“The online handbooks aim to provide the most current information possible; sites are updated as needed. However, information contained in the handbooks is subject to change at any time. The handbooks are intended to serve as a general source of information and are in no way intended to state contractual terms.”
Summary

In 2008, and reaffirmed in 2015, the Council on Social Work Education designated Field Education as the signature pedagogy (the term generally refers to strategies of instruction, or a style of instruction), of Social Work Education. Field education is considered as experiential curriculum in which the goal of the outcome approach is to demonstrate the integration and application of competencies in practice with individuals, families, groups, organizations and communities. In many instances, it is where students transform into Professionals. With the help of a field instructor, the student integrates classroom learning and personal experience with real life situations. While the field "course" takes place in an organizational or community setting, there are still learning educational goals, practice behaviors, articulated competencies, student responsibilities, an evaluation, and a field instructor.

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

- Knowing the number of credits and hours they need to complete for each term of field;
- Registering for field before going to a field placement;
- Paying the malpractice premium before going to field placement;
- Signing the Student Agreement/Release of Information form;
- Complete the Mandated Reporter Training via Course Web and submit Certificate of Completion;
- Taking the field learning plan and evaluation to their field instructor at the start of the term;
- Knowing the dates on the field schedule for field planning and orientation seminars and when field learning plans, evaluations, and requests for field are due;
- Knowing school policies and procedures related to field;
- Knowing the steps of problem solving and how to contact their assigned field liaison;
- Conforming to the NASW Code of Ethics while in field.

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

Field Education has been designated the signature pedagogy of Social Work Education. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate mastery of the program’s core competencies as operationalized by the practice behaviors as outlined by the School and the Council on Social Work Education for each level.

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

In furtherance of the School’s mission, the MSW Program strives to prepare graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally competent advanced social work practice – either Direct Practice with individuals, families, and small groups or Community Organization and Social Action – that reflects the social work profession’s values, traditions, and philosophy. To this end, for all MSW students- field work is a training curriculum pre-requisite for graduation.

In the MSW Program, field placement constitutes of 18 credit hours or 1080 hours over four terms (concurrent with classes). The first or generalist field placement (6 credits / 375 hours - 360 hours at the placement site and 15 seminar hours) usually occurs in the Fall and Spring terms of the first year. The third (6 credits / 360 hours) and fourth terms (6 credits / 360 hours) of concentration field placement occur in the Fall and Spring terms of the second year respectively, and at a different site from the first year field placement. Full time non-advanced standing students attend a 1 hr per week Generalist Field Integrative Seminar over the 15 weeks of the first fall term. Part-time non-advanced standing students attend a 1 hr and 5 minutes per week Generalist Integrative Seminar over the 14 weeks of the first summer term. The Generalist Field Placement itself begins at the start of the 7th week of the fall term for full time students and the beginning of the 6th week of the summer term for part-time students. This structure is predicated on the principle that students should acquire a basic social work frame of reference before field practice begins. Prior to the start of field work, non-advanced standing students acquire a basic orientation to social work through their Generalist courses. Preparation for fieldwork begins formally in the Generalist Field Integrative Seminar which is taught by professional field personnel. The seminar is organized to provide a generalist orientation to practice.

Students with advanced standing are approved for 6 credits from their undergraduate field work provided that the undergraduate school is accredited and there are at least 400 actual hours of field work. Advanced standing students typically go into field placement during their first term (usually Fall of the first year) or under certain circumstances may defer field placement until the Spring term of the first year. The educational goals, practice behaviors and competencies for these field placements are similar to the third and fourth term of the full time student.

There are some variations to this suggested cycle for field placement, especially for part-time students, which are not mentioned here. It is always best to check with a field advisor especially if you are a part-time student or have questions about the actual timing of your field placement. Part-time students should begin the first field placement during the summer term of their first year. The part-time student will attend the Generalist Field Integrative Seminar during the summer of their first year concurrently with classes as outlined above.

In the MSW Program, all terms of field placement occur concurrently with course work for which the student has registered. Full-time non-advanced standing students are required to complete about 45 days of field placement (360 hours) plus 15 field seminar hours for a total of 375 hours. Students clock 16 hours per week (normally two 8 hour days) from week 7 through week 15 of the first fall term and then continue at this rate for approx 13.5 weeks of the spring term to total 360 clock hours. Part-time students are required to clock 16 hrs per week from week 6-14 of the first summer term and continue at this rate during their second fall term for an overall total of 360 clock hours. All generalist students also attend a 15 hour field seminar. Second year and full-time advanced standing students are required to complete about 90 days or 12 credits of field work, (6 credits in the fall and 6 credits in the spring). Three days a week for 15 weeks (360 hours per term) is the normal pattern for these field placements. Second year and full-time advanced standing students must reach a minimum total of 720 clock hours to successfully complete their field placement. An orientation to field placement seminar is required for all advanced standing students. This is offered both live and via Courseweb at http://courseweb.pitt.edu.

