School of Social Work

Ph.D. Program Handbook

2017-2018
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Preface

The Student Handbook is designed to provide essential information to Ph.D. students in the School of Social Work. It is not intended to be a complete statement of all school policies. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms and conditions of enrollment, and the language used in this Handbook is not intended to create a contract between the University of Pittsburgh’s School of Social Work and its students. To the extent any policy contained in this Handbook is inconsistent with law, such policy is superseded by law.
School of Social Work Mission

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 identification, prevention and amelioration of social problems. The School is committed to promoting the values of social and economic justice. Recognizing the complexities of our contemporary society, the School dedicates itself through its educational, research, and public service activities to advocating for a society that respects the worth, dignity and achievement of all individuals, families, and communities.

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

1. 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 various practice settings and practice techniques, and to advocate for those who face barriers to maximizing the achievement of their fullest potential.

2. Engage in scholarly pursuits and activities that contribute to professional knowledge about complex social problems and the development of innovative approaches to ameliorate those problems.

3. Provide professional service to local, national, and international entities through collaborative partnerships with social agencies, community-based organizations, government, and foundations.

At the level of doctoral education, the School further strives to train the next generation of social work scholars and educators for academic positions in which they will enhance and expand the knowledge base of the profession by contributing to research and scholarship and by occupying leadership positions in the profession.
Welcome Message from the Dean

As the Dean of the School of Social Work at the University of Pittsburgh I am proud to welcome you to our School; now ranked 10th in the nation by U.S. News & World Report among graduate schools of social work.

You are now a part of a School with a long and rich commitment to social justice, excellence in education, and research. Since 1918, our School has been a trailblazer. Our Child Welfare training program is the second largest in the country. We were the first program of Community Organizing in the country. And, we are home to the Center on Race and Social Problems, one of the most exciting and productive race centers in the country, which offers you unique opportunities to discuss race-related issues in a welcoming setting.

Our faculty are dedicated to their students and their scholarship, and are experts in fields such as child welfare, mental health, health, community development, substance abuse, aging, domestic violence, reducing educational disparities, and empowering youth and communities, just to name a few.

As we move into the future, the School is continuing to expand its initiatives in the area of health and community engagement. We are very fortunate to have the broad support of the larger University, community institutions, philanthropic foundations, and public and private agencies. All these factors have come together to create among the faculty and students a new sense of excitement, exhilaration, and commitment. Unquestionably, these are challenging times for our country!

As future social workers, you have much to do. We are happy that you are now a part of this journey with us, and together we can preserve and protect our most vulnerable citizens, advance social justice, and make our country a safe place for all of its people.

Sincerely,

Larry E. Davis, PhD
Dean
Donald M. Henderson Professor
Welcome Message from the Ph.D. Program Director

Greetings! I am very pleased with your decision to enroll in our doctoral program and join our community of scholars. Doctoral education in our School of Social Work will be an exciting and rewarding intellectual challenge for you. Our program has a legacy of a deep commitment to education and scholarship. Our graduates have made important scholarly contributions to the social work profession via various roles in the education, research, and leadership realms. Many of our graduates are highly regarded as faculty, deans, and directors in other Schools of Social Work, both nationally and internationally.

One component of our School, the Center on Race and Social Problems, offers exciting new research and learning opportunities for both faculty and students. In addition, we have faculty engaging in research studies examining issues in a wide range of social work related areas. These include health, mental health, substance use, gerontology, and a large training and research grant in child welfare services, all of which offer opportunities for collaboration for doctoral students with faculty within our School and in the larger University community.

With a highly competitive admissions process, we typically admit between five to eight students each year. Each cohort represents a variety of geographical regions, countries, educational, and practice backgrounds. As a result of a committed faculty who work closely with our doctoral students, along with our program of funding support, our student program completion rate is extremely high. We encourage students, upon their entry to the program, to identify an area of research specialization which they can focus on and explore in their coursework and Graduate Student Assistant (GSA) assignments. Expertise in this area will grow and mature as the student moves through the program, usually becoming the basis for their comprehensive exam and, eventually, their dissertation.

We welcome you to our School and wish you the best as your begin your new academic journey.

Sincerely,

Jeffrey Shook, Ph.D, J.D., MSW
Associate Professor and Doctoral Program Director
Administrative Structure

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

- Dean: Larry E. Davis
- Associate Dean for Academic Affairs: Valire Carr Copeland
- Associate Dean for Research: Gerald Cochran
- Director of Administration: W. Randy Rice
- Administrative Assistant to the Dean: Rosie Rinella
- Director of Admissions & Student Affairs: Philip Mack
- Research Manager: TBA
- Financial Manager: Bridget Ridge
- Director, B.A.S.W. Program: Keith Caldwell
- Director, M.S.W. Program: TBA
- Director, Ph.D. Program: Jeffrey Shook
- Director, Field Education: John Dalessandro
- Director, Continuing Education Program: Tracy Soska
- Director, Career Services and Alumni Affairs: Bobby Simmons
- Director, Constituent Relations: Tony Gacek

Committees of the School

Doctoral student participation on academic committees is encouraged. Information about the purposes and functions of the committees is distributed during the fall term. At that time, students may choose a committee in the area of their concern and become full members of the assigned committees. The Student Executive Council identifies student representatives.

The following are identified as Doctoral Program Committees of the School:

- Academic Integrity and Academic Review Committee
- Dual and Joint Degree Committee
- Library Committee
- Ph.D. Program Committee

Participation of Students in Faculty Candidate Reviews

Occasionally, the School has faculty vacancies and interviews a number of candidates for possible employment. Students are encouraged to participate in the review of faculty candidates. Time is allotted for each faculty candidate to meet with interested students.
Administrative Policies

Time Schedule of Classes

A few weeks before the beginning of registration each term, the schedule of social work classes is made available in the hall outside of Room 2110 CL as well as being posted online at the School’s Web site (www.socialwork.pitt.edu). The University publishes an online Schedule of Classes three times a year, shortly before each registration period for Fall, Spring, and Summer Terms. This publication can be accessed through the student portal at www.my.pitt.edu.

Registration Dates

<table>
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<tr>
<th>Term</th>
<th>ADD/DROP PERIOD</th>
<th>monitored withdrawal</th>
<th>Enrollment Period</th>
<th>ADD/DROP Period</th>
<th>monitored withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>ends</td>
<td>September 8, 2017</td>
<td>October 30, 2017</td>
<td>ends</td>
<td>October 27, 2017</td>
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<tr>
<td>Spring Term</td>
<td>begins</td>
<td>November 10, 2017</td>
<td></td>
<td>ends</td>
<td>January 19, 2018</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>March 14, 2018</td>
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<tr>
<td>Summer Term</td>
<td>begins</td>
<td>February 12, 2018</td>
<td></td>
<td>ends</td>
<td>May 7, 2018</td>
</tr>
<tr>
<td>Fall Term Enrollment Period</td>
<td>begins</td>
<td>March 26, 2018</td>
<td></td>
<td>ends</td>
<td>August 27, 2018</td>
</tr>
</tbody>
</table>

All students should check the School of Social Work website for notices of special dates for registrations.

Registration Procedures

1. Check when the university has your enrollment appointment listed (your “enrollment appointment” is the date and time when you can begin to enroll online). To do this, go to www.my.pitt.edu and click the Link to Student Center. Then, click Self Service; then, click Student Center. Once in your Student Center, your enrollment appointment will be listed in the box entitled Enrollment Dates on the right-hand side of the page.

2. Schedule an appointment with your advisor prior to your online enrollment date and time. During the appointment, your advisor will review with you your program, interests, and career goals. You and your advisor will develop a course schedule both to meet your needs and to satisfy the curriculum requirements. Once you have met with your advisor and planned your schedule, the “Academic Advisement Service Indicator” will be removed by your advisor. This will allow you to complete self-registration on your enrollment appointment date. Please note: You will not be able to enroll for classes until you have met with your advisor and the academic advisement service indicator is removed. All students who are advanced to candidacy and working on their dissertation MUST register for Full Time Dissertation Study credits.

3. To complete the online self-registration, take the following steps:
   - Log in to your Student Center through the my.pitt.edu Web portal.
   - Once you have navigated to your “Student Center”, click the “Add a Class” link. Select the term for which you wish to enroll and then click the “Continue” button. The “Select Classes to Add” page displays after you have chosen the term. Add all classes to your enrollment
shopping cart by entering the 5-digit class number in the "enter Class Nbr" box and clicking on the "enter" box after each entry. Click the "Next" button to enter additional class numbers. After entering all class numbers, click the "Proceed to Step 2 of 3" button to confirm all the classes in your cart. The Promissory Note displays above the shopping cart. After you have finished reading the agreement to pay, scroll down to the shopping cart. After you have finished reading the agreement to pay, scroll down to click on the "Accept Terms & Register" button. A green checkmark in the status column means that you have successfully enrolled. A red X shows there was an error during the enrollment process.

5. Students planning to graduate in this academic year should complete a "GRADUATION APPLICATION" when registering for their final term. Failure to submit an application by the deadline will result in the assessment of a late fee or will prevent you from graduating at the anticipated time. You will also need to have any incomplete grades changed to reflect the completion of course work.

Add/Drop Procedures:

1. To ADD classes, Log in to your Student Center through the my.pitt.edu Web portal. Once you have navigated to your "Student Center", click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Follow the same steps you took to register initially for the term to add classes to your schedule.

2. To DROP classes, Log in to your Student Center through the my.pitt.edu Web portal. Once you have navigated to your "Student Center", click the "Drop a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Click the box next to the class or classes you would like to drop; then click the "Drop Selected Classes" button. Review the information on the "Confirm your Selection" screen. Click the "Finish Dropping" button to drop the classes you have selected. On the "View Results" screen, a green checkmark will display next to the classes you successfully dropped.

Financial Penalties

A number of "penalty" fees are assessed upon students for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available in the Office of Student Accounts, G8 Thackeray. Students are urged to become acquainted with this information.

Cross Registration - Graduate Program Procedures

Students in the School of Social Work are permitted to take courses in other departments of the University of Pittsburgh, such as Sociology, Graduate School of Public and International Affairs, Psychology, Law, and in other universities. Procedures followed should be: (1) discussion with advisor about relevance of course to desired goal and (2) obtaining permission from the course instructor. There is a cooperative program in operation between the University of Pittsburgh and other universities and colleges in Pittsburgh (Carnegie-Mellon, Pittsburgh Theological Seminary, Duquesne). Students who wish to take courses in other universities should, after discussion with their advisors, make contact with the Dean's Office, Faculty of Arts & Sciences, 910 Cathedral of Learning.
Transcript Review

Students are held responsible for reviewing all University of Pittsburgh transcripts and/or grade reports each term to assure themselves of accurate recordings of grades, credit hours earned, advanced standing, etc. All errors in the transcript should be reported immediately to one’s advisor and to the Office of Student Records, Room 2110 CL.

Official University Record: GPA Calculation

A student’s undergraduate (or graduate) Grade Point Average (GPA) is obtained by dividing the total number of letter grade credits taken as an undergraduate or graduate student by the number of credit hours for which grades were received. Only letter grades earned at the University of Pittsburgh (A, B, C, D, and F) will be used in computing the Grade Point Average.

Course Repeat Option

If an F grade (also C grade/graduate level) is received by any doctoral student and the authorization to repeat the course is given by the student’s academic advisor, the grade (F or C) for the course repeated remains on the transcript but is identified with an asterisk. However, only the last course grade is counted in computing the Grade Point Average.

To initiate this, the student, in consultation with the academic advisor and with the approval of the Doctoral Program Director and/or Associate Dean of Academic Affairs of the School, must file a Course Repeat card with the Office of Student Records, Room 2110 CL, after the repeated course has been successfully completed.

Student Evaluation of Courses

Students should be aware that, at the end of each term, they will be asked to evaluate some of the courses in which they are enrolled. All student evaluation of teaching surveys are now administered online. For further information, contact the Associate Dean for Academic Affairs.

Application for Graduation

Students MUST APPLY for graduation during the term preceding the term in which they expect to be graduated, preferably at the time of registration for their final term, but no later than the deadline posted in the academic calendar. Graduate students must be registered for at least one credit in each 12-month period and for at least one credit in the term in which they plan to be graduated. The student should make contact with the advisor to determine the minimum number of required credits in the last term. Graduating students should not receive incomplete grades for courses taken in their final term.

Ultimately, it is the responsibility of the student to see to it that he or she has the sufficient number of credits and has satisfied all requirements for graduation.

Application forms for graduation are available from the Office of Student Records (Room 2110 CL) and must be returned to that Office.
Failure to apply for graduation before the deadline date will either result in the assessment of a late fee and/or will prevent you from graduating at the anticipated time.

Only doctoral students who have successfully completed the defense of their dissertation are permitted to "walk" and be hooded during commencement and the School's Afternoon of Recognition ceremonies, and be listed as doctoral graduates in the respective programs.

The Faculty of the School of Social Work and the Board of Trustees of the University of Pittsburgh must approve all candidates for graduation.

All graduates should receive a final transcript which shows conferral of the degree. If you do not receive this transcript within two months after graduation, please contact the Records Section of the University in Room G3, Thackeray Hall.

Resignation

Students who wish to drop all of their courses before the official end of the add/drop period should do so in 2110 CL and G1 Thackeray Hall. The student is not liable for term charges, and the registration will become void. See "Registration and Add/Drop Forms" and "Termination of Registration Drop all Classes" in the Registration section of the Student Registration and Financial Services (SRFS) guide.

If, after the end of the add/drop period, a student wishing to resign from all of the courses registered, must notify Student Accounts by mail, phone or in person to have registration and term charges adjusted in accordance with the official University Termination of Registration Policy. This must be done even if the student is registered for one course.

There is a special resignation service phone line (412) 624-7585, which operates 24 hours a day, including weekends and holidays. On this line, an answering machine will prompt the caller for some basic information.

Students who resign after the last day of the add/drop period are liable for a percentage of their charges and will be issued "R" grades, denoting resignation, on their transcripts. If a student resigns by mail, the percentage reduction of term charges will be determined by the postmark date on the envelope, considered to be the notification date of resignation. For further information go online to www.bc.pitt.edu/students/resignation.html.

Refund Processing

If a student has a refundable credit balance on his or her account, a refund check will be automatically generated and sent to the student's mailing address, unless Student Accounts or the Cashier’s Office have been informed of a specific address to which your refund should be mailed.

Refunds requested by mail are processed by Student Accounts. When mailing a refund request, the student must include his or her name, social security number, a mailing address, and signature. Only the student’s signature can be accepted. Student Accounts is responsible for the processing and mailing of all student refund checks. (See "Refunds" in the Cashier’s section of the Student Registration and Financial Services (SRFS) guide for further information or go to www.bc.pitt.edu/students/refunds.html).
**Financial Holds**

If a student does not pay the full account or make payment arrangements through Student Loans and Special Accounts by the due date on his or her Invoice, Student Accounts may place a financial hold on the student's account. If the Invoice has been validated using an Aid Information Data Sheet or sponsor billing procedures, but the deferred aid credits or sponsor payments have not been received by the University within 30 days after validation, Student Accounts may place a financial hold on the account. A financial hold will deny student access to certain University services, such as registration, add/drop and receipt of grades, transcripts and diplomas.

A late fee of $25.00 will be charged to a student's account if payment is not made by the first due date. If payment is not received by the second due date, in addition to the placement of the financial hold, $15 will be charged to the account. An additional $15 will be charged if payment is not received by the third due date.

When account has been paid in full, the financial hold will be automatically released. When the financial hold has been released, the student may request a release of grade report(s) if it was withheld because of the financial hold on account. If payment is made by mail, the student must wait until the payment has been recorded to request a grade report. (See also "Collection of Delinquent University Accounts/Loans, Financial Holds" in the Student Loans and Special Accounts section of the Student Registration and Financial Services (SRFS) guide).

**No-Smoking Policy**

Smoking of any kind is not permitted on the premises of the School of Social Work.
Academic Policies

All policies are subject to change at any point in the year. Students will be notified of revisions as these occur.

Advanced Standing, Transfer Credit, or Exemption in the MSW Program

Some MSW policies are included in the Doctoral Program Handbook to accommodate Joint MSW/Ph.D. students. The students may need to consult the MSW Program Student Handbook if more detailed information is required.

Definitions:

**Advanced Standing** is defined as the awarding of academic credit toward a degree by the School of Social Work for prior baccalaureate course or field work completed at an undergraduate social work program accredited by the Council on Social Work Education when such work is evaluated as entirely comparable.

**Transfer Credit** is defined as the awarding of academic credit toward a degree by the School of Social Work for post-baccalaureate course or field work completed at an accredited academic institution when such work is evaluated as entirely comparable.

**Exemption** is defined as the waiving of a required academic course by the School of Social Work following an evaluation of the student's previous work that is determined to be essentially identical to the required course being waived. Such an exemption does not, however, reduce the number of credits required for graduation.

Consistent with the Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards, the School of Social Work's MSW Program does not grant advanced standing, transfer credit, or exemption for prior life, volunteer, or employment experience (see Policy #25:4).

A. Persons who enter the University of Pittsburgh School of Social Work with a degree granted within the last seven academic calendar years by an accredited undergraduate social work program may have the degree requirements for the MSW degree reduced up to a maximum of twelve course credits and five field credits. The student may also be eligible to receive exemption from those foundation courses for which advanced standing credit was not granted. The specific credits reduced or exemptions granted will depend on the curriculum of the undergraduate program from which the student received the degree and this School's program at the Master’s level. This evaluation will be done by the MSW Program Director, or his or her designate, in consultation with the Associate Dean for Academic Affairs.

The MSW Program Director, or his or her designate, in consultation with the Associate Dean for Academic Affairs will also evaluate the student's prior social work field experience. Advanced standing for field experience will lead to a credit reduction on the following basis:

500 hours and above of undergraduate supervised field experience will lead to a reduction of five credits.
400-499 hours of undergraduate supervised field experience will lead to a reduction of four credits.

Less than 400 hours of supervised field experience will lead to no credit reduction.

For the purposes of granting advanced standing credit under this paragraph, an accredited undergraduate social work program is one that is accredited by the Commission on Accreditation of the Council on Social Work Education as posted in the Council’s Directory of Colleges and Universities with Accredited Social Work Degree Programs. International students who hold a baccalaureate degree in social work from a program that is not accredited by the Council on Social Work Education and who are interested in obtaining advanced standing credit must submit their transcript to the Council for a determination of equivalency.

Advanced Standing granted under the provisions of this paragraph is subject to the limitations of paragraph E below.

B. Persons who have begun but have not completed one full year of Masters level work within the last seven academic calendar years at a CSWE-accredited master of social work program and who are admitted to the University of Pittsburgh School of Social Work for completion of the Master of Social Work degree may receive up to a maximum of twelve course credits and five field credits. The student may also be eligible to receive exemption from those foundation courses for which advanced standing credit was not granted. The specific transfer credits or exemptions granted will depend on the curriculum of the master of social work program the student attended, the courses the student completed, and this School’s program at the Masters level. This evaluation will be performed by the MSW Program Director, or his or her designate, in consultation with the Associate Dean for Academic Affairs. Transfer credit for field experience will lead to a credit reduction as described in paragraph A above. If exemptions are sought for courses beyond those defined as part of this School’s foundation curriculum, the evaluation will be done by the MSW Program Director, or his or her designate, and the faculty coordinator of the course for which the exemption is being requested in consultation with the Associate Dean for Academic Affairs.

