the School of Social Work. Please contact Field Education at (412) 624-0071 for further information.

Field Instructors are responsible for completing a Field Learning Plan and end-of-term Field Evaluation of the student for each term that the student is in field placement. Students are responsible for bringing these documents to you; forms can be downloaded from the School of Social Work website. Field Instructors unfamiliar with the expectations of the School of Social Work are encouraged to attend the Field Instructor Orientation and Seminar in Field Instruction Series conducted in the Fall and Spring Terms. Field Instructors additionally are expected to notify the student’s Field Advisor or Field Liaison in the following circumstances:

- Change in address or phone number
- Change in Field Instructor
- Major adjustment to student’s schedule
- Student absences in excess of 3 days per term
- Unusual tension in the agency affecting the student’s learning
- Absence of the Field Instructor from the agency for more than one week pending strike or labor management difficulties

Field Instructors render an important educational service. May I express my personal appreciation for your willingness to assist in the program of professional education in the School of Social Work.

Sincerely,

Larry E. Davis, Dean
Donald M. Henderson Chair
SEMINARS IN FIELD INSTRUCTION (SIFI)

Main Campus Instructors:  John Dalessandro, Director of Field Education
Glenn Shannon, Assistant Director of Field Education
Bobby Simmons, Field Education Coordinator
Jody Bechtold, Field Education Coordinator
Adrian Massey, Administrative Assistant

UPJ Instructor:    Laura Perry-Thompson, MSW Program Coordinator
UPB Instructor:  Stephanie Eckstrom, MSW Program Coordinator

INTRODUCTION

New field instructors accept the responsibility for training students for many reasons. Among these are the enjoyment that comes from teaching, the opportunity to acquire new knowledge and to develop new skills, preparation for a supervisory role, and fulfillment of the duty to further the profession through the process of the socialization of students into the professional role. New field instructors not only need to be acquainted with the particular forms, policies and procedures of the School, but with the expectations and responsibilities of the new role of practitioner-instructor. It is therefore understandable that the majority of the Schools of Social Work offer training for new field instructors beyond a general orientation session and that the Council on Social Work Education has considered such training as part of the new curriculum policy statement.

Both new and experienced field instructors are invited to participate in this training.

Goals and Expectations for the Seminar in Field Instruction

a. To provide a forum for field instructors to discuss, digest, and integrate at a personal level those issues common to all field instructors.

b. To enable field instructors to better prepare students for practice through the vehicle of quality field instruction.

c. To support and enhance the field instructor in his and/or her role through a structured seminar that addresses the basic issues of the field instruction process.

d. To facilitate the development of the relationship between the field instructor and the School of Social Work through systematic integration of theoretical and practice issues as they relate to the current student field placement.

Seminar Objectives

a. To enable field instructors to address student and self-expectations of the instructional role as well as the formal responsibilities of the instructional role as explicated by the School.

b. To identify, discuss and use both practice and teaching skills associated with the instructional process. To provide focused theoretical content appropriate to the use and development of these skills.

c. To identify and sensitize field instructors to value and attitude issues that impact the field instructional role and the student’s development of behaviors key to the social work profession.

d. To assist the field instructor in understanding the importance of self-awareness and in the student’s development of professional skills.
Learning Expectations

Field instructors will be expected to actively participate in the seminar through the sharing of experiences and use of relevant examples. Selected readings will be provided to assist participants in the preparation and discussion of issues.

Instructional Methods

The training will be conducted in seminar style with an emphasis on adult learning principles. Among the methods to be used are lecture, discussion, small group activities, role-play, and assignments.

Topical Outline

The seminar is offered in three (3) three-hour modules during the Fall, Spring, and Summer terms. It can be presented in a host agency if there are at least ten individuals who are interested. Check with the Office of Field Education for the current schedule. Consideration will be given in each new module to identify and to meet the specific learning objectives of those participants. The following format is offered as a topical guide.

Session One: Preparation and Engagement /Establishing the Field Learning Plan

Introduction to the field instructor's role, overview of the field placement, preparation for the student, common problems that occur in field instruction, and getting the student started. Learning to develop appropriate learning tasks that will assist the student in meeting the goals and objectives mandated by the school is critical to the field instruction process.

Session Two: Educational Assessment & Models of Supervision

Getting to know the student better by completing an educational assessment; differences in students, the student as an adult learner, principles of adult learning; styles of learning and complementary instructing styles. Supervising and instructing the student, tools to use in supervision, Kadushin's model of supervision, and providing feedback.

Session Three: Field Liaison Visit, Evaluation & Ethics

Field liaison visit; setting the stage for the evaluation conference; the "thinking process" that precedes the evaluation process; evaluation outcomes & self-evaluation. Identifying and solving ethical dilemmas in field. Preparing the student for the ending process in field instruction.

Selected reading articles and handouts will be provided to those attending the seminar.

CEU's will be awarded for each of the above training sessions. A total of 9 CEU's will be awarded to participants who attend all three sessions. Field instructors are encouraged to attend all sessions.
FIELD LEARNING PLANS

There are four different field learning plan forms used by the School of Social Work each specific to the program level and concentration of the student.

1. **BASW**

The educational objectives are evaluated separately at the end of each term in field placement. Usually the first term identifies those learning tasks for that term and the second term identifies the learning tasks for that term. The focus of the field experience is generalist practice.

2. **MSW Foundation**

This form is used for all MSW students (not advanced standing students) during the first term of field placement. It emphasizes the professional social work foundation and the generalist perspective, that is, the knowledge, skills, and values that are expected of all social workers regardless of specialization. Additionally, it addresses the issues of the development of the professional or disciplined self.

3. **MSW-Concentration**

a. **Direct Practice with Individuals, Families, and Small Groups**

   This form is used for the first term of advanced standing students who are in direct practice. It serves as a bridge to the concentration as well as reflects advanced practice or concentration. It is the basis for the second year field placement, terms three and four for regular students and terms one, two and three for advanced standing students. The form reflects the curriculum focus of beginning, middle / work phase and termination phases of direct practice as well as the specializations (psychodynamic, cognitive-behavioral, social systems).

b. **Community Organizing and Social Administration (COSA)**

   This form is used for the first term of advanced standing students who are in COSA. It serves as a bridge to the concentration as well as reflects advanced practice or concentration. It is the basis for the second year field placement, terms three and four for regular students and terms one, two and three for advanced standing students. The form reflects community practice objectives under the objective of “Skills”. This includes the assessment of community and/or organizational models (strengths and need based assessments), implementation skills (planning, development, financial management of non profits, supervision and personnel management), management skills (develop resources, programs, grants), communication skills (computer literacy, speak and write effectively, and facilitate group activities), and research (gather, analyze, and evaluate data) related to program effectiveness and social policies.

FIELD EDUCATION OBJECTIVES FOR THE BASW STUDENT

The Generalist Practice

The BASW student engages in “generalist” practice in field placement. We define “generalist practice” 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 multi-cultural 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 educational objectives are used to teach generalist practice. These objectives are evaluated separately at the end of each term of field placement. By mid-term of the first semester, the student is expected to be sufficiently oriented to the agency or organization and to have begun contact with clients and/or consumers. Utilization of skills and classroom knowledge should be evidenced as appropriate to the field site. The second semester should reflect increasing proficiency in skills, both professional and work management as well as in-depth understanding of the nature of the agency or organization’s services and the special population(s) served.

First Semester BASW Field Learning Objectives:

1. Identify critical thinking skills within the context of professional social work practice.
2. Describe their understanding of the value base of the profession (including its ethical standards and principles) and practice accordingly.
3. In all interactions with clients/consumers, colleagues and collateral staff, practice without discrimination and with respect, knowledge, and skills related to clients’ or consumers’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
4. Identify the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change which advance social and economic justice as appropriate to the field site.
5. Identify understanding of the history of the social work profession and its contemporary structures and issues as it applies to the field setting.
6. Describe the knowledge and skills of generalist social work practice with client and consumer systems of all sizes as appropriate to the field setting.
7. Describe theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities as appropriate to task assignments in this field setting.
8. Explain how to analyze, formulate, and influence social policies as appropriate to task assignments in the field setting.
9. Identify research studies, apply research findings to practice, and evaluate their own practice interventions as appropriate to the field setting.
10. Select appropriate communication skills with client or consumer populations, colleagues, and communities.
11. Engage in professional supervision and consultation appropriate to social work practice and appropriate to this field setting.
12. Function within the structure of organizations and service delivery systems and identify opportunities appropriate to seeking organizational change as appropriate to the field setting.