For the purposes of granting transfer credit under this paragraph, an accredited master of social work program is one that is accredited by the Commission on Accreditation of the Council on Social Work Education as posted in the Council’s Directory of Colleges and Universities with Accredited Social Work Degree Programs. International students who have taken graduate-level social work courses from a program that is not accredited by the Council on Social Work Education and who are interested in obtaining transfer credit must submit their transcript to the Council for a determination of equivalency.

Transfer credit or exemption granted under the provisions of this paragraph is subject to the limitations of paragraph E below.

C. Persons who have completed one full year of Master’s level work within the last seven academic calendar years at another CSWE-accredited master of social work program and who are admitted to the University of Pittsburgh School of Social Work for completion of their Master of Social Work degree will be granted a maximum of one full year (32 credits: 24 class and 8 field work) of transfer credit by this School. The specific transfer credits
granted will be determined by the MSW Program Director (or his or her designate), who, in consultation with the Associate Dean for Academic Affairs, will review the student’s transcript. The student will be required to complete before graduation all distribution requirements of this MSW Program’s curriculum.

For the purposes of granting transfer credit under this paragraph, the definition of an accredited master of social work program in paragraph B above will apply. International students who have taken graduate-level social work courses from a program that is not accredited by the Council on Social Work Education and who are interested in obtaining transfer credit must submit their transcript to the Council for a determination of equivalency.

Transfer credit granted under the provisions of this paragraph is subject to the limitations of paragraph E below.

D. Persons who, within the last seven academic calendar years, have completed post-baccalaureate academic work at an accredited academic institution in some discipline or profession other than social work and who are admitted to the University of Pittsburgh School of Social Work’s Masters Program are entitled to an evaluation of their academic record for possible exemptions and/or transfer credits. In cases where exemptions are sought, the evaluation will be done by the MSW Program Director, or his or her designate, and the faculty coordinator of the course for which the exemption is being requested, in consultation with the Associate Dean for Academic Affairs. Exemptions for MSW foundation courses will be determined via available examinations only.

When transfer credits are requested, the evaluation will be performed by the MSW Program Director, or his or her designate, in consultation with the Associate Dean for Academic Affairs and, as appropriate, the faculty coordinator of the course for which the transfer credits are being sought. Transfer credits for post-baccalaureate academic work completed in a discipline or profession other than social work will not be applied to MSW foundation courses. A maximum of twelve (12) course credits may be granted as transfer credits.

Exemption or transfer credit will not be granted for internship experiences completed during post-baccalaureate work in a discipline or profession other than social work. For the purposes of granting transfer credit or exemption under this paragraph, post-baccalaureate academic work means graduate-level course work taken in an accredited academic institution.

Exemption or transfer credit granted under the provisions of this paragraph is subject to the limitations of paragraph E below.

E. Limitations

1. Advanced standing credit, transfer credit, or exemption for prior baccalaureate or post-baccalaureate work carried into the Masters Program will be limited to course and field work taken within seven academic calendar years prior to the students beginning this Masters Program. Except in the case of a person covered in paragraph C above, no student may have academic requirements reduced by more than a total of 12 course credits or field education requirements reduced by more than 5 field credits. There are no limitations to the number of exemptions that may be granted to a student.
2. Advanced standing, transfer credits, and exemptions will be granted after a review of the student’s prior course work, the student’s knowledge and mastery of that content, the course’s correspondence to the School’s course for which advanced standing, transfer credit, or exemption is being requested, and the consent of the school officials as outlined in paragraphs A through D above. All final decisions regarding advanced standing, transfer credit, or exemption are the sole discretion of the School of Social Work.

3. In the event of a negative decision regarding the granting of advanced standing, transfer credit, or exemption, the student may ask the Associate Dean for Academic Affairs to reconsider the decision. The decision of the Associate Dean for Academic Affairs is final.

4. Academic work or field education in an accredited institution or program will be considered toward advanced standing, transfer credit, or exemption only if the grade earned in the course (or course sequence) is equivalent to the grade A, A-, B+, B, B-, H, or S as defined by the University of Pittsburgh.

5. The number of credits reduced or granted for a given course can neither exceed the number on the transcript from the school where they were earned nor the number earned in the corresponding course at the University of Pittsburgh.

NOTE: In any case of advanced standing, transfer credit, or exemption, students must complete all distribution requirements in the foundation and concentration curricula, even if this extends their class credits beyond the requirement for other students.

It is the responsibility of the MSW Program Director to file a "Certificate of Advanced Standing" and/or a Certificate of Transfer Credit and/or a "Certificate of Exemption" in the student’s folder.

Directed Study

The major purpose of a directed study is to provide students with the opportunity to explore in-depth a specific area of social work beyond that available in regularly-scheduled courses or work addressed in their GSA assignment. A directed study involves student-initiated learning that is guided by a faculty member. A directed study can entail exploring the literature in a specific content area, engaging in research that contributes to social work knowledge and practice, or developing professional materials. A directed study can be taken for 1, 2, or 3 credits depending on the level of work required. For additional information about the requirements and procedures for directed studies, please see School of Social Work Policy 27:1 in the Academic Policy section of this Handbook.

Academic Standards - Ph.D. Program

Academic Review & Academic Integrity

Students should refer to the School of Social Work website link, http://www.pitt.edu/~pittssw/, to review procedures for Academic Review and Academic Integrity. These procedures are initiated if a student incurs academic, ethical, or behavioral obstacles to his/her progress in the program.
FLOW-CHART FOR FACULTY CONCERNS REGARDING DOCTORAL STUDENTS

1. Standard Unmet or Unlikely to be met
2. Instructor informs the Program Director of the issue
3. Letter of concern is written by the faculty with concern
4. Student and faculty member with concern meet, involving Program Director as needed
5. Student and faculty member with concern meet with the Program Director
6. Advancement Contract or Probation
7. Faculty Report
8. Advanced
   - Letter of Advancement
9. Dismissed
   - Letter of Dismissal
Statute of Limitations for School of Social Work Degrees

There is an eight-year statute of limitations for the completion of the Ph.D. degree for students who enter with an MSW and who are not pursuing an MPH. There is a 10-year statute of limitations for students in the MSW/Ph.D. program or the MPH/Ph.D program. Coursework and the comprehensive examinations should be completed within five years and the dissertation within three additional years. Under exceptional circumstances, a candidate for the Ph.D. may apply for an extension of the statute of limitations. Requests for an extension must be submitted to the Doctoral Program Director and must be approved by the doctoral committee and the Dean. The request must be accompanied by a program assessment of the work required of the student to complete the degree and evidence of the extenuating circumstances leading to the requested extension. Students who request an extension of the statute of limitations must demonstrate proper preparation for the completion of all current degree requirements.

Under special conditions, doctoral degree candidates may be granted one leave of absence. A maximum leave of two years may be granted to doctoral candidates or a student wishing to take a leave of absence must submit in advance to the Doctoral Program Director a written request that indicates the length and rationale for the leave. The Doctoral Program Director and the Associate Dean of Academic Affairs will review the request. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

Definition of Student Status

**Continuing Student**

A student who has been accepted into a school of the University’s Oakland Campus and has registered for classes at the Oakland Campus during any term or session within the past calendar year.

**Inactive Status**

A student who is not enrolled for courses during a twelve-month period is transferred to inactive status and must apply for readmission and be approved by the Dean of his/her school before he/she may register again.

All candidates for graduate degrees including Ph.D. students who have completed their required course work and are working on their dissertation research on the Oakland Campus, or elsewhere, must be registered for a minimum of 1 credit in each 12-month period whether they use University facilities/faculty time, or not. Those students not registering within the 12-month period will be placed on inactive status and must be readmitted or reinstated in order to continue in their programs. The student’s request for readmission must be submitted to the program director for approval. Those students in inactive status for 2 years or more may be required to retake the qualifying or comprehensive exams for readmission.

All students must be registered in the term in which they are to be graduated. Deans may grant exceptions in certain cases. However, written notification must be submitted to the Registrar before the first day of the term in which the student is to be graduated.
Policy on Re-Admissions

Students who have not been registered in the School for one calendar year or longer for any reason are required to apply through the Admissions Office for re-admission. Re-admitted students enter the School under the curriculum requirements current at the time of their re-admission.

Grading Policies

Policy on Grading Standards for the Ph.D. Program

In accordance with University of Pittsburgh policy, each department may identify the grading options it deems acceptable for the department and the courses it offers based upon the University approved grading options. The School of Social Work has developed departmental guidelines on incomplete coursework; this policy is in compliance with all of the University of Pittsburgh’s grading policies. For a detailed discussion of the University’s grading system and options, please refer to the University of Pittsburgh Grading Policies for Graduate Students at: http://www.pitt.edu/~graduate/reggrades.html

In the Ph.D. Program, the student is expected to receive a “B” grade or better in every course. The “B-” grade is not in itself an indication of the need for remedial action, but does suggest that the student is performing only at a marginally acceptable level and should consult with his/her advisor.

When a student receives a “C” (including “C+”) grade or lower, the student’s advisor will bring the matter to the attention of the Doctoral Program Committee, who will have the following options for action in the case:

1. If the student is otherwise in good standing and the course is an elective, she/he may be asked to take an additional appropriate course in which, again, a B or better must be received.

2. If the student is otherwise in good standing and the course is a required one, she/he will be required to repeat the course. The student must complete the required course with a B grade or better.

3. If the student is not in good standing, that is, has received a C or below in a second course or has two or more B- grades in addition to the C grade which called for Doctoral Program Committee action, there are two options available, depending on the additional circumstances in the individual case:
   a. The Doctoral Program Committee recommends a one-term probationary period in which the student must receive all grades of B or above, including make-up for the one or more Cs on his/her record, and grades must be received within the grading deadlines for that particular semester. If the student fails to fulfill this requirement, the full Academic Review process will be initiated.
   b. The Doctoral Program Committee may recommend immediate recourse to full Academic Review if student performance appears to indicate that termination is the most advisable course.
Policy on Grades for Required Courses

A. All required classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, and F.

B. All required courses in the graduate curriculum must be taken for a letter grade. For MSW/Ph.D. students this includes all the foundation courses, all the concentration-specific required courses, and all the courses which make up the package of a certificate program.

The grading system quality points are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
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<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The following grades carry no quality points:

- G Unfinished Course Work - Course work unfinished because of extenuating personal circumstances with the expectation that work will be completed within six weeks into the next academic term.
- H Honors - Honors (exceptional) completion of course requirements
- I Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars. It is expected that work will be completed within the next calendar year.
- N Audit - Non-credit
- R Resignation - Student resigned from the University
- S Satisfactory - Satisfactory completion of course requirements
- U Unsatisfactory - Unsatisfactory completion of course requirements
- W Withdrawal
- Z Invalid Grade - Invalid grade reported
- ** No Grade - No grade reported

C. All graduate field instruction courses shall be taken for S/N (Satisfactory/Not satisfactory) grades only.

Options

Elective Courses

Graduate level elective courses, (not including required elective courses) offered and taken in the School of Social Work may be taken for a letter grade or an H/S/U grade. The student who
chooses the H/S/U option must complete and sign the Grade Option Form, have it signed by the faculty advisor, and either the student or faculty advisor shall submit this form to the Office of Student Records (2110 C.L.) no later than the 9th week of a full term, the 6th week of a 12 week Session, or the 4th week of a 6 week Session. Once made, the decision to take the course on a grading option basis cannot be changed, nor may a grade using one system be changed to a grade of the other system without the approval of the Dean.

"G" Grades

The "G" grade may be assigned by the instructor for coursework that should have been completed within the term in which the course was taken but was not completed by the student due to extenuating circumstances.

In order to request consideration for a "G" grade the student should:

a. inform the instructor in writing, except under emergency conditions;
b. state reasons for needing this consideration and;
c. be prepared to present evidence substantiating the unique conditions necessitating this request.

Note: It is at the discretion of the instructor for the course to accept or reject a student's request for "G" grade consideration. If a "G" grade is granted, the student will have a total of six weeks into the following term from which the "G" grade was awarded to complete the required coursework. The six week time limit may be extended by the course instructor for:

a. Personal emergency, or
b. Extended illness beyond the usual six-week period for completing the work.

The time extension may last for up to one year from the time the "G" grade was originally recorded. Thereafter, the "G" grade will permanently remain on the student's transcript.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation date with a one credit minimum registration requirement in the term of graduation.

"I" Grades

The "I" grade is appropriate in cases where, by design, the course work is not time-bound to one term and as such, a final grade can be given upon completion of the stipulated course work.

If granted an "I" grade the student has one year from the end of the term in which the "I" grade was received to complete the coursework. The "I" grade cannot permanently remain on the student's transcript and must be changed by the course instructor within the one-year period. Exceptions to this policy can be made under the following circumstances:

a. Extended illness beyond the one-year period, or,
b. Death or extended personal emergency; if the student does not return within the next term following the one-year period; and
c. Doctoral student engaged in dissertation writing.

A student must request an "I" grade extension in writing from his/her instructor stating the reason for the extension request. The extension request letter, instructor's approval of the extension, and the length of time for which the extension will be valid will be placed in the student's file.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation date with a one-credit minimum registration requirement in the term of graduation.

In order to remain in compliance with this policy, a doctoral student taking a full course load (12 credits) will not be permitted to have more than one "G" or "I" grade on their transcript for more than one academic year at any given time. Students who exceed the one course limit will be at risk of losing partial or full funding. This policy does not apply to "G" or "I" grades permanently on a student's transcript when the student has re-taken and successfully completed that course.

After one year, if the "I" or "G" grade has not been completed, the course must be repeated, unless extenuating changes negate this action.

"W" Grades

A student may withdraw from a registered School of Social Work course if the withdrawal occurs no later that the 9th week of a full term or the 4th week of the Summer Session. You earn no credit or grade for withdrawn classes.

After the 9th week of the term (4th week of the session), a student will be permitted to withdraw from a course only in extraordinary circumstances and with the permission of the Dean.

If a student wishes to withdraw from a course after the deadline date for add-drop but prior to the end of the 9th week of the term (or 4th week of the session), he/she must complete a Monitored Withdrawal Request Form, available from the Office of the Social Work Recorder in Room 2110 Cathedral of Learning.

Completion of the above process will result in the entry of a "W" grade on the student's transcript. If a student stops attending a course and does not initiate and complete the withdrawal procedures, he/she may be assigned an "F" grade for the course.

For courses offered by the School of Social Work, each individual instructor must be notified (as evidenced by the instructor's signature on the University form). The form must then be submitted to the Social Work Recorder, Room 2110, Cathedral of Learning.

"Audit" (N) Grades for Academic Courses

The student must apply for the option to audit an academic course at the beginning of the term (at the time of registration, in fact, or at the latest by the first session of the class). The student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. As far as requirements are concerned, usually the student meets all the performance expectations of the instructor: papers, presentations, examinations, etc. However, it is
within the privilege of the faculty member to permit the Audit student merely to attend the lectures and to participate only as much as the student wishes. For example, the student and the instructor can agree that the student will not write any papers for the class, or the student will not take any exams, but this, too, must be cleared in advance.

**Grade Changes**

Grade changes, in virtually every case, should be put through no later than one year after the initial grade was assessed. There may be conceivable reasons which justify a later change of grade, but they are surely quite unusual in character, and should be considered most exceptional. The Dean must approve a change in grade before it will be honored by the Registrar.

**Grades for Courses in Other Departments**

Courses taken in other schools and departments of the University of Pittsburgh by students from the School of Social Work shall be graded according to the policy adopted by the school or department in which the course is being taken.

**Grade Assignments: "Z" Grades**

It is the responsibility of each faculty member of the University to assign only a standard letter grade or option grade as approved within their own school’s grading policy to each student enrolled in an approved University course. All other grades will be recorded by the Registrar as a "Z", an invalid grade.

**Criteria for Directed Study**

A. **Definition**

A directed study is defined as a student-initiated experience, guided by a faculty member, that significantly supplements the social work curriculum and conforms to academic course content expectations appropriate to the student’s degree level. This definition of directed study is broadly conceived, and subsumes the category of "reading course." It is recommended that directed study be the generic title for all courses meeting the above definition.

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.

2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:

   a. Exploration of the existing literature in a specified content area.
   b. Engaging in research that contributes to knowledge and practice applications in a content area.
   c. Development of professional materials.

B. **Statement of Purpose**
The major purpose of directed study is to provide students with the opportunity to explore in depth a specific area of social work interest beyond that available in regularly scheduled courses. This means of tailoring educational content to students’ learning goals and backgrounds adds flexibility and diversity to the standard curriculum. Directed study can either be devoted to the pursuit of advanced knowledge in a specialized area, or to the mastery of a broad area relevant to social work but not included in course offerings. With the exception of the Directed Study in Research available to MSW students, a directed study cannot be used as a substitute for required or prerequisite courses.

Directed study should:

1. Be an extension of a student’s previous academic and/or professional development.
2. Represent a rigorous and challenging intellectual and professional undertaking.
3. Demonstrate integration with the student’s overall academic career.
4. Exhibit congruence with the academic and professional thrust of the school.
5. Be geared to creative endeavors.

C. Faculty Participation

In order to meet the definition of a directed study and to fulfill its educational purpose, the reading, research, or field activities delineated above, while independently performed by the student, assumes faculty contribution which guides and enhances the student’s progress. This faculty contribution is as essential a component to directed study as it is to any course offering.

Faculty participation is a voluntary endeavor. Faculty members are expected to meet regularly with the students doing directed study courses with them. Directed study will not serve as a substitute for basic faculty teaching workload. It is imperative, therefore, that faculty members be certain they have sufficient time available before consenting to offer a directed study and that their respective competencies encompass the study area being proposed.

D. Directed Study Plan

All students engaging in directed study should have a written study plan developed in concert with the faculty mentor. At minimum, the written study plan must address the following criteria:

1. Brief but concise statement of educational objectives of the directed study.
2. Clear statement of the issues or problems under analysis and the rationale for selecting them.
3. Selected bibliography or other similar documents to be examined.
4. Statement of the methodology the student will follow in implementing the directed study project.

5. Statement identifying the products (e.g., paper, report, literature review, presentation, computer-aided formats) of the directed study project and their due dates.

6. Statement describing how the Directed Study grade will be computed.

E. Directed Study Evaluation

The faculty evaluation of directed study should assess the student’s understanding of the study area. Minimal criteria should be that:

1. There should be a tangible product resulting from the study.

2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.

3. The work clearly demonstrates the student’s mastery and comprehension of the subject.

F. Procedures

1. Students wishing to pursue a directed study should identify the subject and discuss with their faculty advisor the appropriateness and feasibility of doing a directed study given their overall course of study plan for their degree.