Second Semester BASW Field Learning Objectives

1. Apply critical thinking skills within the context of social work practice.
2. Demonstrate their understanding of the value base of the profession (including its ethical standards and principles) and practice accordingly.
3. In all interactions with clients/consumers, colleagues and collateral staff, practice without discrimination and with respect, knowledge, and skills related to clients’ or consumers’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Recognize the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change which advance social and economic justice as appropriate to the field site.
5. Demonstrate understanding of the history of the social work profession and its contemporary structures and issues as it applies to the field setting.
6. Apply the knowledge and skills of generalist social work practice with client and consumer systems of all sizes as appropriate to the field setting.
7. Utilize theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities as appropriate to task assignments in the field setting.

8. Analyze, formulate, and influence social policies as appropriate to task assignments in the field setting.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions as appropriate to the field setting.

10. Use appropriate communication skills with client or consumer populations, colleagues, and communities.

11. Engage in professional supervision and consultation appropriate to social work practice and appropriate to the field site.

12. Function within the structure of organizations and service delivery systems and identify opportunities appropriate to seeking organizational changes as appropriate to the field site.

**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.

**FOUNDATION FIELD INTEGRATIVE SEMINAR**

The overall educational goal of the foundation field integrative seminar is to prepare the student to enter their field experience, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning.

The foundation field integrative seminar achieves this goal by the following objectives as outlined in the seminar syllabus:

At the completion of the seminar, each student will be able to demonstrate her/his ability to integrate, synthesize and apply learning by:

1. demonstrating the ability to identify; the responsibilities of a student in field, the orientation process, and the roles and responsibilities of field personnel;

2. demonstrating knowledge of the history of field education in social work, the values base of the profession and the NASW Code of Ethics; to include, the importance of developing a practice that is consistent with social work values, ethics, and traditions while working with individuals, families, groups and communities;
3. demonstrating knowledge of a framework that acknowledges diversity and recognizes and assesses the impact of multiculturalism in the field placement setting; to include, demonstrating knowledge of the NASW standards for Cultural Competence in social work practice;

4. demonstrating the ability to think critically and reflectively about themselves, their professional role, and their identification with the profession; developing awareness of how personal values, behavior and establishing professional boundaries affect professional practice, to include, the importance of current and continuing professional development, licensing and credentialing;

5. completing an organizational assessment (e.g. strength, weakness, issues, and opportunities) including organizational mission, policies, personnel structure, service programs, finances, and targeted clients’ or community’s major problems and issues;

6. demonstrating knowledge of legal issues that apply to field placement experience, to include, malpractice insurance, informed consent, duty to warn, HIPAA and FERPA regulations, as well as various aspects of the field placement environment that could impact personal safety;

7. demonstrating the ability to apply and integrate foundation course material within their fieldwork experience, including knowledge of the generalist perspective, micro, mezzo and macro perspectives, adult learning, the use of supervision, the problem solving process and the evaluation process;

Related purposes of the field seminar include; to facilitate discussion of field related issues; provide a forum to problem solve issues related to the field documents and the overall foundation field experience; to provide an introduction to the relationship between individuals, families, groups, communities and organizations in the profession that will be explored further in concentration field work, to offer students a supportive group of peers to discuss and process the field experience; to provide opportunities to integrate course content to skills learned in the field; and to expose students to services provided by the agencies in the field placements of their peers.

The field seminar also assists students in the development of an individualized field learning plan based upon their strengths, learning needs and their goals and objectives for foundation field work.

Since the foundation year of the MSW program is designed to provide a broad generalist introduction to social work, field sites are selected by field personnel for their ability to familiarize students with key approaches, institutions and multiple levels of practice.

**FOUNDATION FIELD PLACEMENT**

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 at assigned agencies as outlined in the Foundation Placement Field Learning Plan. Foundation field work is closely integrated with foundation classes.

**Educational Goal #1**

**Application of Foundation Knowledge* in the Field Placement**

1. **Organizational Objectives**
   a) 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.)
   b) To know about legal and social policy issues that apply to the organization and the people served.
   c) To become knowledgeable about a variety of practice roles* with and within a variety of systems.

2. **Community Objective**
   a) 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.
3. **Target Population Objectives**

   a) To become increasingly knowledgeable about the structure, dimensions and dynamics or processes of individuals, groups and families to which the student is assigned.

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

   c) 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** include, 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**

1. **Foundation Skill Objectives**

   a) To develop competency in the foundation skills.

      i) To assess, define and prioritize the problem(s) and identify strengths and / or supports;
      ii) To identify and evaluate alternative solutions and /or interventions;
      iii) To select and implement solution(s) or intervention(s);
      iv) To evaluate outcome(s);
      v) To terminate; and
      vi) 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) To conceptualize problems, opportunities and interventions.

   e) 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.

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

   g) 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**

1. **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) To think critically within a framework that acknowledges diversity (age, class, culture, physically and mentally challenging conditions, ethnicity, gender, race and sexual orientation).
i) To apply knowledge and skills that result in cultural and diversity competency.

ii) 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:

• Professional relationships are built with regard for individual worth and dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict;
• Individuals should have the right to make independent decisions and to participate actively in the helping process;
• Social workers are committed to assisting consumer systems to obtain needed resources;
• Social workers strive to make social institutions more humane and responsive to human needs;
• Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations; and
• 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

1. personal issues, conflicts, differences, limits, boundaries objectives

   a. 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.

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

   c. To recognize professional limitations as well as strengths.

   d. To establish professional boundaries.

2. supervision and continuing education objectives

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

   b. 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.

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

   d. 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.

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

   f. 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.

   g. To seek additional training and/or supervision when needed or recommended.
h. 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.
3. **Work Management Objectives**
   
a. To consistently organize and make efficient use of time including meeting deadlines and attending to ongoing details of assignments.

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

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

d. 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, and 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**

1. **Organizational Objectives**
   
a. 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.)

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

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

2. **Community Objectives**
   
a. 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.

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

b. 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. 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.

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**Educational Goal #2**

**APPLICATION OF DIRECT PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS; AND COMMUNITY ORGANIZING AND SOCIAL ADMINISTRATION (COSA) CONCENTRATION SKILLS IN THE FIELD PLACEMENT**

1. **Concentration Skill Objectives**

   a. To develop competency in concentration skills.

      i. 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

   b. 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.

      ii) 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)
         6. To use effective communication skills, both oral and written, with a variety of populations, colleagues and members of the community.
         7. To develop collaboration skills with consumers, colleagues, staff and others.
         8. To conceptualize both simple and complex problems, opportunities and interventions.
         9. 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.
         10. To apply relevant research as well as other pertinent information to practice situations.
         11. 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

1. Objectives

a) 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.

b) To be able to identify ethical issues and dilemmas as they relate to practice.

c) To learn how to participate in the resolution of ethical dilemmas.

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

e) To apply knowledge and skills that result in cultural and diversity competency.

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

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

h) 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:

• Professional relationships are built with regard for individual worth and dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict;

• Individuals should have the right to make independent decisions and to participate actively in the helping process;

• Social workers are committed to assisting consumer systems to obtain needed resources;

• Social workers strive to make social institutions more humane and responsive to human needs;

• Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations; and

• 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

1. Personal Issues, Conflicts, Differences, Limits, Boundaries Objectives

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

c. To recognize professional limitations as well as strengths.

d. To establish professional boundaries.

2. Supervision and Continuing Education Objectives

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

b. 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.

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

d. 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.

3. Work Management Objectives

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

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

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

d. To become computer literate to the extent needed to effectively function in the field placement.

Guidelines for the Narrative Summary Letter

The current evaluation form has open-ended questions on the last page. Field instructors may either answer those questions on the form or submit a narrative letter that includes the following items. The narrative letter need not be more than one (1) page in length. A copy should be given to the student.