2. Students should then consult with members of the faculty with whom they would like to work and who they believe have expertise in the proposed subject area.

3. After a faculty member and student have agreed to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure), a final one to two page summary of the entire plan must be signed by the faculty member and student. Copies of the signed summary must be submitted to the Student Records Office for inclusion in the student’s folder and to the relevant Program Director on or before the Add/Drop period deadline.

Academic Programs

MSW Dual, Joint, and Cooperative Degree Programs

Some students seek to complement their social work education and training by earning a degree in another discipline or profession. Others wish to further their education within the field of social work. The dual, joint, and cooperative degree programs offered by the University of Pittsburgh School of Social Work afford students a unique way to complete their MSW studies while also pursuing another graduate degree. However, no student will be permitted to enroll or engage in more than dual, joint, or cooperative degree program within the School of Social Work or between the
School of Social Work and any other School or Program during the course of earning that dual or joint degree.

**Master of Social Work/Doctor of Philosophy (Ph.D.) in Social Work**

An MSW degree from an accredited school of social work is required to be considered for admission to the PhD program. Those applicants without an MSW degree, who wish to pursue an social work academic career, may apply to the joint MSW/Ph.D. program. Many schools of social work strongly prefer that their faculty members hold MSWs as well as PhDs, which is why applicants without an MSW must apply to the combined MSW/PhD program. Preference is given to those MSW/Ph.D. applicants who have prior social work related work experience.

Those interested in obtaining information regarding the requirements and processes for this dual degree program are encouraged to contact the Director of the Doctoral Program.

**Master of Public Health/Doctor Degree in Social Work (MPH/Ph.D.)**

A joint program with the School of Social Work allows students to obtain the MPH degree in social work and behavioral health sciences and the Ph.D. degree in social work. Students with the Master of Social Work degree may enter the program to obtain only the MPH degree. Students in this joint program must meet the 45-credit requirement for the MPH degree. Graduates of this program are prepared to assume leadership positions in public health systems or academic settings with a particular focus on social and health and child health.
### OUTLINE OF DOCTORAL CURRICULUM - PH.D. STUDENT

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<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<td>Theory I (SW 3044) [3]</td>
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<tr>
<td>20 hours GSA or TA</td>
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<tr>
<td><strong>Year 2</strong></td>
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<td>Comprehensive Exam in May, June, July, and early August</td>
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<tr>
<td>Seminar SW Education (3066) (3)</td>
<td>SocPolicyAnalysis (3037) [3]</td>
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<tr>
<td>AmerSocWelfHistory (3030)[3]</td>
<td>Capstone Res. Sem. II (3023) [3]</td>
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<td>Res. Meths. Elect. (3020)</td>
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<td>or Adv. Stats (from outside of SSW [3]</td>
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<td>**Genl elec and/or Directed Study [3]</td>
<td>**Genl elec and/or Directed Study [3]</td>
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<tr>
<td>20 hours GSA</td>
<td>20 hours GSA</td>
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<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>GSA or TA</td>
<td>GSA or TA</td>
<td>Begin Dissertation.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
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<tr>
<td>Dissertation Research</td>
<td>Complete and defend dissertation</td>
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Planned credit totals: Fall 1 (12), Spring 1 (13), Fall 2 (13), Spring 2 (12)

38 core credits plus 12 elective credits; **50 credits** must be completed for Comprehensive Exam eligibility

** The Doctoral Program Committee strongly suggest that all doctoral students take a Qualitative Research Methods course.

***No credit doctoral Seminar required for all first-year doctoral students.
PROGRAM REQUIREMENTS

Research Methods (20 total credits)

Research Methods 1 3020 (3 credits)
Inferential/Bivariate Statistics 3029 (3 credits)
Multivariate Statistics 3021 (4 credits)
Capstone Research Seminar I 3022 (1 credit)
Capstone Research Seminar II 3023 (3 credits)
Seminar in Social Work Education 3066 (3 credits)
Doctoral Seminar (0 Credits)

Theory (6 total credits)

Theory I 3044 (3 credits)
Theory II 3053 (3 credits)

Policy (6 total credits)

Social Welfare History 3030 (3 credits)
Social Policy Analysis 3037 (3 credits)

REQUIRED ELECTIVES

Outside of SSW advanced methods course, “required elective” (3 credits—3000 level)
Outside of SSW advanced data analysis/statistics course, “required elective” (3 credits—3000 level)
Inside or Outside of SSW advanced Policy Course, “required elective” (3 credits—3000 level)

GENERAL ELECTIVES

Electives (12 credits minimum)

General Electives and/or Directed Study
Multicultural Groups in Context: A Research Perspective (3 crs)
SW3088 Child and Family Policy (meets the 2nd level policy requirement for doctoral program) (3 crs)

To take the Comprehensive Examination 50 credit hours must be completed (38 non-elective core credits and 12 general elective credits).

Source: Original Received Summer 2007, G. Koeske; Revised 6/02/09 by Valire Carr Copeland; Revised 12/7/2010; Revised 5/31/12
### OUTLINE OF DOCTORAL CURRICULUM
#### DUAL DEGREE MSW / PH.D. STUDENT

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Year 1</td>
<td><strong>Foundation Courses (MSW)</strong></td>
<td><strong>Foundation Field and Seminar (3 crs)</strong></td>
<td><strong>Foundation Field Work (3 crs)</strong></td>
</tr>
<tr>
<td></td>
<td>SWBEH 2063 HBSE (3 crs)</td>
<td>SWRES 2021 Fdtns of SW Research (3 crs)</td>
<td>MSW Concentration elective</td>
</tr>
<tr>
<td></td>
<td>SWGEN 2099 Fdtn Field and Seminar (3 crs)</td>
<td>General graduate elective (3 crs)</td>
<td>(SWINT or SWCOSA) (3 crs)</td>
</tr>
<tr>
<td></td>
<td>SWWEL 2081 Social Welfare (3 crs)</td>
<td>SWINT 2082 Models of Intervention (DP) (3 crs)</td>
<td>MSW concentration elective</td>
</tr>
<tr>
<td></td>
<td>SWGEN 2098 Generalist Fdtns SW Practice (3 crs)</td>
<td>SWCOSA 2084 SocAdmin (COSA) (3 crs)</td>
<td>(SWINT or SWCOSA) (3 crs)</td>
</tr>
<tr>
<td></td>
<td>SWGEN 2034 Fdtns of SW Practice w/Diverse Populations (3 crs)</td>
<td>SWGEN 2099 Fdtns Field Work (3 crs)</td>
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<tr>
<td></td>
<td>Doctoral Seminar (0 crs)</td>
<td>Second-level HBSE (SWBEH) (3 crs)</td>
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<td></td>
<td>GSA (10 hours)</td>
<td>Doctoral Seminar (0 crs)</td>
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<tr>
<td></td>
<td>MSW Concentration elective (SWINT or SWCOSA) (3 crs)</td>
<td>GSA (10 hours)</td>
<td></td>
</tr>
<tr>
<td>**Year 2</td>
<td>SWGEN 3044 Theory I (3 crs)</td>
<td>SWGEN 3053 Theory II (3 crs)</td>
<td>MSW Concentration Field Work (6 crs)</td>
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<tr>
<td></td>
<td>SWRES 3029 Inferential Statistics (3 crs)</td>
<td>SWRES 3021 Multivariate Analysis (4 crs)</td>
<td>(SWINT or COSA) (6 crs)</td>
</tr>
<tr>
<td></td>
<td>SWRES 3020 ResMeth (3 crs)</td>
<td>MSW Concentration Field</td>
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<tr>
<td></td>
<td>SWCOSA 2088 ComOrg (OSA) or Advanced Direct Practice (SWINT) (3 crs)</td>
<td>(SWINT or COSA) (6 crs)</td>
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<tr>
<td></td>
<td>Ph.D. Elective (3 crs)</td>
<td>GSA (20 hours)</td>
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<tr>
<td></td>
<td>GSA (20 hours)</td>
<td>MSW Concentration Field Work (6 crs)</td>
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<td></td>
<td></td>
<td>(SWINT or COSA)</td>
<td></td>
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<tr>
<td>**Year 3</td>
<td>SWWEL 3030 Eval of Amer. Soc. Welf. History (3 crs)</td>
<td>SWWEL 3037 Soc. Policy Analysis (3 crs)</td>
<td>Ph.D. Elective (if 4 electives have not been taken by this time) (3 crs)</td>
</tr>
<tr>
<td></td>
<td>SWGEN 3044 Theory (3 crs)</td>
<td>Advanced Data Analysis (outside of SW) (3 crs)</td>
<td>Comprehensive Examination (in May, June, July, and early August)</td>
</tr>
<tr>
<td></td>
<td>SWRES 3022 Capstone Research Seminar (1 cr)</td>
<td>SWRES 3023 Capstone Research Seminar II (3 crs)</td>
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<tr>
<td></td>
<td>Ph.D. Elective (3 crs)</td>
<td>SWGEN 3066 SemSW Educ (3 crs)</td>
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<tr>
<td></td>
<td>GSA (20 hours)</td>
<td>GSA (20 hours)</td>
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<tr>
<td></td>
<td></td>
<td>Ph.D. Elective (if 4 electives have not been taken by this time) (3 crs)</td>
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<tr>
<td>**Year 4</td>
<td>Begin work on Overview, possibly defend by term end (alternatively). Work on Dissertation support, self-directed research to prepare and submit articles TA (20 hours)</td>
<td>Begin Dissertation, if Overview is passed in Fall; defend Dissertation (alternatively). Work on Dissertation support, apply for Dissertation external fellowships, prepare and submit articles. TA (20 hours)</td>
<td>Complete and Defend Overview.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Begin Dissertation</td>
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<tr>
<td>**Year 5</td>
<td>Dissertation Research</td>
<td>Complete and defend Dissertation</td>
<td></td>
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<tr>
<td></td>
<td>External dissertation fellowship, adjunct teaching TA (20 hours)</td>
<td>External Dissertation fellowship, Adjunct Teaching TA (20 hours)</td>
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<td>1 TF</td>
<td>1 TF</td>
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</tbody>
</table>

The MSW Program accepts 12 credits from the Ph.D. Program to equal 60 credits (6 credits of general electives, 2nd level research, and 2nd level policy.)
# OUTLINE OF DOCTORAL CURRICULUM
## JOINT DEGREE PH.D. / MPH STUDENT

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
</table>
| **Year 1** | Res. Methods I (3020) [3]  
Inf/Biv. Stat (3029) [3]  
Theory I (3044) [3]  
Comm. Dev (BCHS 2559) [3]  
Doctoral Seminar (0)  
Theory II [3]  
Electives [6]  
Intro. Pub.Hlth (PH 2014) [1]  
Doctoral Seminar (0) | Biostat (Bios 2011) [3]  
Health Admin (HPM 2001) [3]  
Health Planning (BCHS 2522) [3] |
|       | Total 15 credits  
20 hours GSA | Total 14 credits  
20 hours GSA | Total 9 credits  
20 hours GSA |
| **Year 2** | Social Welf. Po. [3]  
Capstone Res. Sem I [1]  
Res. Meths Elective or Advanced data analysis  
Elective (from outside of SW) [3]  
Epidem (EPI 2010) [3]  
Capstone Research  
Seminar II [3]  
Teaching Seminar (3066) [3]  
Res. Meths elective or Advanced Data analysis  
Elective (from outside of SW) [3]  
Comm Hlth Asses (BCHS 2563) [3] | 0 credit seminar in May or June for proposal preparation;  
Comprehensive Exam in May, June, July, and early August  
Health Comm (BCHS 2504) [3]  
PH Biology (PH 2015) [2] |
|       | Total 13 credits  
20 hours GSA | Total 15 credits  
20 hours GSA | Total credits 5  
GSA |
| **Year 3** | Begin work on Overview, Contingent of passing  
Comp., possibly defend by term end;  
Work on dissertation support; Directed research to prepare and submit articles  
Theories Health (BCHS 2520) [3]  
BCHS Essay [2] | Begin dissertation; work on dissertation support; prepare and submit articles; complete and defend Overview  
Environment (EOH) [3]  
PH Capstone (PH 2016) [2] | GSA or external support |
|       | Total 5 credits  
TA (20 hours) | Total 5 credits  
TA (20 hours) | |
| **Year 4** | Dissertation Research | Complete and defend Dissertation  
TA (20 hours) | |

Theory I & II in first year; and Social Welfare and Social Policy 2 course sequences in second year.

50 credits are required over first two years; 38 are "core" and 12 are elective. Students required taking Directed Study to provide data for Capstone sequence will take four (4) three-credit electives; other students, who have data available from their GSA work, will take five (5) three-credit electives.

32 of the 38 core credits are courses taken in the School of Social Work; six (6) are taken outside of SW.
**Academic Curriculum**

The MPH/PhD Curriculum comprises core courses in public health and social work, with a heavy emphasis on research methods and statistics. Specific classes on maternal and child health and public health social work are also required for this degree program. The following list of courses is provided as an example, as the exact course requirements may vary by students.

**GSPH Core and BCHS Core Courses (minimum: 37 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOST 2011</td>
<td>Principles of Statistical Reasoning</td>
<td>3 credits</td>
</tr>
<tr>
<td>EOH 2013</td>
<td>Environmental Health and Disease</td>
<td>3 credits</td>
</tr>
<tr>
<td>EPID 2110</td>
<td>Principles of Epidemiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HPM 2001</td>
<td>Introduction to Leadership, Management,</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>and Policy</td>
<td></td>
</tr>
<tr>
<td>PUBHLT 2014</td>
<td>Public Health Overview</td>
<td>3 credits</td>
</tr>
<tr>
<td>PUBHLT 2016</td>
<td>Capstone: Problem-solving in Public Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCHS 2504</td>
<td>Overview of Health Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCHS 2520</td>
<td>Theories of Health Behavior and Health Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCHS 2525</td>
<td>Introduction to Applied Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCHS 2521</td>
<td>Master's Essay/Thesis</td>
<td>2-3 credits</td>
</tr>
<tr>
<td>BCHS 2559</td>
<td>Community Development Approaches to Public Health</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCHS 2563</td>
<td>Community Health Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCHS 2592</td>
<td>Seminar in Public Health Social Work</td>
<td>1 credit</td>
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<td>(by appt.)</td>
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</tbody>
</table>

**Milestones and Progress**

All requirements for the Ph.D. degree must be completed within a period of ten (10) years or eight (8) years if the student has received credit for a master's degree appropriate to the field of study.

1. *After a student successfully completes their doctoral course work, the Comprehensive Examination should be taken in the second summer and not later than one (1) year after the completion of the course work.*

2. *After a student passes their Comprehensive Examination he/she is expected to successfully defend their Dissertation Overview, in order to be admitted to candidacy, within one (1) year of passing their Comprehensive Examination.*

3. *After a student has passed their Overview Defense, he/she is expected to successfully defend their Dissertation within two (2) years.*
Doctoral Program - Comprehensive Examination

“The Comprehensive Examination should be designed to assess the student’s mastery of the general field of doctoral study, the student’s acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline (University of Pittsburgh, Regulations Pertaining to the Doctoral Degrees)”.

The Comprehensive Examination is the basis for assessing whether the doctoral student has acquired the knowledge and skills necessary for proceeding with the completion of a doctoral dissertation. (Council of Graduate Schools 2005, The Doctor of Philosophy Degree, Washington, DC: Council of Graduate Schools). The purpose of the Written Exam paper and Oral Exam is to demonstrate that the student has acquired the breadth of knowledge and skills necessary to complete a doctoral dissertation.

**Overview of the Comprehensive Examination process:** The doctoral comprehensive examination in the School of Social Work consists of:

(a) the preparation of the written exam paper; and
(b) an oral examination on the contents of the written paper.

The written exam paper and oral examination constitute the comprehensive examination of the student’s command of his or her topic relevant to the field of Social Work. Together, they should:

- Assess the extent and currency of the student’s knowledge in a manner that is comprehensive and searching
- Demonstrate that the student has acquired a sufficiently broad understanding of the field,
- Test the student’s knowledge of coursework by reflecting proficiency in each core area of the required curriculum
- Discover any weaknesses in the student’s knowledge that need to be remedied by additional courses or instruction
- Determine the student’s fitness to continue work toward the dissertation and their preparedness to add knowledge to the field through an in-depth study of a topic relevant to the practice of social work

Before the student is permitted to take the comprehensive examination he/she must have fulfilled all required coursework according to the doctoral program curriculum, 35 credits for the core and 15 electives (50 credit hours), and the minimum residency requirement, according to the University of Pittsburgh, for the doctorate.

A student who is eligible to take the comprehensive exam must do so in the first summer of eligibility. The student may delay the examination for one year, contingent on the approval by the doctoral program director of a written request submitted by the student which outlines the rationale for the requested delay.

**Committee and process:** A committee consisting of three members of the Social Work faculty is required for the examination. Students are permitted to choose one primary mentor/reader for the committee. Two members of the committee will be chosen by the Doctoral Program Director and the Associate Dean for Academic Affairs. When necessary, recommendations for committee members can be suggested by the Doctoral Program Committee.
The student may consult with his/her primary mentor/reader prior to commencement of the examination period in which they prepare the qualifying paper. Once the exam has been distributed to the student by the Doctoral Program Director, the student has 10 days to consult with their primary mentor/reader. At that point the examination begins, and all work must be completed independently by the student. When the student completes the written portion of the exam, it will be assessed by two members of the committee (primary mentor/reader and reader 2). In the case of a difference between the initial two readers’, the third member (reader 3) will be asked to submit their assessment.

The primary mentor/reader is responsible for (1) meeting with the other readers (reader 2 and reader 3) after each has evaluated the written document and (2) communicating the results of the written exam to the student. After the assessment process and with the Primary mentor/reader’s approval, the student will schedule an oral examination on the content of the paper by the committee. The oral examination will be scheduled for 90 minutes.

If two or more readers of the qualifying paper assess the paper as a fail, the student will not be permitted to schedule an oral exam; instead he or she will be given the opportunity to revise the paper. The revised paper must be submitted two weeks after the return of the first evaluation. If the student fails to receive a grade of Pass for the paper after the second review, the student will be required to withdraw from the program.

If the student receives a pass for the qualifying paper, but fails the oral, an academic review would occur. The process will be evaluated by the three member committee, Associate Dean for Academic Affairs, and Doctoral Program Director; and the outcome will be determined on a case by case basis. The student has to receive a pass on both the qualifying paper and oral examination to be permitted to initiate the dissertation proposal.

**Doctoral Dissertation**

The doctoral dissertation should represent a creative effort to build knowledge and theory in the field of social welfare. The first step in the Dissertation effort is the preparation of an Overview in which all the relevant steps prior to the collection of data - whether that involves new empirical data, secondary analysis of historical and contemporary documents, or other appropriate techniques - are performed in order to justify the methodology for pursuing further understanding of the selected topic. *After a student successfully passes the comprehensive exam he/she is expected to complete their overview within one year after passing the comprehensive.*

As the candidate begins preparation for the Dissertation Overview, s/he must form a Committee of faculty capable and willing to assist and advise in the process of completing the Dissertation. This committee must be composed of a minimum of four (4) faculty persons, three (3) of whom must be School of Social Work graduate faculty and one (1) who must be graduate faculty from outside the School. The majority of the committee, including the Dissertation Chair, must be full or adjunct members of the graduate faculty.