1. Include name of student, period of placement, name of field site,

2. Brief summation of scope assignments,

3. Summarization of the student's strengths as demonstrated during the period of placement,

4. Recommendations for further educational/professional development,

5. Recommended grade,

6. Signature and phone number of field instructor.

The Narrative Letter and the Final Evaluation Form are to be sent at least one week prior to the end of the term to:

Director of Field Education
School of Social Work
University of Pittsburgh
2129 Cathedral of Learning
Pittsburgh, PA 16260
Telephone: (412) 624-0071
FAX: (412) 624-2977
CODE OF ETHICS
NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1966 Delegate Assembly and revised by the 1999 NASW Delegate Assembly

For the Code of Ethics in its entirety, please refer to:

http://www.socialworkers.org/pubs/code.asp

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. ‘Clients’ is
used inclusively to refer to individuals, families, groups, organizations, and communities. Social
workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression,
poverty, and other forms of social injustice. These activities may be in the form of direct practice,
community organizing, supervision, consultation, administration, advocacy, social and political action,
policy development and implementation, education, and research and evaluation. Social workers seek
to enhance the capacity of people to address their own needs. Social workers also seek to promote the
responsiveness of organizations, communities, and other social institutions to individuals' needs and
social problems.

The mission of the social work profession is rooted in a set of core values. These core values,
embraced by social workers throughout the profession's history, are the foundation of social work's
unique purpose and perspective:

* Service
* Social justice
* Dignity and worth of the person
* Importance of human relationships
* Integrity
* Competence

This constellation of core values reflects what is unique to the social work profession. Core values,
and the principles that flow from them, must be balanced within the context and complexity of the
human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its
basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these
values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social
workers and social work students, regardless of their professional functions, the settings in which they
work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

The Code identifies core values on which social work's mission is based.

The Code summarizes broad ethical principles that reflect the profession’s core values and establishes
a set of specific ethical standards that should be used to guide social work practice.
The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal
and judicial peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

**VALUE: Service**

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.

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

**VALUE: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

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

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

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

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

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

**VALUE: Integrity**

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

**VALUE: Competence**

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

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

1. Social workers' ethical responsibilities to clients,
   - 1.01 Commitment to Clients
   - 1.02 Self-Determination
   - 1.03 Informed Consent
   - 1.04 Competence
   - 1.05 Cultural Competence and Social Diversity
   - 1.06 Conflicts of Interest
   - 1.07 Privacy and Confidentiality: Clients
   - 1.08 Access to Records
   - 1.09 Sexual Relationships
   - 1.10 Physical Contact
   - 1.11 Sexual Harassment
   - 1.12 Derogatory Language
   - 1.13 Payment for Services
   - 1.14 Clients Who Lack Decision-Making Capacity
   - 1.15 Interruption of Services
   - 1.16 Termination of Services
2. Social workers' ethical responsibilities to colleagues,
   - 2.01 Respect
   - 2.02 Confidentiality: Colleagues
   - 2.03 Interdisciplinary Collaboration
   - 2.04 Disputes Involving Colleagues
   - 2.05 Consultation
   - 2.06 Referral for Services
   - 2.07 Sexual Relationships
   - 2.08 Sexual Harassment
   - 2.09 Impairment of Colleagues
   - 2.10 Incompetence of Colleagues
   - 2.11 Unethical Conduct of Colleagues
3. Social workers' ethical responsibilities in practice settings,
• 3.01 Supervision and Consultation
• 3.02 Education and Training
• 3.03 Performance Evaluation
• 3.04 Client Records
• 3.05 Billing
• 3.06 Client Transfer
• 3.07 Administration
• 3.08 Continuing Education and Staff Development
• 3.09 Commitments to Employers
• 3.10 Labor-Management Disputes
4. Social workers' ethical responsibilities as professionals,
   • 4.01 Competence
   • 4.02 Discrimination
   • 4.03 Private Conduct
   • 4.04 Dishonesty, Fraud, and Deception
   • 4.05 Impairment
   • 4.06 Misrepresentation
   • 4.07 Solicitations
   • 4.08 Acknowledging Credit
5. Social workers' ethical responsibilities to the social work profession,
   • 5.01 Integrity of the Profession
   • 5.02 Evaluation and Research, and
6. Social workers' ethical responsibilities to the broader society.
   • 6.01 Social Welfare
   • 6.02 Public Participation
   • 6.03 Public Emergencies
   • 6.04 Social and Political Action
School of Social Work, Full-Time Faculty

HELEN CAHALANE, Child Welfare Education for Leadership (CWEL) Academic Coordinator and Lecturer, School of Social Work, PhD, University of Pittsburgh