Characteristics which a dissertation should demonstrate are:

- the establishment of an historical context for the presentation of an innovative and creative approach to the problem analysis and solution;
- a clear understanding of the problem area as revealed by analysis and synthesis of a broad literature base;
• a well-defined research design;
• clarity in composition and careful documentation;
• results of sufficient merit to be published in refereed journals or to form the basis of a book or monograph;
• sufficient detail so that other scholars can build on it in subsequent work; (Regulations Governing Graduate Study at the University of Pittsburgh, revised 2000).

When the overview is judged to be ready, an oral defense is held with the committee before the candidate proceeds to the final stage of data collection, analysis, and interpretation. A second oral defense is held at the completion of a full Dissertation. Full details on Dissertation requirements are available upon request.

**Guidelines for the Dissertation Overview and Dissertation**

Students must have successfully completed the comprehensive examination to proceed to the dissertation. They should begin registering for full time (0-credit) dissertation study in the term succeeding successful completion of the comprehensive examination.

**Starting the Dissertation Process: The Overview of the Dissertation**

The eligible student starts the dissertation process by obtaining the consent of a full-time social work graduate faculty member to serve as the chair of his or her dissertation overview/dissertation committee. A suggested committee membership should be formed by the student in collaboration with the dissertation committee chair. The student should develop a brief dissertation plan (4-6 pages) for review by any faculty member who is invited to serve on the committee. A doctoral dissertation committee is typically composed of three social work faculty (including the Chair) and a member from outside of the School of Social Work. The outside member must possess the Ph.D. degree, deemed appropriate to be a full or adjunct member of the graduate faculty, and acceptable by the chair of the committee. All School of Social Work committee members must be university members of the Graduate Faculty with Assistant to Full Professor status. In some cases the student and chair may wish to have a fourth School of Social Work committee member.

When the student and the Committee Chair have settled on a committee membership, the Chair must send a memorandum of recommendation to the Doctoral Program Director. This note indicates the student, dissertation title, and suggested committee membership (with affiliation). The program director must approve the committee membership and send the approval to the committee chair and to the Dean of the School.

The dissertation overview document is a research proposal composed of the Introduction and Method section of the eventual dissertation, supplemented with a data analysis plan section. The proposed study must be an empirical research investigation involving data collection or the use of an approved secondary data set. The format and style of the document should be consistent with APA format amended when necessary to conform to the University of Pittsburgh style guidelines and standards for electronic submission of the final dissertation manuscript. The student should consult with the doctoral program support staff person to become informed about presentation guidelines for the overview and dissertation and the requirement for electronic submission and its formatting guidelines and constraints.
The university requires that the dissertation overview be successfully defended in an earlier term than the final dissertation defense. In other words, the dissertation overview defense and the final dissertation defense may not occur in the same academic term.

The overview draft document must be acceptable to the chair of the committee before it is distributed to the committee. The committee chair may recommend that parts of the preliminary overview or dissertation drafts be reviewed by committee members for review, feedback, and recommendation prior to the committee receiving a final draft version for defense. Once the chair approves the manuscript it may be distributed to the committee members who should receive the manuscript at least two weeks prior to the date set for the oral defense. The overview draft should be prepared according to APA and university guidelines and bound for ease of reading and evaluation. This overview review draft need not conform exactly to the guidelines for electronic submission, but the committee-approved manuscript of the final dissertation must conform, and it is recommended that the defended dissertation draft adopt the electronic submission format.

The overview defense must result in an "Approved" evaluation for the student to proceed with the dissertation plan. Typically, approval is granted contingent on revisions to the conceptualization, design, and measures agreed to by the candidate and the committee chair. The committee chair is responsible for reviewing and summarizing the required revisions and for assuring their incorporation and implementation. The student should expect substantial feedback and recommendations regarding all parts of the manuscript. Data collection may commence only after the committee has approved the dissertation overview. In some cases, the committee or a committee member may wish to withhold an approval signature until a revised section or measure has been submitted for review. In granting its approval, the committee endorses the study conceptualization, design, and methodology as satisfactory and the study plan as sound and worthy of implementation.

If the committee does not approve the overview manuscript and plan due to major shortcomings, the student may be advised to start over with a new topic and committee or to undertake extensive changes and improvements to salvage the initial general plan and make it dissertation worthy. In either case, another dissertation overview defense would need to be scheduled. Failure to pass an overview defense by the end of the Spring Term of the third year (for primary program students) will result in an academic review of the student’s status in the program.

The Dissertation Manuscript

The student formally achieves candidacy (i.e., becomes a candidate for the doctorate) with the approval of the dissertation overview. The student works closely with her or his dissertation chair through data collection, data analysis, and preparation of preliminary drafts of the dissertation manuscript. With the counsel of the chair, the student may request special assistance from committee members, possibly including reviewing sections of preliminary manuscripts. With the approval and assistance of the chair, the student will schedule a date for a final defense of the dissertation. The review manuscript must be received by the committee members at least three weeks prior to the scheduled defense date. Under special circumstances, a committee member may allow receipt of the manuscript later than the stipulated three week period. The manuscript must be written to conform to APA and university guidelines and be bound for easy review and writing of comments. At least one week prior to the scheduled to scheduled defense date and two after the draft manuscript has been received by each committee member, it is recommended that the student contact each committee member to see if there are any major concerns, to be presented at the defense, with the manuscript. The defended draft manuscript may incorporate all electronic
submission formatting guidelines, so that final revisions can be made after approval of the committee and the final manuscript can be submitted to the university.

The student should inform the doctoral program support staff person of the scheduled defense date as soon as it is known so that the University Times can be informed of and publish the defense date, time, and location.

**Format of the Dissertation Defense Meeting**

The student meets with the dissertation committee on the scheduled defense date. Visitors may attend the defense but are dismissed with the candidate during periods of committee deliberation and decision making. After the candidate and committee members are all present, the student is asked to step out while the committee deliberates on the general acceptability of the manuscript and discusses a plan for questioning of the candidate. This plan is organized by the committee chair who is responsible for running the meeting. In rare cases, the committee may recommend that the defense be postponed because the manuscript is perceived as not ready to be defended. After the preliminary deliberation the student returns to the room and presents a brief report (5 to 10 minutes) based on the dissertation document. This report is followed by questions and recommendations of the committee members and responses of the candidate. The evaluation of the candidate is based on both the submitted manuscript and the quality of the student's responses to questions and challenges. At the completion of the interactive process, the student is again asked to step out while the committee deliberates, seeking an evaluation of the document and its defense and organizing directives for any necessary revisions.

The committee decides on one of the following summary evaluations:

1. Pass with distinction
2. Pass with minor revisions (The chair is responsible for reviewing and endorsing the final revisions.)
3. Pass with major revisions (Each committee member must review and endorse revised material.)
4. Fail (resulting in termination from the program)

Each committee member will sign the dissertation defense form which was initiated with the overview and contains the committee signatures from that meeting. This Dissertation Overview and Dissertation Defense form is kept in the student's folder in the Student Records office between the time of the approved overview and the date of the final defense. The form shows the decision (from the 1 to 4 alternatives, above), the title of the dissertation, and the dates of the overview and the final defense. The option 3 (pass with major revision) will require that member signatures be obtained based on approval of the revised manuscript.

The student is informed of the committee evaluation and any contingencies when returning to the meeting room following the committee deliberation and decision. The chair will present a summary review of any revisions that the committee requires.

Following a successful defense, the student should consult with the doctoral program support staff person about procedures for final submission of the document to the university. The student should also be apprised of submission deadlines to achieve formal graduation status in the desired term. There is a period of several days after the end of the academic term in which formal
graduation can still be achieved if the dissertation submission is made by the final deadline. The doctoral support staff person will inform the student of this submission deadline. The student may wish to learn of this date earlier in the process and set the dissertation defense accordingly, allowing at least a week to complete final revisions and obtaining the endorsement of the dissertation chair (and committee members, if necessary).

Summary of Steps to and through the Dissertation Process

1. Complete all doctoral course credits, core and elective courses (by the end of the second spring term for regular program students.)
2. Take and pass the comprehensive examination (during summer after the second year).
3. Secure a dissertation chair and collaborate with her or him to form the dissertation overview and dissertation committee. (early in the fall of the third year)
4. Work on the dissertation proposal and achieve endorsement of the committee chair to distribute the manuscript to the committee. Set a date for the dissertation overview defense.
5. With approval of the overview by the committee, doctoral candidacy is formally granted and the dissertation research begins.
6. Following data collection and data analysis, drafts are submitted to the committee chair for review and feedback.
7. Upon approval of the chair, the student and the chair set up the final dissertation defense meeting. (The expectation is that this will occur during the spring term of the fourth year.)
8. The student receives a "Pass" evaluation from the dissertation committee, completes any required revisions, and submits the final draft electronically to the graduate school of the university.

Administration of the Doctoral Program

The Doctoral Program is administered by the Director who is appointed by the Dean of the School. Broad academic policies are set by the Doctoral Program Committee. Specific policy development, admissions, curricular review and development; implementation of the program are carried out by the core doctoral faculty. Students are encouraged to participate in Doctoral faculty meetings and annually elect a student from each class on campus to represent students at the faculty meetings. Matters which involve performance of individual students or decisions on applicants to the Program exclude student participation since this would necessitate sitting in judgment on current or prospective peers. In all other respects, faculty meetings are fully open to student representatives.

Beyond faculty deliberations, students and faculty join in less formal activities, such as regular get-togethers and enrichment sessions.
DOCTORAL PROGRAM IN SOCIAL WORK  
Dissertation Plan and Agreement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline or Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with chair</td>
<td></td>
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<tr>
<td>Conceptualize research questions/hypotheses</td>
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</tr>
<tr>
<td>Review, assess and synthesize the literature</td>
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<tr>
<td>Apply theory</td>
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<tr>
<td>Develop research design</td>
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<tr>
<td>Data Collection Plan</td>
<td></td>
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<tr>
<td>Pilot instrument/</td>
<td></td>
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<tr>
<td>Proposal hearing</td>
<td></td>
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<tr>
<td>Receive human subjects approval</td>
<td></td>
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<tr>
<td>Collect and, if applicable, enter date</td>
<td></td>
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<tr>
<td>Analyze data</td>
<td></td>
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<tr>
<td>Report and discuss results</td>
<td></td>
</tr>
<tr>
<td>Discuss results</td>
<td></td>
</tr>
<tr>
<td>Schedule Meeting</td>
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<tr>
<td>Final Defense</td>
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</tbody>
</table>

I have agreed to complete the work listed above.

Signature: Student
Date

I have agreed to supervise the work listed above.

Signature: Dissertation Chair
Date

Cc: □ Student        □ Dissertation Chair
Original: □ Student file
ADVISOR'S DISSERTATION CHECKLIST

To prepare for the defense:

- Advisor ok's setting a date
- Advisor ok's sending document to other committee members

Committee members must receive document three weeks ahead of date.

- Schedule date
- Schedule room
- Notify Doctoral Program support staff person to put notice in University Times
- Dissertation Chair obtains ORAL DEFENSE RECORD from Doctoral Program support staff person

Student should check with Committee Members prior to the Defense to see if there are any major concerns with the document before the defense.

At the defense (assuming the student passes):

- All committee members sign ORAL DEFENSE RECORD obtained from the Doctoral Program support staff person.
- Return ORAL DEFENSE RECORD to Doctoral Program support staff person.

If the committee requests revisions:

Revisions can be requested. The final dissertation with all revisions should be handed in before the graduation date; however, a final date by which the complete manuscript must be submitted is usually a week after graduation. The student should check with the Doctoral Program support staff person regarding their submission date (although students under the wire can go a week or so after graduation).

When revisions are submitted, advisor checks them, and:

- Signs the signature page of the dissertation
- Initials the dissertation abstract in the upper right-hand corner
- Gives these to the student to include with submission copies for the Library and Chair and forwards to the Doctoral Program support staff person.

Submitting the dissertation:

Student follows instructions for submission of dissertation from the Doctoral Program support staff person. Student follows instructions from Doctoral Program staff support person for submission of a different dissertation abstract to Council on Social Work Education (CSWE).
Student Observance of Holidays

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

Libraries

The Buhl Library of Social Work is located on the first floor of Hillman Library. The Buhl Library is staffed by a part-time Social work Librarian, Mr. Arif Jamal, whose office is located in Buhl Library. You may call 412-648-7759 if you have information needs.

As users of library services at the University of Pittsburgh, you need to know the following basic items of information:

1. Lending Services
   To check out materials in the Hillman Library a current, validated student identification card is required. The Lending Desk is located on the ground floor. Library study carrels are available for graduate students and may be reserved each term at the ground floor lending desk. Forms to recall books already checked out to the library users are available at the ground floor lending desk. Materials unavailable in Hillman or other university libraries may be available through Interlibrary Loan Services located in Hillman Library G-27.

2. Reserve Room Materials
   Materials on reserve for social work courses are housed in the Reserve section on the ground floor of Hillman Library. Reserve items may be requested by call numbers at the reserve desk. Call numbers for reserve books can be obtained from the PittCat Computer System in the library. Call numbers for all reserve readings e.g. books, journal articles, papers can be obtained from the course listings catalogs available at the Reserve desk.

3. Computerized Search Services
   The Database Searching Department is located in Hillman Library G-7. A number of computer search services are available to social work students. Some databases, as well as the PittCat computerized bibliographic system, are available to personal computer users via modem. Contact the Buhl librarian for further information.

4. Other Library Resources
   In addition to library collections in Hillman, there are various departmental and associated libraries on campus. These include the Western Psychiatric Institute and Clinic Library, the Langley Library of Psychology, the Falk Health Professions Library, and the Katz Graduate School of Business Library. Borrowing privileges differ among the various libraries. For more information, go online to: http://www.library.pitt.edu/guides/how

Social Work students also have access to neighboring library facilities at Carnegie-Mellon University, Duquesne University, Carlow College, and other institutions which are members of the
Pittsburgh Regional Library Center. Graduate students may borrow materials at these facilities with current ID cards and validations. Undergraduate Social Work students must first receive written permission from the Buhl Librarian.

If you would like to know more about Library facilities, ask for the "University of Pittsburgh Libraries: A Guide" at the Hillman Library ground floor information desk. Library orientations, training on database searches as well as specialized training sessions for social work students are also offered.

**Student Affairs**

**Student Lounge and Communication Center**

There is a doctoral student lounge on the 23rd floor (2310). Computers and a printer are available for use.

Bulletin boards and student mailboxes are located on the 22nd floor C.L. The Student Executive Council (S.E.C.) and the Office of Admissions and Student Affairs (2104 C.L.) are open for any suggestions you may have.

**Lactation Rooms**

There are several lactation rooms around campus. The locations of these rooms are now listed online at [http://www.provost.pitt.edu/pacwc/LactationRoomLocations.pdf](http://www.provost.pitt.edu/pacwc/LactationRoomLocations.pdf). A list of rooms has been compiled to assist mothers in finding a convenient location to express breast milk on the University of Pittsburgh Oakland campus. Please note that other rooms may be available within University units. The list was compiled by the Senate Anti-Discriminatory Policies Committee’s Gender Discrimination Initiatives (GDI) Subcommittee, with special assistance from the Office of Affirmative Action, Diversity and Inclusion.

**Student Mailboxes**

Social Work student mailboxes are located in the hall near the Student Lounge area on the 22nd floor of the Cathedral of Learning. Mailboxes are arranged according to degree programs, i.e., B.A.S.W., M.S.W. and Ph.D. An alphabetical listing of students by degree program and their corresponding mailbox number is posted. These boxes are provided for receipt of student mail. Please check your mailbox weekly for school information and important notices and/or personal mail sent to you via the School address.

**Financial Assistance**

**School Of Social Work Sources of Financial Aid**

**Doctoral Student Funding**

Doctoral students are supported by a research based Graduate Student Assistantship (GSA) or a Teaching Assistantship (TA). Each provides tuition remission and some financial support for the fall, spring, and summer terms. First and second year doctoral students receive support from a GSA (Graduate Student Assistantship) which involves a twenty (20) hour commitment as a research
assistant to a SSW faculty member. The student receives individualized instruction and experience in the research process, participating at a level to warrant inclusion on papers submitted for publication by the GSA supervisor. The GSA research assignment is designed to support both faculty and graduate student scholarly publication. In some cases, first and second year students are appointed as Teaching Assistants (TAs).

The TA assignments are made by the Doctoral Program Director who may consult with the office of the Associate Dean. TA and GSA support are comparable in funding amount. A student must be enrolled full time to receive GSA or TA support, which may be 0-credit Full-time dissertation Status registration for students beyond the second year. GSA and TA monies are “hard money” support apportioned to the School annually by the University. Although the Program assumes a continuing level of support through this mechanism, we cannot be assured continuance until the yearly budget is formally awarded. Thus, formal letter announcement of received support usually does not occur until later in the summer of the succeeding Fall term. Students in good academic standing receive GSA or TA support for four years.

In addition, faculty within or affiliated with the School may receive grant support that can be used to support SSW doctoral students. These monies may be available from federal, state, or foundation grants at approximately the same level as GSA/TA funding. Students are encouraged to apply for pre-doctoral research traineeships and other awards. The exact information on the level of support and other details of the support package should be obtained from the doctoral program director.

Once the student’s four years of funding has expired, he or she may apply to be an adjunct instructor. Graduate student adjunct instructors must have completed the teaching seminar core course and must have served as a TA or acquired teaching experience elsewhere. Adjunct instructors in the School of Social Work receive approximately $3,000 per course and they can purchase health benefits at a low rate.

All doctoral students must RE-ENROLL each year for student health insurance. Enrollment is not processed through the School of Social Work but directly through the University of Pittsburgh - Benefits Department, as stated in the TA appointment letter. Please be sure to visit the link below: [http://www.hr.pitt.edu/benefits/default.htm](http://www.hr.pitt.edu/benefits/default.htm)

Students can also apply for dissertation support awards that range from “full” support for the year to small amounts that are helpful to cover dissertation-related expenses. Students should check their email and posted materials for announcements regarding dissertation support possibilities. Some of these awards are made in substantive areas, such as the Hartford Foundation dissertation award which is a competitive award available to students whose dissertations involve are in the area of aging. NIH/NIMH also has dissertation research awards. The student will be informed of websites to visit relevant to dissertation and graduate work support. Students should also review support available from CSWE, which offers a minority fellowship that has been awarded to several of our doctoral students in past years.