VALIRE CARR-COPELAND, Associate Professor, School of Social Work, PhD, University of Pittsburgh

JOHN DALESSANDRO, Program Coordinator, University of Pittsburgh, Johnstown, MSW, University of Pittsburgh

LARRY E. DAVIS, Dean and Donald M. Henderson Professor, School of Social Work, Ph.D., University of Michigan

CAROLINE DONOHUE, Child Welfare Education for Leadership (CWEL) Agency Coordinator and Lecturer, School of Social Work, MSW, University of Pittsburgh

STEPHANIE ECKSTROM, Program Coordinator, University of Pittsburgh, Bradford, MSW, University of Maryland

RAFAEL J. ENGEL, Associate Professor, School of Social Work, PhD, University of Wisconsin

SARAH A. GOODKIND, Post-Doctorate, Center for Race and Social Problems, School of Social Work, Ph.D., University of Michigan

CATHERINE G. GREENO, Assistant Professor, School of Social Work, PhD, Stanford University

GARY F. KOESKE, Professor, School of Social Work, PhD, Northwestern University

LAMBERT MAGUIRE, JR., Associate Dean for Academic Affairs, Professor and Direct Practice Concentration Chairperson, School of Social Work, PhD, University of Michigan

AARON R. MANN, Associate Professor, School of Social Work, PhD, University of Pittsburgh

CHRISTINA NEWHILL, Associate Professor, School of Social Work, PhD, University of California at Berkeley

HELEN PETRACCHI, Associate Professor and Director, BASW Program, School of Social Work, PhD, University of Wisconsin-Madison

PHILIP MACK, Director of Admissions, Doctorate in Education, Pepperdine University

DANIEL ROSEN, Assistant Professor, School of Social Work, Ph.D., University of Michigan

JEFFREY J. SHOOK, Assistant Professor, School of Social Work, Ph.D., University of Michigan

TRACY SOSKA, Director of Continuing Education; Lecturer; and Coordinator of the Post Master’s Certificate Program in Family Therapy and the Post Master’s Workplace in Employee Assistance Practice Certificate, School of Social Work, MSW, University of Pittsburgh

FENGYAN TANG, Assistant Professor, School of Social Work, Ph.D., Washington University

JOHN WALLACE, Associate Professor, Ph.D., University of Michigan
## School of Social Work Administrative Structure, 2004

The current administrative structure of the School of Social Work is as follows:

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<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Dean</td>
<td>Larry E. Davis</td>
</tr>
<tr>
<td>Associate Dean for Academic Affairs</td>
<td>Lambert Maquire</td>
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<tr>
<td>Associate Dean for Research</td>
<td>Hidenori Yamatani</td>
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<tr>
<td>Director of Admissions and Student Affairs</td>
<td>Philip Mack</td>
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<tr>
<td>Manager, Personnel and Administrative Services</td>
<td>Rosie Rinella</td>
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<tr>
<td>Manager, Business</td>
<td>Megan Soltesz</td>
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<tr>
<td>Director, B.A.S.W. Program</td>
<td>Helen Petracchi</td>
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<tr>
<td>Director, M.S.W. Program</td>
<td>Lynn Coghill</td>
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<tr>
<td>Director, Ph.D. Program</td>
<td>Valire Carr-Copeland</td>
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<tr>
<td>Director, Field Education</td>
<td>John Dalessandro</td>
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<tr>
<td>Director, Continuing Professional Development</td>
<td>Tracy Soska</td>
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<tr>
<td>Coordinator, MSW Program, UPB</td>
<td>Stephanie Eckstrom</td>
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<tr>
<td>Coordinator, MSW Program, UPJ</td>
<td>Laura Perry-Thompson</td>
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</tbody>
</table>

**Concentration Chair:**

- COSA
  - Direct Practice with Individuals, Families, and Groups: Lambert Maguire

**Certificate Program Convenors:**

- Mental Health Certificate: Christina Newhill
- Home and School Visitor Certification: Glenn Shannon
- Gerontology: Ray Engel
- Human Services Management Certificate: Tracy Soska

**Continuing Education Certificate Programs:**

- Post Master’s Certificate Program in Family Therapy: Tracy Soska
- Post Master’s Workplace / Employee Assistance Practice Certificate
- Post Master’s Home and School Visitor Certificate Program