Financial assistance is available from The Provost’s Development Fund. This fund is designed to assist the University of Pittsburgh in achieving diversity in its doctoral student population and eventually the professorate and is available to U.S. doctoral students who have completed required coursework and are writing the dissertation. The program, administered by the Provost’s Office, provides financial support for graduate students during the later stages of their doctoral work.
Students should have completed their comprehensive examinations and must have an approved dissertation prospectus. Funding is allocated for tuition, stipends, travel and other dissertation expenses. Students must be able to demonstrate substantial financial need as they pursue advanced training. Financial assistance will be made available on the basis of academic merit and financial need and may range from modest one-time grants to support for two academic terms. The resources available determine the number of students supported.

**Student Travel to Conferences**

**Support for Travel**

Doctoral students who *present papers or are on the job market* at regional or national conferences (e.g., CSWE, SSWR) can apply to receive up to a maximum of $400 per year for conference related expenses. In some years, the doctoral program has been able to similarly cover some travel expenses for first year students *attending* the SSWR conference. **ALL REQUESTS FOR TRAVEL TO CONFERENCES MUST BE SUBMITTED IN WRITING TO THE PROGRAM DIRECTOR.***

*Students enrolled in the School of Social Work should apply directly to that School for funding.

**Student Emergency Loan - University of Pittsburgh - Student Loan**

The Office of Student Life (412-648-7830), University Of Pittsburgh, provides small emergency loans for current students. The Student Organization Resource Center, Room 119 William Pitt Union, will process those loan requests. Students must present a validated ID prior to completing the loan request forms.

The emergency loans are intended to assist the student in overcoming minor education related financial emergencies. This program is in operation beginning Fall term through June 30.

1. To be eligible, an applicant must be a currently enrolled student carrying 6 credits or more for Fall and Spring Terms. Summer applicants must produce proof of registration for the following Fall Term.

2. Loans are made for emergency purposes only to students who are in good financial standing at the University.

3. The maximum loan is $300.00. A five-day waiting period is required for processing and approving a maximum loan request. Any loan $200.00 or less is generally available within two to three days after being approved.

4. Complete payment of any previous loan is necessary for new loans to be approved.

5. Loans are repayable within the term in which they are borrowed. No student will be permitted to reapply for another loan within 90 days of repayment.

6. Loans must be paid in full prior to graduation. Failure to pay your loan as agreed may result in withholding your transcript or diploma and your not being permitted to register for future terms.
Career Services

The Office of Career Service within the School of Social Work offers students and alumi(ae) a wide array of opportunities to help achieve career goals. The specialization in social work careers provides students and alumni(ae) with the information and connections necessary to empower people, lead organizations and grow communities. The School of Social Work boasts a community of over 8,500 alumni and hosts student and alumni networking events throughout the year. The School’s free job posting services provides employers a direct connection with the region’s top talent. Please view the Career Services page on the School of Social Work website for Current Job Opportunities, and the extensive listing of Career Resources to help individuals secure the job of their choice. The Director of Career Services is available to students and alumni(ae) for help with the job search, resume and cover letter writing, networking, and interview skills.

School of Social Work Alumni Society

The Alumni Society serves as a bridge between the University of Pittsburgh School of Social Work and the community of Social Work by providing recognition of alumni(ae) excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the school. There are over 8,500 Social Work graduates from the University of Pittsburgh who are members of the School’s Alumni Society. The Society operates under the umbrella of and with support from the Pitt Alumni Association. Directed by an Executive Committee of committed alumni(ae) volunteers, the Society’s activities are carried out through task-based committees, strategically formed and aligned with the missions of both the School of Social Work and the Pitt Alumni Association.

To recognize and honor outstanding achievement in social work, a selection committee of alumni(ae), faculty and staff annually nominates two graduates for the Distinguished Alumni Awards in recognition of Outstanding Contributions to Social Work Education and Outstanding Contributions/Career in Social Work Practice. This award program, begun in 1968, has recognized many alumni(ae) whose exceptional contributions represent a variety of professional abilities.

For more information on alumni programs, contact the Director of Alumni Affairs and/or the Director of Constituent Relations.

Director of Career Services and Alumni Affairs
School of Social Work
University of Pittsburgh
Pittsburgh, PA 15260
412-624-6300
www.socialwork.pitt.edu

Are You Connected?: The Pitt Career Network
http://www.alumni.pitt.edu/networking
Student Organizations

**Student Executive Council (SEC)**

All degree students in the School of Social Work comprise the membership of the student organization which elects the Student Executive Council. The Council concerns itself with student life and serves as a liaison with the administration and faculty.

The Student Executive Council relies heavily on student participation and it endeavors to be of service to the student body. Activities include the publication of a Student Newsletter, the development of discussion sessions around critical social issues, the provision of opportunities for social action, participation in planning for orientation, and the planning of a variety of social events.

In addition SEC members, representing the student body, are appointed to serve on the following organizations and/or committees: Black Action Society; Student Chapter, NASW; Student Chapter, NABSW; Alumni Association (Liaison); BASW Club, and Graduate and Professional Student Association (GPSA).

The SEC Office is located in Room 2201B C.L. Feel free to drop in. The telephone number is (412) 624-5493.

**Student Government Board (SGB)**

SGB plays a major role in University and student life. The purpose of the SGB is to promote the concerns, interests, needs and welfare of the non-College General Studies students of the university. All elements of the Student Government operate collectively to perform the fundamental functions listed in the Student Government constitution. The SGB administers its own programs and services funded through student activity fees and participates in University governance through appointments on University committee. Members and president are selected through a campus-wide election.

For further information, contact the Student Government Board: SGB, Room 639 William Pitt Union, 412-648-7970.

**Graduate and Professional Student Association (GPSA)**

GPSA, a University-wide organization of graduate and professional students, is designed to provide students with services which have been lacking or inadequate in the past. The following issues are the organization’s current priorities:

1. Expand opportunity for interdisciplinary, professional development.
2. Expand health coverage for GSAs, TAs, and TFs.
3. Increase coordination of events and communications among the graduate schools of the University.
4. Supplement the University system by providing for alternate educational experiences.

Another important function of the GPSA is to provide graduate student representation in the University Senate and the various decision-making councils within each of the fourteen graduate and
professional schools on campus. Each full-time and part-time graduate student at Pitt automatically becomes a member of GPSA when she/he registers. It is vitally important that students from Social Work be informed and involved in GPSA decisions because all funding for the Student Executive Council is channeled through GPSA.

Representation in the governing body of GPSA, the Assembly, will be through representatives chosen by the student organization in each school. The School of Social Work will have one representative and one alternate.

For further information, contact the Student Executive Council or:

GPSA
Room 628 - William Pitt Union
(412) 648-7844

Professional Organizations

National Association of Social Workers (NASW)

Membership in NASW is the organizational tie to the social work profession and movement. Full information is included in the orientation folder. All students are encouraged to join. Membership includes a subscription to the highly-respected professional journal, Social Work. Student social workers from the University of Pittsburgh are assigned to the Southwestern Division of the Pennsylvania Chapter. See the Director of Admissions and Student Affairs for membership information or go online to: http://www.nasw-pa.org.

Student Chapter - National Association of Black Social Workers (NABSW)

The National Association of Black Social Workers is a nationwide professional organization of Black social workers and students.

Some of the functions of the organization are as follows:

1. To help in the recruitment of Black students.
2. To act in the capacity of a community voice for the political community. The student chapter has a strong link with the city chapter of the National Association of Black Social Workers. Meetings and seminars are planned for Black students and Black social workers to discuss those problems that have a direct bearing on all Black people regardless of their positions.
3. To help Black students in their academic pursuits.

For more information go online: http://www.ssw.uni.edu/professional/NABSW.html
Items of Special Interest to Students

Ombudsman, Student Business Services

The University established an Ombudsman Office as part of its effort to expand student services. The Ombudsman's office is located in Room G12 Thackeray Hall (412-624-7668).

University Student Handbook

This very useful book is available at the Student Union and Towers Information Desks or Room 107 William Pitt Union.

Identification Card

Photo ID cards are usually issued in Panther Central (ID Center) Towers Lobby. If you are a new or readmitted student, you may apply for your ID card in person after you have registered.

You will be asked to present a form of photo identification. If photo identification is not available, two other forms of identification bearing your signature (such as your Selective Service, Social Security, Credit and Bank Cards) are required. You may also present your Birth Certificate or Baptismal Certificate as a form of non-photo identification. If you do not have photo or signature identification, you must present a notarized affidavit. There is no charge for the initial ID, but there is a $20.00 charge to replace lost, or stolen, damaged, or mutilated cards. The same identification requirements apply to replacement ID cards.

Public Transportation

With a current and valid Pitt ID, students may ride any Port Authority of Allegheny County buses, trolleys, or inclines at no charge within Zone 1. For more information, call Campus Transportation at (412) 624-8612.

Student Health Services

The Student Health Service, located in Suite 500 of the Medical Arts Building, 3708 Fifth Avenue, provides Pittsburgh campus students with outpatient health care. Services provided include general medicine, allergy injections, dermatology, orthopedics, a pharmacy, x-ray facility, and on-site laboratory. Health educators provide programs and information that emphasize preventive approaches toward health care. Family planning and gynecology services are also offered for students seeking education, counseling, and medical services.

Full-time students are assessed a health fee on their invoice. Part-time students may elect to pay the health fee during the add/drop period each term or session. All others may pay a fee-for-service at the time of the visit. The fee covers all services offered by the Student Health Service except certain elective procedures, injuries, and medication. Students are encouraged to acquire hospitalization insurance for emergency and inpatient medical care. Students interested in purchasing their own health insurance should contact Bill Devine, University Health Plans, at 1-800-437-6448 or Highmark Blue Cross/Blue Shield at 1-800-876-7639.
Appointments are necessary for all services. Student Health Service hours during Fall and Spring terms are 9:00 AM to 7:00 PM, Monday through Friday. Hours may vary during the Summer Term, and the Health Service is closed on weekends and major holidays. The phone number is (412) 287-1800.

Women’s Health Services is located at 3708 Fifth Ave., 5th Floor (412-383-1800). Women’s Health Services provides routine gynecological exams, treatment for common gynecological problems and sexually transmitted diseases, pregnancy determination and contraceptive education and care. Clinic hours may vary, but are generally 9:00 AM to 6:00 PM. Services are by appointment only. For full-time students, services at Women’s Health Services are covered by their health fee and there is no charge, except for medications and birth control. For other students, payment must be made in cash, check or by major credit card. The Clinic does not accept Blue Cross/Blue Shield or other health insurance payments directly. Payment is required at the time services are rendered and then students may submit for health care reimbursement to their carrier.

The Family Health Council is located at 211 N. Whitfield Street in the East Liberty neighborhood of Pittsburgh. The Family Health Council provides general and gynecological services to persons in need of medical care. The center takes patients by appointment only. An appointment can be made by telephoning 661-2900 between 8:00 AM and 5:00 PM Mondays, Tuesdays, and Thursdays, between 8:00 AM and 4:00 PM Wednesdays, and between 8:00 AM and 12:00 PM on Fridays.

University Counseling Center

The University Counseling Center (UCC) is the primary mental health service for undergraduate and graduate students enrolled at the University of Pittsburgh. The UCC offers a variety of mental health services to students utilizing a short-term, time limited approach, including assessment, counseling and psychotherapy services (individual, group, and couples), and psychiatric services.

In addition, the UCC provides crisis intervention, consultation, referral, and outreach services to students, as well as faculty and staff of the University of Pittsburgh. Specialized counseling, consultation, and outreach services are offered through the UCC’s Sexual Assault Services and Substance Abuse Services programs. UCC services are provided by a multidisciplinary staff of mental health professionals that includes psychologists, social workers, psychiatrists, and advanced graduate trainees in various mental health disciplines. The UCC, as part of the University of Pittsburgh community, is committed promoting the health, as well as the personal, academic, and career development of all University students. The UCC is located on the second floor of Nordenberg Hall in the Wellness Center. Hours are Monday – Friday 8:30 am – 5:00 pm; Monday, Wednesday and Thursday 5:00 pm – 9:00 pm (fall and spring terms only). The UCC is closed on weekends and holidays. The telephone number for appointments is (412) 648-7930 or students can stop by the Wellness Center to make an appointment.

Academic Resource Center

The Academic Resource Center (ARC) offers free assistance with general study skills, math tutoring, writing support as well as other academic services and workshops. It is located in G1 Gardner Steel Conference Center. The hours are 8:30 a.m. – 7:00 p.m., Monday through Thursday; and 8:30 a.m. – 5:00 p.m. on Friday during the Fall and spring Terms. Summer hours may vary. The ARC phone number is (412) 624-7920. Other services provided include the Math Assistance Center (MAC), 321 Thackeray Hall, (412) 624-4179, and the Wiring Center, M02 Thaw Hall, (412) 624-6556.
The Office of Veterans Services

The staff of the Office of Disability Resources - Veterans Affairs assists veterans, war orphans, and veterans' dependents in the obtaining and use of their benefits under the GI Bill. In addition to these services, the office also arranges for tutorial assistance and VA work study. The coordinator serves as the veterans' representative with the University, the Veterans Administration, and related agencies. Contact may be made in G-3 Thackeray Hall or by calling (412) 648-7884.

Office of Disability Resources and Services

The Office of Disability Resources and Services (DRS) provides a broad range of support services and resources base to assist students with disabilities such as visual impairment, auditory impairment, mobility impairment and hidden disabilities (learning disabilities, ADHD, psychological disabilities). Services include, but are not limited to: tape recorded textbooks, sign language interpreters, adaptive computer technology, Braille copy, non-standard exam arrangements and personal counseling. DRS can also assist students with accessible on campus housing and transportation. Students interested in registering for services should contact DRS to schedule an appointment with the Coordinator and be prepared, if requested, to provide appropriate documentation of their disability. The office is located in 216 William Pitt Union. For more information, call (412) 648-7890.

Office of International Services

The Office of International Services offers credential evaluation, advising for foreign students and scholars regarding immigration regulations and general concerns. International I.D. cards are available. The office is located in Room 708, William Pitt Union. For information, call (412) 624-7120.

Pitt’s Dental Clinic

The Oral Hygiene Clinic and the Dental Clinic of the University of Pittsburgh’s School of Dental Medicine provide thorough, low-cost services to employees, students of the University and the general public. They are located in the School of Dental Medicine at 3501 Terrace Street. The telephone number for clinics is (412) 648-8616.

An examination and cleaning can be received from the Oral Hygiene Clinic. A 10% discount is given to Pitt students with a valid student I.D. Patients should plan to spend all morning or all afternoon for an appointment.

The hours for the Oral Hygiene Clinic may vary from term to term and appointments from examinations are usually booked a month in advance. To schedule an appointment, telephone 648-8616.

Specific dental work is provided at the Dental Clinic of the School of Dental Medicine. A full range of dental services are offered. The first appointment is for a screening examination to determine the type of work needed and the level of student required. Students are then contacted for future appointments and a complete diagnosis made and treatment plan developed. Patients may be required to attend one or two sessions of instruction on dental care before beginning actual prescribed treatments.
Student practitioners may require somewhat more time for completion of work, but that work is well supervised and checks are required. However, fees are lower in most cases and, if a patient applies and qualifies, fees may be adjusted. Very few patients are rejected. There are also several clinics designed to help patients with dental-related problems such as the Pain Clinic, Dental Facial Abnormality, Children’s Dentistry Department, etc.

The Dental Clinic is open Monday through Friday, 8:30 a.m. to 4:30 p.m. To make an appointment, call (412) 648-8616. Emergency appointments can be scheduled one day in advance. The best time to call is between 8:00 a.m. and 9:00 a.m.

**Book Centers**

**University Store on Fifth**
4000 Fifth Avenue
412-648-1451

Monday-Thursday  8:30 AM - 8:00 PM  
Friday-Saturday  9:00 AM - 5:00 PM

**Health Book Center**
3527 Forbes Avenue
412-648-8909

Monday- Thursday  8:30 AM - 6:00 PM  
Friday  8:30 AM - 5:00 PM

Textbooks may be purchased at the University Book Center. Required books for Social Work are located on the downstairs floor. Look for the signs indicating the Social Work section. In addition to textbooks, the University Book Center handles all school supplies. The Health Book Center specializes in textbooks for students in the Health Professions. Jay’s Book Stall sometimes has copies of books that are out of stock or unavailable at the Book Center.

**Invoices**

Keep all receipted academic invoices until all courses are recorded on official University transcripts. This is very important because the receipted invoice is the only proof a student has that he/she has registered and paid all fees.

**Transcripts**

Official transcripts are available in the Office of the Registrar, Room G3, Thackeray Hall upon written request of students. Phone number is 412-624-7620.

Unofficial transcripts are available one per term in which a student is registered upon student request and are free of charge.
**Telephones**

Pay telephones are available on the Ground Floor of the Cathedral of Learning.

**Photocopy Service**

Photocopy services are available at the Copy Cat Center, Forbes Avenue. There are also copy machines in the Student Lounge on the 22nd Floor of the Cathedral of Learning as well and the Library.

**Nondiscrimination Policy Statement**

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 steps to support and advance these values consistent with the University’s mission. This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact: William A. Savage, Assistant to the Chancellor and Director of Affirmative Action (and Title IX and 504 Coordinator), Office of Affirmative Action, 901 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260, (412) 648-7860.

In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees that students have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act.

**Anti-Harassment Policy Statement**

No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically, verbally or electronically) when the conduct is severe or pervasive and objectively and subjectively has the effect of: (1) unreasonably interfering with such person’s work or equal access to education, or (2) creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy and Sexual Harassment Policy, harassment on the basis of a legally protected classification, such as racial harassment or sexual harassment, is prohibited. This policy statement will be applied with due respect for the University’s commitment to equality of opportunity, human dignity, diversity, and academic freedom, and, when constitutionally protected speech is implicated, only to the extent consistent with the First Amendment.
For more information, contact the Office of Affirmative Action at 412-648-7860, or refer to the Nondiscrimination Policy (07-01-03) and the Sexual Harassment Policy (07-06-04).

Faculty-Student Relationship Policy

The University’s educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student.

The University 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.

Transgressions of this policy may result in the forfeiture of the legal and monetary protections of the University’s indemnification policy. See Policy 07-06-06, Faculty and Staff Indemnification.

Faculty Member: refers to anyone appointed by the University as a teacher, researcher, or academic administrator, including graduate and undergraduate students so appointed.

Sexual Harassment: Policy

Title IX of the Education Amendments of 1972, a Federal law, was historically associated with actual or perceived gender-based disparities in athletic programs. However, it is a far broader law.

Title IX actually covers all aspects of educational and academic-related programming and prohibits gender discrimination. Importantly, Title IX prohibits sexual violence and sexual misconduct which may affect the educational or campus environment.

The law provides that:

*No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.*

In summary, Title IX prohibits gender-based discrimination in all University of Pittsburgh programs and activities, including, but not limited to, recruiting, admissions, financial aid, academic programs, student services, counseling, guidance, advising, grievance procedures, discipline, course/class assignments, grading, recreation, athletics, housing, meal services, and employment.

For more information, visit Pitt’s Title IX page.
Examples of Unlawful Practices Under Title IX Relating to Sexual Misconduct

- **Sexual Harassment** - unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature
- **Sexual Misconduct** - rape, sexual assault, sexual battery, sexual exploitation, sexual coercion, and any other form of non-consensual sexual activity (including when an individual is not in a condition to give legal consent)
- **Stalking** - repeatedly following, harassing, threatening or intimidating another individual using such methods including, but not limited to, telephone, mail, electronic communication, and social media
- **Domestic Violence** - in addition to physical abuse, also includes emotional, verbal and economic abuse
- **Dating Violence** - in addition to physical abuse, also includes emotional, verbal and economic abuse
- **Retaliation** - adverse academic, social, employment or other actions against anyone reporting a violation or participating in an investigation of any Title IX allegation.

In addition to being considered discriminatory, *sexual violence is criminal activity.*

**Title IX at Pitt and in the School of Social Work**

Title IX protects all members of the University community: students, staff and faculty from sexual or gender based misconduct, including discrimination, harassment, and assault. The University of Pittsburgh and the School of Social Work is committed to actively fostering a culture that prevents sexual violence and protects the safety of students and faculty from all forms of sexual or gender based misconduct.

If you or another student or faculty member you know is dealing with sexual or gender-based misconduct there are extensive resources available at Pitt.

The Title IX Officer and point of contact in the School of Social Work is W. Randy Rice, Director of Administration. Mr. Rice can be reached at 412-624-6388, wrr9@pitt.edu, and/or in the room 2117 in the Cathedral of Learning.

In addition to services coordinated through the School, the Title IX Office provides training and education on consent, sexual harassment and sexual assault prevention, and reporting responsibilities, along with a variety of specialized trainings.

**Faculty Biographies**

Faculty Biographies can be accessed on the School of Social Work WebSite at [http://www.socialwork.pitt.edu/](http://www.socialwork.pitt.edu/) under Faculty and Staff.

**Family Educational Rights**

*Family Educational Rights and Privacy Act of 1974 - Public Law 93-380*
In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees that students have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act. Further information may be found at http://www.registrar.pitt.edu/assets/pdf/Ferpa%20Notification%20of%20Rights.pdf.
Code of Ethics  
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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:

1. The Code identifies core values on which social work’s mission is based.
2. 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.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. 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 proceedings. Alleged violations of the Code would be subject to a 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.

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 wellbeing 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, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.
1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.
(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.
2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.
3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 LaborManagement Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take
appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
APPENDICES
A. School of Social Work Graduate Student Assistant Factsheet

Graduate Student Assistants at the University of Pittsburgh are graduate students who are receiving departmental support in return for specified duties while gaining professional training and research experience under the guidance of faculty mentors. Below is the University of Pittsburgh definition of a Graduate Student Assistant; for more detailed information see the university policy statement at: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

Graduate Student Assistant (GSA):
A graduate student who performs duties to assist in the educational or research mission of the University of Pittsburgh and the School of Social Work.

Below is an outline of the School of Social Work policies regarding the appointment, supervision and evaluation of Graduate Student Assistants (GSA'S). The School of Social Work is in compliance with all university policies regarding GSAs; please see the University of Pittsburgh Policy Statement for Teaching Assistants, Teaching Fellows and Graduate Student Assistants for a complete guide to the university policies at: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

All doctoral students must re-enroll each year for student health insurance. Enrollment is not processed through the School of Social Work but directly through the University of Pittsburgh Benefits Department, as stated in appointment letters. Please be sure to visit the link below; this information is highlighted in red under ‘hot topics’.

http://www.hr.pitt.edu/benefits/default.htm

I. GSA APPOINTMENT

GSA appointments in the School of Social Work are based on faculty staffing needs; all efforts are made to match appointees with faculty mentors who have common areas of interest and research agendas.

GSA appointments in the School of Social Work are typically for one year (fall and spring terms). However, if an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their GSA appointment terminated.

The normal work-week for a GSA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

A written notification of a GSA appointment will be made to the appointee and will include the general conditions of the appointment and will specify the salary, general duties, duration, as well as other pertinent terms of the appointment.
II. DUTIES & SUPERVISION

One of the School of Social Works goals is to facilitate the professional development of graduate students; the Graduate Student Assistantship is designed to provide doctoral students with training and practical experience under the guidance of School of Social Work faculty. The exact nature of a GSA's responsibilities is dependent upon the appointee's faculty assignment. Some examples of typical GSA tasks include, but are not limited to:

- Assisting in the preparation of grant proposals
- Carrying out tasks related to research projects such as survey design or data collection
- Conducting literature reviews
- Assisting with data management and/or analysis
- Helping prepare conference presentations
- Assisting in manuscript preparation

Graduate Student Assistants are supervised by their assigned faculty mentor. The type and level of supervision is based on the GSA's job responsibilities. Therefore, faculty members are responsible for determining how their assigned GSA is supervised.

III. ONGOING TRAINING

One of the School of Social Works goals for doctoral students is to facilitate the professional development of Graduate Student Assistants. Therefore as part of their training, the School of Social Work also requires GSA appointees to complete and participate in the following:

a. Participate in the appropriate faculty and research meetings related to the graduate appointee's assignment.

b. Attend the School of Social Work lecture series.

c. Attend the Center for Race and Social Problems lecture series.

d. Attend small group meetings with lecture series speakers.

Both lecture series provide an overview of critical social issues facing the social work profession and how these issues are being addressed in social work schools and programs across the country. Speakers are noteworthy in their respective fields and thus provide doctoral students with an opportunity to see the various ways content is delivered by these experts in their disciplines.
IV. **GSA EVALUATION**

The University of Pittsburgh requires a performance evaluation of each Graduate Student Assistant at least once each semester. The primary objective of the evaluation is to assess the student's job performance. In addition, the evaluation provides an opportunity for both the faculty supervisor as well as the GSA to offer one another feedback and to work together to improve the job from both ends (e.g. self-improvement, issues related to the job that result in poor performance, requests for additional skill building, etc.). Faculty supervisors provide a written evaluation using the School of Social Work GSA Evaluation Form at the conclusion of the GSAs assignment. These evaluations are then discussed with the GSA and returned to the Associate Dean for Academic Affair’s Office to be placed in the student’s academic folder at the end of the term.
B. School of Social Work Teaching Assistant/Teaching Fellow Fact Sheet

At the University of Pittsburgh, "Teaching Assistants" and "Teaching Fellows" are graduate students receiving departmental support in return for completion of specific teaching and teaching-related experiences under the guidance of faculty mentors. Below are the University of Pittsburgh, School of Social Work definitions of Teaching Assistants and Fellows; for more detailed information see the university policy statement at: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

**Teaching Assistant (TA):** A graduate student who holds a teaching or teaching-related appointment made in accord with the University regulations pertaining to Teaching Assistants.

**Teaching Fellow (TF):** The same as a Teaching Assistant except that the Teaching Fellow is more educationally advanced or experienced, with a completed CSWE-accredited Masters degree in social work (MSW).

School of Social Work policy requires that Teaching Fellows (TF) who teach practice courses (at either the BASW or MSW level) must have a CSWE-accredited MSW degree and at least two years social work practice experience.

Below is an outline of the School of Social Work policies regarding the appointment, supervision, and evaluation of Teaching Assistants and Teaching Fellows. The School of Social Work is in compliance with all University of Pittsburgh policies regarding TAs/TFs; please see the University of Pittsburgh Policy Statement for Teaching Assistants, Teaching Fellows and Graduate Student Assistants for a complete guide to the university policies at: http://www.pitt.edu/~graduate/TATFGSAPolicyStatement.pdf.

All doctoral students must re-enroll each year for student health insurance. Enrollment is not processed through the School of Social Work but directly through the University of Pittsburgh Benefits Department, as stated in appointment letters. Please be sure to visit the link below; this information is highlighted in red under 'hot topics'.

http://www.hr.pitt.edu/benefits/default.htm

I. TA / TF APPOINTMENT

Appointment as either a Teaching Assistant or a Teaching Fellow is based on the appointee’s areas of interest and expertise and successful progress in the requirements of the PhD Program. TA / TF appointments in the School of Social Work go to students who have shown exceptional performance within the department; recommendations are required for receiving a Teaching Assistantship or a Teaching Fellowship in the School of Social Work. In addition, TFs typically have a prior TA appointment or teaching experience; and have demonstrated their ability to manage a foundation-level classroom.

TA / TF appointments in the School of Social Work are typically for one year (fall and spring terms). However, if an appointee receives an unsatisfactory evaluation at the end of the first semester they may be reassigned or have their TA / TF appointment terminated.
The normal work-week for a TA/TF/GSA with a full appointment should not exceed 20 hours. Fractional appointments should not exceed the corresponding fraction of the 20-hour standard.

A written notification of a TA / TF appointment will be made to the appointee and will include the general conditions of the appointment, specifying salary, general duties, duration, as well as other pertinent conditions of the appointment.

II. TA / TF ORIENTATION

In order to receive a Teaching Assistantship or Teaching Fellowship in the School of Social Work, appointees must complete the University of Pittsburgh Center on Instructional Design and Distance Education (CIDDE) University wide Orientation, and the School of Social Work TA / TF Orientation. As part of the required Seminar in Social Work Education course, students complete:

1. Required Office of the Provost Training on Preventing Sexual Harassment (http://training.newmedialearning.com/psh/pitt/)


3. Students who are non-native speakers of English must be evaluated through the English Comprehensibility Test (to assess their spoken English) administered by the English Language Institute. The results of these assessments are placed in the student’s academic folder. All students obtaining unsatisfactory scores must complete an enhancement program. If a student does not obtain a satisfactory score by the time of reappointment, it is sufficient cause for non-appointment as a TA/TF.

a. Office of Faculty Development Training:

Twice a year, the Center for Instructional Development and Distance Education (CIDDE) holds an orientation for NEW Teaching Assistants and Teaching Fellows. This two-part orientation consists of workshops designed to prepare new TAs/TFs to teach at the University of Pittsburgh. The primary goals of the workshops are to (1) provide new graduate student instructors with the practical skills they will need to be successful in the classroom and (2) to orient new graduate student appointees with University policies and resources.

b. School of Social Work Orientation:

Once a year, the School of Social Work holds a half day orientation for ALL Teaching Assistants and Teaching Fellows. The primary goals of the orientation are to provide TA/TFs with an overview of the Social Work Programs; School of Social Work policies and procedures specific to the work that will be carried out by the TAs/TFs, and; answers to any questions or concerns regarding their status as TAs/TFs. During the orientation students have the opportunity to interact with school faculty as well as fellow TAs/TFs.
c. **Required Ongoing Development Activities:**

1. **All PhD Students must complete the 3-credit required doctoral course, *Seminar in Social Work Education* (SWGEN 3066).** All TAs/TFs participate in the appropriate faculty and program committee meetings related to their course assignment as TAs/TFs. And, all TAs/TFs are required to attend the School of Social Work lecture series as well as the Center on Race and Social Problems lecture series. Both lecture series provide an overview of critical social issues facing the social work profession and how these issues are being addressed in social work schools and programs across the country. TFs are required to have a minimum of 3 supervisory meetings with the Associate Dean for Academic Affairs during the term which they teach. The Associate Dean for Academic Affairs has the option to have individual and/or group supervision with TFs to monitor their course delivery and address any challenges TFs may be experiencing in the classroom. The Associate Dean for Academic Affairs will provide a written evaluation of the TF at the end of each term.

2. **TAs are required to have regular supervisory meetings (minimum three per term) with the Professor (mentor) to whom they are assigned.** At the end of the each term, this Professor will provide a written evaluation to be placed in the TA’s academic folder.

III. **CLASSROOM DUTIES & SUPERVISION**

**Teaching Assistants (TA):**

The exact nature of a TA’s responsibilities varies by the particular course assignment. TAs can be involved in both administrative tasks related to the course to which they are assigned as well as course delivery tasks. Some examples of typical TA tasks include: preparing classroom materials; constructing, proctoring, and grading examinations; delivering lectures; and, assisting students with questions related to the course.

Teaching Assistants are supervised by the Professor of the course to which they are assigned. The extent and type of supervision provided by the faculty course mentor is based on the TA’s course responsibilities.
C. SCHOOL OF SOCIAL WORK, UNIVERSITY OF PITTSBURGH TEACHING ASSISTANT, TEACHING FELLOW (TA/TF) and EVALUATION FORMS

School of Social Work
University of Pittsburgh
Doctoral Program
TA Evaluation

(To be completed by the Faculty Teaching Mentor and reviewed with the TA)

Part 1. Teaching Assistantship Contract

Course #______ Course Title: _________________________________
Semester/Yr _____ Instructor: _____________ T.A.: ________________
Location: _________ Day/Time: _______________________________

Guidelines for Faculty Teaching Mentor: Please check required duties and fill in information below as it pertains to the TA assigned to your course. Meet with the TA at the beginning of the semester to review these duties and discuss your performance expectations in relation to him or her, and in relation to the performance categories under Part 2, so that the TA understands the kinds of teaching skills that will be assessed.

____Attend all classes

____Assist with syllabus development

____Assist with PowerPoint development

____Assist with Blackboard management

____Present classes or partial classes as assigned by faculty Teaching Mentor

____Hold ________ office hours weekly (provide range of hours)

____Attend weekly or as scheduled meetings with Faculty Teaching Mentor

____Assist in preparation of classroom activities/assignments/quizzes/exams

____Prepare copyright orders of course readings

____Read, evaluate, and return in a timely manner ____ assignments per student (fill in or refer TA to course syllabus)

____Read and evaluate ____ examinations per student (fill in or refer TA to course syllabus)

____Proctor ____ examinations

____Assist in the preparation of narrative evaluations and/or make grade recommendations as appropriate
Keep records of students (e.g., attendance and grades in Blackboard)

Perform other tasks as specified (please list below or attach separate piece of paper)

These TA duties/expectations and the performance evaluation criteria (see below) have been reviewed and discussed with the TA assigned to this course at the beginning of the appointment.

_____________________________                 _________________________
Instructor/Supervisor Signature/Date            TA Signature/Date

Please submit a copy to Mary Pat Elhattab to place in the student’s file.
Part 2. Teaching Assistantship Performance Evaluation

Note to Faculty Teaching Mentor: Use this form to evaluate the TA's overall performance of assigned duties (based on Part I of this form). Use Part 2, below to evaluate the TA's overall performance of those teaching skills you reviewed with TA throughout the assistantship. Circle the appropriate evaluation rating (NI = Needs Improvement; ME = Meets Expectations; EE = Exceeds Expectations; and NA = Not Applicable) and provide consistent supporting comments. Or complete a narrative-style performance evaluation following Part 2, Section 1, below.

TA Name: _____________________________________________

Course Name and Number________________________________

Faculty Supervisor Name: _________________________________

Part 2. Section 1

<table>
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<tr>
<th>PERFORMANCE CATEGORIES:</th>
<th>RATING and COMMENTS:</th>
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<tbody>
<tr>
<td>1. Performance of assigned duties as set out in above &quot;Notification of Teaching Assistant Duties&quot; e.g.:</td>
<td>Evaluation Rating:</td>
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| • Completes assignments and meets commitments and deadlines (e.g., keeps office hours, returns student work in a timely manner, attends classes, etc.)  
• Attends required meetings and/or training sessions  
• Interacts effectively and maintains a professional demeanor with a wide diversity of individuals and work styles and is receptive to feedback | NI ME EE NA |
2. Teaching Skills - expectations to be consistent with discussion e.g.:  

- Has appropriate level of knowledge of subject area and related expertise  
- Uses information, materials, equipment, and techniques accurately and appropriately  
- Communicates clearly and accurately both verbally and in writing  
- Is punctual, prepared, and organized for weekly classes  
- Is sensitive to and concerned with students' learning process and level of understanding  
- Deals impartially and with overall fairness when evaluating and interacting with students  
- Treats students with respect, honoring diversity and interacts at a level appropriate for adult learners

| Evaluation Rating: | NI | ME | EE | NA |

Part 2. Section 2 Narrative Comments

Complete a written evaluation of TA's performance of those job duties and expectations reviewed with TA at start of assignment as outlined in Part 1 above.

Please submit a copy to Mary Pat Elhattab to place in the student’s file.
**Teaching Fellows (TF):**

TFs are responsible for preparing and delivering their assigned course. The TF is the primary instructor for the class to which they are assigned. Responsibilities include (but are not limited to): syllabus development; development and delivery of weekly course lecture; leading class discussions; and assessment of student performance.

Teaching Fellows work independently in the classroom but, they are supervised the School of Social Work Associate Dean for Academic Affairs. TF’s are required to meet with their faculty advisor three times a semester; the content and goals of these supervisory meetings are established by the advisor and the TF.

**IV. EVALUATION**

Teaching Assistants and Teaching Fellows are required to complete the School of Social Work TA / TF Evaluation Form at the completion of their assignment. Completed evaluations should be submitted to the Associate Dean for Academic Affairs’s office. Additional evaluation requirements are outlined below.

**Teaching Assistants:**

1. Teaching Assistants are responsible for asking their supervising faculty mentor to place appropriate questions regarding their performance as a TA on the course evaluation form administered by the Office of Measurement and Evaluation of Teaching. These evaluations of TA performance are then discussed with the TA and included in the written evaluation placed in the TA’s academic folder at the end of the term.

**Teaching Fellows:**

2. All Teaching Fellows must have their course evaluated by their students using the form administered by the Office of Measurement and Evaluation of Teaching. The evaluations are presented to and discussed with the Associate Dean for Academic Affairs and are included in a written evaluation the Associate Dean places in the TF’s academic folder.
University of Pittsburgh
School of Social Work
Doctoral Program

GRADUATE STUDENT ASSISTANT/RESEARCHER EVALUATION

Introduction
A written evaluation of the GSA/GSR should be conducted once a term in accordance with University Graduate Student policies. However, Social Work encourages ongoing dialogue between faculty and GSA/GSR throughout the year. The student evaluation form is to be completed by the immediate supervisor and may also include separate evaluations completed by others who have served in a supervisory role (as appointed by the immediate supervisor). A copy of the evaluation should be provided to the department administrator for the student’s file.

The objectives of the evaluation are multifold. They are to evaluate areas of strength and limitation, assess what has been accomplished and the direction in which one is going, and appraise the GSR position. In particular, the employee and supervisor should work together to improve the job from both ends (e.g. employee self improvement, supervisor improvement, issues related to the job that result in poor performance, requests for additional skill building, etc.)

Evaluation
Please evaluate the Graduate Student Assistant/Researcher (GSA/GSR) on factors relevant to their position. Note that all items need not be evaluated if they are non-applicable, or if the supervisor has not had an opportunity to observe them. Examples and illustrations that provide explanation for ratings are highly encouraged. Such examples may also be discussed at the appraisal meeting where both the evaluation and self-appraisal are reviewed.

Many items are applicable to the student's professional development. The supervisor should attempt to appraise the GSA/GSR with respect to overall professional development. That is, evaluate factors in terms of both the specific job and in terms of professional development.

Scale:
1=Consistently Beyond Standards
2=Often Beyond Standards
3=Meets Standards
4=Below Standards
5=Consistently Below Standards

Self-Appraisal
The self-appraisal form is designed to give the GSR an opportunity to reflect upon his/her own performance within the position as well as their own development as a professional. Examples of accomplishments may include analyses/projects completed or products developed. Areas of strength and improvement may include such items as specific statistical techniques, areas of knowledge, etc. Objectives pertain to the work goals of the upcoming evaluation period. Appraisal of supervision provides the GSR with an opportunity to discuss ways in which supervision can be improved (i.e. what techniques are working/lacking). The GSR should complete the self-appraisal and return it to the supervisor before the appraisal meeting.
GSA/GSR: _____________________________
Faculty Supervisor: ______________________
Date: __________

Scale: 1=Consistently Beyond Standards  2=Often Beyond Standards  3=Meets Standards  4=Below Standards  5=Consistently Below Standards

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<th>PERFORMANCE FACTORS</th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Examples &amp; Illustrations</th>
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<td><strong>PLANNING &amp; ORGANIZING</strong></td>
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<td>Establishes priorities appropriately</td>
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<td>Organizes work material efficiently and appropriately</td>
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<tr>
<td><strong>EXECUTION</strong></td>
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<tr>
<td>Routine work usually reflects accuracy, thoroughness, and attention to detail</td>
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<tr>
<td>Meets commitments and deadlines consistently</td>
<td></td>
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<tr>
<td><strong>DECISION MAKING</strong></td>
<td></td>
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<tr>
<td>Capable of making appropriate decisions</td>
<td></td>
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<tr>
<td>-Decisions are made independently and with thought</td>
<td></td>
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<tr>
<td><strong>QUALITY of WORK</strong></td>
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<tr>
<td>Work is completed efficiently</td>
<td></td>
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<tr>
<td>Work is well documented (details provided when necessary)</td>
<td></td>
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<tr>
<td>Work is executed in a manner which furthers study objectives, generates positive results for the department, etc.</td>
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<tr>
<td><strong>INTERPERSONAL COMMUNICATIONS</strong></td>
<td></td>
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<tr>
<td>Written and oral communication are clear and accurate</td>
<td></td>
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<tr>
<td>Interactions with people promote the achievement of GSA/GSR goals</td>
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<tr>
<td>Team skills (can share duties and work in a collaborative manner with others)</td>
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<tr>
<td><strong>JOB/KNOWLEDGE</strong></td>
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<tr>
<td>Demonstrates knowledge of critical work issues</td>
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<tr>
<td>Works at a level appropriate for persons of similar experience</td>
<td></td>
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### PERFORMANCE FACTORS

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Examples &amp; Illustrations</th>
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<tr>
<td><strong>WORK HABITS</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Works steady and efficiently (adheres to schedules)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
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<tr>
<td>Works within established guidelines seeking assistance as required</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
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<tr>
<td>Shows flexibility in job and willingness to learn</td>
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<td>□</td>
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<tr>
<td><strong>INITIATIVE</strong></td>
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<tr>
<td>Takes independent action when appropriate</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Can estimate workload well (asks for work when needed, refuses when overloaded)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Suggests methods and procedures to improve study operation</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td></td>
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</tr>
<tr>
<td>Pursues opportunities to enhance professional development (networking, career-related experiences, etc.)</td>
<td>□</td>
<td>□</td>
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<tr>
<td><strong>SELF-IMPROVEMENT</strong></td>
<td></td>
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<tr>
<td>Solicits guidance or resources to improve performance. Acknowledges/identifies skills to be improved. Participates in training and development activities as appropriate</td>
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<tr>
<td><strong>MISCELLANEOUS (EPI SKILLS)</strong> Data management skills Data collection skills (form design, working with participants)</td>
<td></td>
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<tr>
<td>Writing skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Critiquing skills</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>Statistical proficiency</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>Ability to synthesize data output, literature</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
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<tr>
<td>IRB knowledge</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td></td>
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<tr>
<td>Teaching ability</td>
<td>□</td>
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<tr>
<td>Presentation skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Gaining experience related to future career goals (focused area, practical applications, etc.)</td>
<td>□</td>
<td>□</td>
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</table>
## SELF APPRAISAL

<table>
<thead>
<tr>
<th>STUDENT'S COMMENTS</th>
<th>SUPERVISOR'S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accomplishments</strong> <em>(within the past year)</em></td>
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</tr>
<tr>
<td><strong>Areas of Strength related to Job</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Areas for Improvement related to Job</strong></td>
<td></td>
</tr>
<tr>
<td>STUDENT'S COMMENTS</td>
<td>SUPERVISOR'S COMMENTS</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Objectives</td>
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<tr>
<td>Professional</td>
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<td>Development</td>
<td></td>
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<tr>
<td>Appraisal of</td>
<td></td>
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<tr>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>Desired expectations/wants for GSR position (things to make the job better, what areas would you like to become involved with)</td>
<td></td>
</tr>
<tr>
<td>Other/Miscellaneous</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: This academic progress report is required for all students who entered the doctoral program after August 2007. It enables the Program Chairperson to monitor progress, and provides the Doctoral Committee with the details necessary for its annual review of your advancement through the program.

INSTRUCTIONS: Please complete this form and review it with your Social Work faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. The data already entered into section A below is from our student database, and it should be checked for accuracy, noting changes as necessary. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in the Doctoral Office. Please arrange to have this form completed, signed and returned to Mary Pat Elhattab in CL 2110 no later than _________________.

Thank you.

Name: _____________________________________________________________

Social Work Advisor: _________________________________________________

ACADEMIC PROGRESS (PRE-CANDIDATE)

A. Indicate below the status of your progress in each area based on the number of years in the program and your MSW entry status.

<table>
<thead>
<tr>
<th>Program Entry Status:</th>
<th>Entry Cohort:</th>
<th>Yrs. in Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Courses</td>
<td>Term Completed:</td>
<td>Grade</td>
</tr>
</tbody>
</table>

Year 1, Fall Term

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Term Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods 1 (3020) [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inferential/Bivariate Stats (3029) [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory I (in SW, SW 3034) [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Seminar [0]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 hours GSA</td>
<td></td>
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</tbody>
</table>

Year 1, Spring Term

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Term Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multivariate Statistics (3021) [4]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory II (elected from outside SSW) [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective [3]</td>
<td></td>
<td></td>
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<tr>
<td>Elective [3]</td>
<td></td>
<td></td>
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<tr>
<td>Elective [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Seminar [0]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 hours GSA (SW 3037)</td>
<td></td>
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</table>

Year 2, Fall Term
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Welfare Policy [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Research Seminar I [1]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods Elective or Adv. Stats</td>
<td></td>
<td></td>
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<tr>
<td>(from outside of SSW) [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Elective and/or Directed Study [3]</td>
<td></td>
<td></td>
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<tr>
<td>Teaching Seminar (3066)</td>
<td></td>
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<tr>
<td>20 hours GSA or TA</td>
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**Year 2, Spring Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Policy Evaluation [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Research Seminar II [3]</td>
<td></td>
<td></td>
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<tr>
<td>Elective [3]</td>
<td></td>
<td></td>
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<tr>
<td>Research Methods Elective or Adv. Stats</td>
<td></td>
<td></td>
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<tr>
<td>(from outside of SSW) [3]</td>
<td></td>
<td></td>
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<tr>
<td>20 hours GSA/TA</td>
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</tbody>
</table>

**Year 2, Summer Term**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 credit course in May or June for proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparation; Comprehensive Exam in July or</td>
<td></td>
<td></td>
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<tr>
<td>August</td>
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</tbody>
</table>

B. If you have any outstanding incomplete grades, please specify course number and name, term received, reason for incomplete, and plans for completion.

C. What is your current GPA? ________ If you have not maintained a GPA of B or better each of your previous terms and overall please indicate your plans to overcome this situation.

D. When do you plan to take your Comprehensive Exams?

E. Do you regularly participate in any ongoing research project/research seminars with social work or social science faculty? ( ) Yes ( ) No If so, please list faculty and projects:

F. Do you regularly attend CRSP, Social work lectures, Brown Bags, or the colloquiums of any other groups on campus? ( ) Yes ( ) No If so, please provide names of group(s): (e.g. SSW Brown Bag, RCGD colloquium, Sociology Dept Social Psych Brown Bags, etc.)
G. Have you completed the CSWE post-BSW or post-MSW work experience requirement? ( ) Yes ( ) No If yes, please indicate whether you completed this ( ) before entering the Doctoral Program or ( ) while in the Doctoral Program.

If you have not completed your post-MSW work experience, did you complete hours during the past academic year that count as post-MSW work experience? ( ) Yes ( ) No
   If yes, please indicate the number of hours ________
   If you have not completed any hours, please describe your plans for doing so.

H. Please attach a separate sheet listing any honors or awards received, presentations, or published papers accomplishments during this last year.

I. Please comment on any curricular, structural, financial or advising problems that you have encountered in social work or in the social science discipline in the last year and indicate, if possible, suggestions for improvement.

J. Please indicate how you were funded for the academic year, if you did not do so on the Financial Aid Form earlier this year.
K. **For the advisor:** Please provide overall comments on the student's progress, accomplishments or problems in the program thus far. If the student has incompletes, please comment on the plan for completing them. **Also please make additional comments that can aid the Doctoral Program Director or Doctoral Committee in their evaluation of this student.**

SIGNED: __________________________(Advisor) ____________ (Date)

_____________________________(Student) ____________ (Date)

Note: Upon submission of this report, a copy will be placed in the student's academic folder.
NOTE: This academic progress report is required for all students who entered the doctoral program after September 2000. It enables the Program Chair to monitor progress, and provides the Doctoral Committee with the details necessary for its annual review of your advancement through the program.

INSTRUCTIONS: Please complete this form and review it with your faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in the Doctoral Office. Please arrange to have this form completed, signed and returned with a current copy of your curriculum vita to the Staff Assistant assigned to the Ph.D. Program Director no later than ____________.

Thank you.

Name: ___________________________________________________
Advisor: _________________________________________________

ACADEMIC PROGRESS (PRE-CANDIDATE)

A. Program Entry Status (circle one): Pre-MSW MSW From Where______

<table>
<thead>
<tr>
<th>Entry Cohort (year):</th>
<th>Years in Program:</th>
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<table>
<thead>
<tr>
<th><strong>Doctoral Courses</strong></th>
<th><strong>Term Completed</strong></th>
<th><strong>Grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods 1 (3020) [3]</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Inferential/Bivariate Stats (3029) [3]</td>
<td>____</td>
<td>____</td>
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<tr>
<td>Theory I (SW 3034) [3]</td>
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</tr>
<tr>
<td>Elective [3]</td>
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<td>____</td>
</tr>
<tr>
<td>Doctoral Seminar I [0]</td>
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<td>____</td>
</tr>
<tr>
<td>20 hours GSA</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Year 1, Spring Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multivariate Statistics (3021) [4]</td>
<td>____</td>
<td>____</td>
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<tr>
<td>Theory II (SW 3053) [3]</td>
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<tr>
<td>Elective [3]</td>
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<td>Elective [3]</td>
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<td>Doctoral Seminar II [0]</td>
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<tr>
<td>20 hours GSA</td>
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### ACADEMIC PROGRESS (PRE-CANDIDATE)

<table>
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<th>Grade</th>
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<tbody>
<tr>
<td><strong>Year 2, Fall Term</strong></td>
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<tr>
<td>Social Welfare (SW 3030) [3]</td>
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<td>Capstone Research Seminar I (SW 3022) [1]</td>
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<td>Seminar in Social Work Education (3066)</td>
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<tr>
<td>General Elective and/or Directed Study [6]</td>
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<tr>
<td>20 hours GSA or TA</td>
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<td></td>
</tr>
<tr>
<td><strong>Year 2, Spring Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Policy Evaluation (SW 3037) [3]</td>
<td></td>
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</tr>
<tr>
<td>Capstone Research Seminar II [3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar in Social Work Education (3066) or Elective [3]</td>
<td></td>
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</tr>
<tr>
<td>Research Methods Elective or Adv. Stats (from outside of SSW) [3]</td>
<td></td>
<td></td>
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<tr>
<td>20 hours GSA/TA</td>
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<tr>
<td><strong>Year 2, Summer Term</strong></td>
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</tr>
<tr>
<td>0 credit course in May or June for proposal preparation; Comprehensive Exam in July or August</td>
<td></td>
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</table>

Total credits:

B. If you have any outstanding incomplete grades, please specify course number and name, term received, reason for incomplete, and plans for completion.

C. What is your current GPA? ________ If you have not maintained a GPA of B or better each of your previous terms and overall, please indicate your plans to overcome this situation.

D. When do you plan to take your Comprehensive Exams?

E. Do you regularly participate in any ongoing research projects/research seminars with social work or other faculty? ( ) Yes ( ) No If so, please list faculty and projects:
ACADEMIC PROGRESS (PRE-CANDIDATE)

F. Do you regularly attend CRSP lectures, School of Social Work lectures, Brown Bags, or the colloquiums of any other groups on campus? ( ) Yes ( ) No If so, please provide names of group(s): (e.g. SSW lectures, CRSP speaker series, Psychology lectures, etc.)

G. Please attach a separate sheet reviewing your achievements in scholarship for the past year, using the following categories:

1. Publications in print or in press (books, book chapters, refereed journal articles, book reviews, newspaper or newsletter articles)
2. Paper or poster presentations at national or state conferences
3. Manuscript review (editorial boards, invited ad hoc reviews)
4. Grant funding (proposals submitted and/or funded)
5. Honors and awards

H. List other teaching activities with which you were involved in the past year (e.g., workshops attended to improve teaching, guest lectures, etc.).

I. List any conferences attended in the past year, including dates, titles, sponsorship, and funding support.

J. List any other training received in the past year (e.g., technology or other short courses or trainings).

K. Please comment on any curricular, structural, financial or advising problems that you have encountered in social work in the last year and indicate, if possible, suggestions for improvement.
L. Please indicate how you were funded for the academic year.

M. List your service activities for the previous year (including committee participation, volunteer work, etc.), in the following categories:

- University
- School
- Professional
- Community
- Other

ACADEMIC PROGRESS (PRE-CANDIDATE)

N. For the advisor: Please provide overall comments on the student's progress, accomplishments or problems in the program thus far. If the student has incompletes, please comment on the plan for completing them. Also please make additional comments that can aid the Doctoral Program Director or Doctoral Committee in their evaluation of this student.

SIGNED: ________________________________ (Advisor) Date: ________________

______________________________________ (Student) Date: ______________

Note: Upon submission of this report, a copy will be placed in the student’s academic folder
NOTE: This academic progress report is required for all students who entered the doctoral program after September 2000. It enables the Doctoral Program Committee to monitor progress, and provides the Doctoral Committee with the details necessary for its annual review of your advancement through the program.

INSTRUCTIONS: Please complete this form and review it with your faculty advisor. This review should also serve as a helpful tool for charting your future academic plans. Students and advisors may wish to review reports from previous years prior to completing this one; these are kept on file in your student folder. Please arrange to have this form completed, signed and returned electronically with a current copy of your curriculum vita to the Staff Assistant assigned to the Ph.D. Program Director no later than _______. Thank you.

Name: ____________________________________________________

Advisor: ___________________________________________________

Program Entry Status (circle one): Pre-MSW  MSW  From Where:___________________

Entry Cohort (year): Years in Program:

A. When did you enter the Program? Candidacy Achieved:

B. What topic have you selected for your dissertation?

C. Please list your dissertation chair and your committee members / expected committee members:

<table>
<thead>
<tr>
<th>Committee Member Name</th>
<th>Role</th>
</tr>
</thead>
</table>

ACADEMIC PROGRESS (CANDIDATE)

D. Have you defended your overview? If yes, when? If no, when do you expect to defend?
E. If you have defended your overview, describe the status of your dissertation (e.g. planning stage, data collection, writing, etc.).

F. When do you anticipate completing the dissertation (term/year)?

G. What obstacles do you foresee in completing the dissertation and how might these be ameliorated?

H. Please attach a separate sheet reviewing your achievements in scholarship for the past year, using the following categories:

1. Publications in print or in press (books, book chapters, refereed journal articles, book reviews, newspaper or newsletter articles)
2. Paper or poster presentations at national or state conferences
3. Manuscript review (editorial boards, invited ad hoc reviews)
4. Grant funding (proposals submitted and/or funded)
5. Honors and awards

I. List any courses taught in the past year and number of students enrolled.

J. List other teaching activities with which you were involved in the past year (e.g., workshops attended to improve teaching, guest lectures, etc.).

ACADEMIC PROGRESS (CANDIDATE)

K. List any conferences attended in the past year, including dates, titles, sponsorship, and funding support.

L. List any other training received in the past year (e.g., technology or other short courses or trainings).
M. List your service activities for the previous year (including committee participation, volunteer work, etc.), in the following categories:

- University
- School
- Professional
- Community
- Other

N. Please comment on any curricular, structural, financial or advising problems that you have encountered in social work in the last year and indicate, if possible, suggestions for improvement.

O. Please indicate how you were funded for the academic year.

ACADEMIC PROGRESS (CANDIDATE)

P. **For the advisor:** Please provide overall comments on the student’s progress, accomplishments or problems in the program thus far or any other information the Doctoral Program Director or Doctoral Committee should know.

SIGNED: ______________________________________ (Advisor) Date: ______________

______________________________________ (Student) Date: ______________

Note: Upon submission of this report, a copy will be placed in the student’s academic folder

Adapted from forms designed by University of Michigan and Virginia Commonwealth University.
D. University of Pittsburgh Policy on Parental Leave for Graduate Students

http://www.pitt.edu/~graduate/GradParentalAccommodationGuidelines.pdf

Graduate students requesting a parental accommodation under the Graduate Student Parental Accommodation Guidelines (http://www.pitt.edu/~graduate/Grad_Parental_Accommodation_Guidelines.pdf) should complete and submit this form prior to the anticipated childbirth or adoption to [insert contact information of Dean’s Office]

Date of application: __________________________

Estimated date of birth or adoption: __________________________

*Note: Include a brief statement from a medical service provider stating the best estimate of delivery/ adoption date.*

Name: __________________________________________________________

Campus address: ____________________________________________________

Email address: _____________________________________________________

Academic program: _________________________________________________

Department: _______________________________________________________

Date of graduate program entry: ________________ Degree intent: __________

Graduate student is a:

☐ Birth Mother
☐ Eligible Student (see guidelines for eligibility)

Funding status during the requested accommodation period:

☐ Teaching Assistant (TA) or Teaching Fellow (TF)
☐ Graduate Student Assistant (GSA)
☐ Graduate Student Researcher (GSR)
☐ Other fellowship (please specify):_____________________________________
☐ None

Accommodation to start on __ __/ __ __/ __ __ through __ __/ __ __/ __ __

*Note: The length of the accommodation for an eligible student is six consecutive weeks and for a birth mother who holds an academic appointment as TA, TF, GSA and GSR is to be determined by a health care provider not to exceed the student’s appointment period.*

☐ Documentation from a health care provider submitted for birth mother.

International Students with an F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult with the Office of International Studies.

If the other parent is a graduate student at Pitt please provide name: __________________________

_______________________ and school/program:_______________________________.

Individuals listed below will receive written notification of the accommodation.
Faculty Advisor
Name: _________________________________________ Email: ________________________
Signature: ________________________________________

Director of Graduate Studies
Name: _________________________________________ Email: ________________________
Signature: ________________________________________

Department Chair
Name: _________________________________________ Email: ________________________
Signature: ________________________________________

School of {insert name}
Name: ____________________________________________

Title: ____________________________________________

Date: ____________________________________________

Graduate School signature: __________________________

Terms of accommodation (as necessary):

E. University of Pittsburgh School of Social Work Doctoral Program Policy on Authorship of Articles
Authorship is reserved for persons who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study. This concept of authorship is discussed in the “Ethical Principles of Psychologists and Code of Conduct” (APA, 2001). To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of recognition.

Authorship is reserved for persons who receive primary credit and hold primary responsibility for a published work. Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper.

Lesser contributions, which do not constitute authorship, may be acknowledged in a note. These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering the data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship. As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project’s completion, how the work will be divided, which tasks or combinations of tasks merit authorship credit, and on what level credit should be given (first author, second author, etc.; Fine & Kurdek, 1993). This is especially appropriate if one of the collaborators is new to the publishing process.

Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses may need to be conducted beyond the scope of a student’s thesis or dissertation (Fine & Kurdek, 1993).

The corresponding author (the author who serves as the main contact) should always obtain a person’s consent before including that person’s name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted. Authors are responsible for determining authorship and for specifying the order in which two or more authors’ names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the Author Note.

References:

F. University of Pittsburgh School of Social Work – Application for Re-Admission to the Doctoral Program

DOCTORAL PROGRAM
Application for Readmission to the Doctoral Program

Today’s Date ____________________________ Re-enrollment Semester ____________ Year ____________

Student Name – Please Print ID # ____________________________ ______________________________________

Phone number _____________________________________________________________________________
E-mail address _____________________________________________________________________________

Student: If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions, including the summer session, the student must apply for readmission to the School of Social Work. The School of Social Work “Application for Readmission to the Doctoral Program” form must be used. The School of Social Work may require new letters of recommendation, a new personal statement section, a written explanation of the reasons for the absence, or a plan for degree completion.

The student must also apply for readmission to the School of Social Work Doctoral Program Committee (DPC). This application must be signed by the student’s advisor and be submitted to the director of the doctoral program 6 weeks prior to the readmission semester. The University of Pittsburgh’s Regulations Governing Graduate Study supersedes the School of Social Work decision to readmit.

The following documents are required.

☐ 1. An explanation of the reasons for the absence (1 page, single-spaced). Please describe the circumstances that led to not registering. State how your circumstances have changed or been resolved, and whether you believe readmission would result in meeting all degree requirements. In circumstances where the reason can be readily documented (e.g., a letter), the student should append the document.

☐ 2. Student’s revised Plan of Study.

☐ 3. A detailed, month-by-month plan for degree completion (1 page, single-spaced). List all degree requirements that have not been met. Refer to the PhD Handbook for a timeline to complete the comprehensive and final exams.

Signature of Advisor: I have reviewed the student’s explanation for the reasons for the absence, his or her revised Plan of Study, and the month-by-month plan for degree completion. By signing this form, I recommend to the DP the student be readmitted to the School of Social Work doctoral program.

___________________________________________ ____________________________________
Print Name Sign

Signature of Program Director: On behalf of the Doctoral Program committee, I recommend to the Associate Dean for Academic Affairs that the student be re-admitted to the School of Social Work doctoral program.

___________________________________________ ____________________________________
Print name Sign

cc: ☐ Program support staff person/Student file ☐ Student ☐ Student’s Advisor file
G. Rights and Responsibilities of Doctoral Students

All University policies related to students’ rights and responsibilities are available at http://www.pitt.edu/graduate/policies.html.

A. Advancement Standards

Student progress is formally reviewed each spring to determine whether students are making adequate progress in the program and every semester after the completion of the comprehensive exam. Students are automatically advanced and should consider themselves advanced unless they are notified.

Advancement of students from one semester to the next is contingent upon satisfactory progress each semester. Students must meet the following academic standards and standards of conduct.

Academic Standards

1. Maintain a 3.0 GPA for courses included in the PhD Course Plan, an overall 3.0 GPA for graduate-level courses, and satisfactory performance for non-letter graded courses.

Students who fail to make satisfactory progress may be subject to academic probation and/or suspension and dismissal. Students who have completed at least 9 quality point credits and whose GPA falls below 3.00 will be placed on academic probation by the dean of their school. After a certain period of time on academic probation (the period is determined by the student's school), a student is subject to academic suspension and restricted from registering for classes in that school. Details of the school's probation system are available through that school. Students on probation are not eligible to take the PhD preliminary evaluation or the MA, MS, or PhD comprehensive examination, or to be graduated (http://www.pitt.edu/graduate/policies.html).

School of Social Work. The School of Social Work policy on unsatisfactory GPA is more restrictive than the University of Pittsburgh’s Graduate Policy. If after 12 or 15 hours of graduate work (depending on the requirements for the term), the student’s GPA on the courses listed on the “School of Social Work PhD Plan of Study” (excludes courses taken to fulfill the MSW requirements only and other University graduate level courses not on the Plan of Study) falls below 3.0, the student may be placed on probation. If, after completing 1 more semester hour of graduate work on the PhD Plan of Study the student’s GPA remains below 3.0, the student will be dismissed from the program and denied permission to re-register.

2. Be registered full-time (a minimum of 12 credit hours) during the first two years of their program (fall and spring semesters).

3. Successfully meet all requirements outlined below. Students are encouraged to meet all requirements within four years for Ph.D. students and five years for joint MSW/Ph.D. students. Students must complete requirements within eight years for Ph.D. students and within ten
years for joint MSW/Ph.D. students. Guidelines are suggested below in which all requirements are met in four years. Four years is the current period of funding offered by the School.

a. Successfully complete all required courses by the end of the spring semester of the second year, unless the student has an approved revised Plan of Study that extends this deadline (i.e., MSW/PhD students).

b. Successfully complete the comprehensive exam requirements. These include submission of the written comprehensive exam, normally submitted the summer after the second year, and successfully defending the comprehensive exam, normally in the fall or early spring of the third year.

c. Successfully defend the dissertation overview. This is normally completed within 12 months of submitting the written comprehensive exam paper. It must be completed at least one semester before the dissertation defense. Students are encouraged to defend the dissertation overview during the spring or summer of their third year. The dissertation overview defense and the final dissertation defense cannot occur in the same semester.

d. Successfully defend the dissertation (final examination). This is normally completed within twelve months of successfully completing the dissertation overview. It must be completed at least one semester after successfully defending the dissertation overview; that is, the dissertation overview defense and the dissertation defense cannot occur in the same semester. Students are encouraged to complete the dissertation defense by spring of their fourth year. The dissertation must be defended within eight years for Ph.D. students and within ten years for joint MSW/Ph.D. students.

4. Demonstrate effective oral and written communication skills in English.

Standards of Conduct

5. Demonstrate honesty and integrity in all aspects of their academic program. In cases of plagiarism, the University’s Plagiarism policy and procedures will be followed. Plagiarism is defined as “to take and use as one’s own (the thoughts, writings, or inventions of another person); to copy (literary work or ideas) improperly or without acknowledgment; (occas.) to pass off as one’s own the thoughts or work of (another)” (Oxford English Dictionary Online). Plagiarism is avoided by using proper bibliographic citation (see APA Publication Manual).

6. Adhere to Code of Ethics of the National Association of Social Workers and to all University of Pittsburgh policies and procedures, including, but not limited to, the Academic Integrity Regulations Governing Graduate Study, the Anti-Harassment Policy, and the Sexual Harassment Policy.
Table 1. The advancement process may include the following documents:

<table>
<thead>
<tr>
<th>Name of Document</th>
<th>Written by . . .</th>
<th>Sent to . . .</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Concern</td>
<td>Faculty member</td>
<td>• Student</td>
<td>• Concern • Request for advancement meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Copy to director of PhD Program, if applicable, student’s advisor, student’s file</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Copy to director of PhD Program, advisor, student, student’s file</td>
<td></td>
</tr>
<tr>
<td>Advancement Contract</td>
<td>Advisor</td>
<td>• Copy to director of PhD Program, advisor, student, student’s file</td>
<td>See narrative</td>
</tr>
<tr>
<td>Letter of Advancement with Probation</td>
<td>Director of PhD Program if the advancement contract exceeds one semester</td>
<td>• Student</td>
<td>• Decision to advance on probation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Copy to advisor, student, student’s file</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decision to advance on probation</td>
<td></td>
</tr>
<tr>
<td>Faculty Report</td>
<td>Faculty member who wrote the Letter of Concern</td>
<td>• Director of PhD Program • Copy to advisor, student, student’s file</td>
<td>• Concern • Request for dismissal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decision to advance on probation</td>
<td></td>
</tr>
<tr>
<td>Letter of Advancement or Letter of Dismissal</td>
<td>Director of PhD Program</td>
<td>• Student</td>
<td>Decision to advance or to dismiss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Copy to director of PhD Program, faculty member with concern, advisor, student’s file</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Associate Dean for Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>

B. Advancement, Probation and Dismissal

1. Faculty Letter of Concern, Probation and the Advancement Meeting

A Faculty concern is a formal process whereby the Director of the PhD Program or another faculty member notifies a student that he or she believes the student is not meeting a standard for advancement. The purpose of this process is to address academic performance or student conduct before the concern results in dismissal.

a. Letter of Concern. When a faculty member has a concern regarding a student’s academic performance or conduct, he or she will write a Letter of Concern to the student and copy it
to the student’s advisor and the Director of the PhD Program. If the Director of the PhD Program has a conflict of interest (e.g., the Director of the PhD Program is the student’s advisor), another faculty member will be appointed by the School’s Associate Dean for Academic Affairs to serve as Acting Director of the PhD Program.

The letter will specify in what way(s) the student is not meeting the School’s standards.

If a faculty member has a concern about a student’s conduct that he or she believes is so egregious as to be grounds for immediate dismissal, the faculty member will immediately write a Dismissal Recommendation and send it to the Director of the PhD Program.

b. **Advancement Meeting and Contract.** The faculty member with the concern will first meet with the student, then meet with the student and the student’s advisor, and the three of them will develop and agree to a plan to address the concern. The faculty member will write a contract, obtain signatures and place the contract in the student’s file. The contract will state:

i. The concern(s) of the faculty member in as much detail as possible

ii. The actions to be taken by the student and, if applicable, others

iii. The dates that each action must be completed. See Table (above) for concerns about standards 2-6

iv. The date when the student’s advisor and the faculty member with the concern, will review the contract to determine whether all actions were completed on time

v. The student is on probation until the terms of the contract are met, and

vi. Be signed by the student, the student’s advisor, and the faculty member with the concern

c. **Probation and Letter of Advancement with Probation.** Students who have an advancement contract are on probation. When a student has an approved advancement contract that extends past the current semester, the Director of the PhD program will write a Letter of Advancement with Probation, stating the student is advanced to the next semester on a probationary basis. A student on probation will not be permitted to take the comprehensive exam.

d. **Faculty Report, Advancement and Dismissal.** The student’s advisor will, on or before the date specified in the contract, meet with the faculty member who wrote the Letter of Concern.

After meeting with the student’s advisor, the faculty member who writes the Letter of Concern writes the Faculty Report, which states whether the student has completed all actions in the plan by the agreed upon dates. The report states which actions were met and which actions were unmet. The Faculty Report is sent to the Director of the PhD Program.
2. **Letter of Dismissal and Letter of Advancement**

The Director of the PhD Program will take one of two actions:

i. **Advance.** The Faculty Report concluded the student completed all actions on time. The Director of the PhD Program writes a Letter of Advancement to the student and the student’s advisor stating the student is no longer on probation and is advanced to the next semester.

ii. **Dismiss.** The Faculty Report concluded the student did NOT complete all actions on time. The Director of the PhD Program writes a Letter of Dismissal to the student stating the student has not met all conditions of the contract is not advanced to the next semester and will not be permitted to register. The letter includes a copy of the Faculty Report. In addition to the student, a copy will be sent to the Associate Dean for Academic Affairs, the faculty member with the concern(s), the advisor, and the student’s file.

C. **Student Right to File a Grievance Regarding the Dismissal Decision**

Generally, a graduate student must first follow the grievance procedure established by the School of Social Work. However, if a student is uncomfortable with this route, the student may consult with the Associate Dean of Academic Affairs of the School of Social Work. If the student is not sure how to proceed, they may consult the Office of the Vice Provost for Graduate Study.

The School of Social Work grievance procedure may be obtained from the Program Administrator.

D. **Dismissal, Confidentiality and Letters of Recommendation**

1. Faculty and staff prohibited from communicating anyone verbally or in writing that a student was dismissed from the Doctoral Program without the consent of the student.

2. When writing a letter of recommendation, however, faculty and staff members may state whether the student was dismissed. The student has the right to know whether information on dismissal will be included in the letter. If the letter will include information on dismissal, the student has the right to withdraw his or her request for a letter.

E. **Student Complaint Concerning an Advisor**

A student who has a complaint against an instructor concerning course grades, inequities in course assignments, inappropriate course materials, or incompetence in oral communication, should ordinarily try to resolve the matter with the instructor first. If the complaint is not resolved to the student’s satisfaction, the student should discuss the matter further with the Program Director. If the matter remains unresolved, the student may submit a written complaint to the Associate Dean of Academic Affairs. The Associate Dean will attempt to resolve the complaint and, if necessary, may convene a special committee to recommend appropriate action. If the complaint cannot be resolved through the mechanisms described above, the student may file a formal complaint.
H. Comprehensive Examination Checklist

Doctoral Program
Comprehensive Examination Checklist

Student Name

ID #

It is the responsibility of the primary mentor of the Comprehensive Committee to review whether the comprehensive exam addresses the criteria below before the oral exam is scheduled.

☐ **It includes theory, research, policy, and history.** The exam emphasizes research and theory (e.g., the estimated number of pages allocated to these areas substantially exceeds the estimated number of pages allocated to history and policy).

☐ **It is relevant to social work.** The exam gives explicit attention to the relevance of the topic to social work and integrates a social justice perspective, i.e., race, gender, sexual orientation, class, ethnicity, etc.

☐ **It is analytical.** The exam discusses the empirical and theoretical literatures related to specific subject area and demonstrates analysis, synthesis, conceptualization, and integration of major viewpoints and research evidence.

☐ **It is interdisciplinary.** The exam includes literature from social work and the related professional fields, if applicable, and the social sciences.

☐ **It is comprehensive.** The bibliography demonstrates that the review of the literature on the topic is comprehensive and state-of-the-art. It includes the most recent scholarship on the student’s topic and classic works.

☐ **There is a logical sequence of ideas.** There is a logical sequence of ideas within and between sections of the exam.

☐ **It is well-written and adheres to APA style guidelines.** The exam should demonstrate the ability to communicate effectively and reflect careful attention to scholarly style, clarity, and organization and logic, as well as to matters of spelling and grammar. The proper citation and reference form is specific in the *Publication Manual of the American Psychological Association*.

☐ **Independence of the Written Product from Other Requirements.** The student understands that the content of the exam can be related to papers and other written documents used to fulfill degree requirements, however, he or she cannot cut and paste text from these documents into the exam.

☐ **Sole Authorship of the Comprehensive Exam.** The student understands that the comprehensive exam should be independently written without consultation on its specific content or editorial assistance from others.

Based on the evaluation of both the written and oral exam the student appears to:

☐ address  ☐ not address the required criteria.
Mentor: __________________________________________________________ □ Approved □

Disapproved

Signature Date

Student/Mentor: Take this form to the administrative assistant for the PhD Program after the oral exam meeting.

Cc: □ Student file □ Student

12/11
TO: Department Chairs in Units with International Graduate Students
FROM: Alberta M. Sbragia
DATE: April 11, 2012
SUBJECT: English Language Proficiency Testing: May 4, 2012
English Comprehensibility Testing: April 17-18, 2012

I am writing to provide you the upcoming dates for the English Language Proficiency test and the English Comprehensibility test. The information contained in this memo, including the testing dates and registration information, is online at the following url: http://www.linguistics.pitt.edu/centers/.

The English Language Proficiency test is a three-hour paper and pencil test required for those undergraduate or graduate students who are admitted with a score between 80-100 on the Internet-based Test of English as a Foreign Language (TOEFL), between 550-600 on the paper-based TOEFL, or between Band 6.5-Band 7.0 on the International English Language Testing System. This test allows the university to determine whether or not the student needs additional English. A recommendation will be sent to the department when the test is completed. The test will be given on May 4, 2012 from 10 a.m. to 1 p.m. Students do not have to register for the test in advance; however, no more than 30 students will be permitted in any one testing session. For more information about testing procedures and the schedule see http://www.linguistics.pitt.edu/centers/testing-ent.php. Please contact Megan Reiley by e-mail at mes146@pitt.edu or by phone at 412-624-6077 if students arrive after May 4, 2012 and for additional questions.

The English Comprehensibility test is a 20-minute oral exam required for non-native speakers of English who will be assigned teaching duties. This test allows the university to determine whether the student’s oral skills are sufficient to teach undergraduate students in a classroom or lab setting. I remind you that a faculty member from the TA/TF’s department is required to be present at the test and to participate in the interview so that material generic to the discipline and to the teaching assignments of the TA/TF can be covered. To schedule testing for the TA/TFs in your department, please e-mail Gregory Mizera at gmizera@pitt.edu with the following information: 1. the number of international TA/TFs in your department who will be tested, including those who will need to be retested; and 2. the name of the faculty member who will represent your department at the interview tests. After receiving this information, Dr. Mizera will determine the day and block of time when your TA/TFs will be tested and will notify you. For more information about testing procedures and the schedule see http://www.linguistics.pitt.edu/centers/testing-ent.php.
A description of the English comprehensibility testing can be found online at http://www.pitt.edu/~graduate/English_Comprehensibility_Program.pdf. Please take a minute to review this document. This information should be useful in answering any questions you might have about how graduate students who are non-native speakers of English and appointed to TA/TF positions are tested for proficiency in spoken English. For more information on certification of English language fluency for all teachers, see University Policy 02-02-16 (http://www.bc.pitt.edu/policies/policy/02/02-02-16.html).

Thank you for your assistance in scheduling these crucial tests. If any new student arrives after the scheduled testing dates, please contact Dr. Mizera or Ms. Reiley to arrange a time for the necessary tests.

AMS/maq

cc: Charles Nieman
    Gregory Mizera
    Megan Reiley
    Deans of Relevant Schools
Goals and Objectives
Doctoral Program
University of Pittsburgh
School of Social Work

**Goal:**

<table>
<thead>
<tr>
<th>Activities and Strategies</th>
<th>Outputs / Outcomes</th>
<th>Date to Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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