Upon admission to the School of Social Work, the MSW student identifies a skill concentration. The first term is spent during weeks 1 through 6 in Generalist core preparation and from weeks 7 through 15 in generalist field work (week 6-14 for part-time students) concurrently with generalist coursework, so that when the first year graduate student enters the field, she or he has a basis upon which to construct learning in the field placement and has ample opportunity to integrate and apply learning to the field work experience. This is exemplified in the first term of field practicum through a generalist practice experience and the generalist field integrative seminar. In the second term, the student further develops generalist knowledge and skills. In the third term of field placement, the focus of learning is the development and expansion of the skill concentration in intensity and depth. In the fourth term or final term of field placement for part-time students, the goal is to develop a skill level that results in mastery of the core competencies augmented by knowledge and practice behaviors specific to the concentration and preparation for competent professional practice.
PREPARING FOR FIELD PLACEMENT

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

- Students are required to set up a university email address so that they can receive information related to field education. Field information is also available through the school’s web site, http://www.socialwork.pitt.edu/academic-programs/field-education/

- Students must also purchase a malpractice premium that will be automatically invoiced on their student bill before they can begin field placement. Students must sign a Student Agreement/Release of Information form. Lastly, a student must be registered for field while they are in the field.

The section entitled “Resources Available to the Student” indicates where the student can obtain information on field placement possibilities. Students may begin their quest for a field placement by exploring current field placement opportunities via the on-line field directory located at www.fieldedlink.pitt.edu.

MANDATED REPORTER TRAINING

Generalist Field- MSW Students

1) All students enrolled into the MSW program are required to complete a mandated reporter training before entering their Generalist field placement- for Generalist year students, this training will be administered through the Generalist Field Seminar. Oakland student compliance will be monitored by the Office of Field Education and for UPJ and UPB students, compliance will be monitored by the program Directors. Full time students will complete this training in the fall term of their first year in the program; part-time students will complete this training in the summer term of their first year in the program.

2) The Mandated Reporter training will be available to all students registered for Generalist field work. Once registered to SWGEN 2099- students will be added to the Organization via Course Web- students will be able to locate the training under the Organization section under the heading ARTSC_SOCWRK MANDATED REPORTING.

3) Generalist Field Seminar Instructors (Director’s at UPJ and UPB) will explain the requirement and ensure that all students in their sections produce a Certificate of Completion before they officially begin field work hours at the agency assigned.

4) Non-compliance will be reported to the Director of Field Education and the MSW Program Director.

5) All certificates are submitted to Generalist Field Seminar instructor (submitted to the Program Director’s at UPJ and UPB) - the certificates will then be forwarded to the Recorder’s office to be filed into the student’s permanent academic file.

Advanced Standing Students

1) All advanced standing students enrolled into the MSW program are required to complete a mandated reporter training before entering their concentration field placement- for advanced standing students, this training will be administered through Course Web. Oakland student compliance will be monitored by the Office of Field Education and for UPJ and UPB students- compliance will be monitored by the program Directors. Full time and part-time advanced standing students will complete this training just before or at the beginning of the term of their first year in the program. In all circumstances, this training must be completed before entering their concentration field placement.

2) The Mandated Reporter training will be available to all students registered for concentration field work. Once registered to SWINT or SWCOSA 2099- students will be added to the Organization via Course Web- students will be able to locate the training under the Organization section under the heading ARTSC_SOCWRK MANDATED REPORTING.

3) Concentration student field advisors (Director’s at UPJ and UPB) will answer any questions regarding the requirement and ensure that all students produce a certificate of completion before they officially begin field work hours at the agency assigned.
REQUESTING FIELD PLACEMENT

1. All students complete and submit a REQUEST FOR PLACEMENT FORM. The Forms are available in the forms display outside Room 2128 C.L., are included in the information packets distributed at the required field placement planning programs for advanced standing, and part-time students. These forms are available from the school’s web site for all students that may be accessed at any time. For generalist non-advanced standing students, these forms are specifically reviewed in the field seminar, and for advanced standing students in the Advanced Standing Student Orientation. The dates and deadlines for submitting the form each term are also identified on the Field Education Schedule later in this section. The dates for the field placement planning programs are also identified on the Field Education Schedule later in this section.

MSW forms are usually submitted April 1-July 15th for both first year incoming non-advanced standing and advanced standing students. MSW field placement commences in September of the first year for advanced standing students at the beginning of the 7th week of the fall term (on or around October 15th) for first year non advanced standing students. Request Forms for spring term are due October 15th. Request Forms for Summer Session for part time students and continuing students are submitted from February 1-March 1. MSW field placement for part-time students commences at the beginning of the 6th week of the summer term (on or around June 9th). Forms for second year MSW Fall/Spring field placement are submitted from March 1 -April 27.

All incoming non-advanced standing MSW Students planning to begin field placement in mid-October, must attend the Generalist Field Integrative Seminar. Advanced standing students planning to begin field placement in September must attend one orientation session that will occur in late summer and is available on-line via Courseweb that can be accessed at any time. Non-advanced standing students (both full and part-time) are provided with request forms, learning goals, practice behaviors, core competencies, confirmation forms, and other materials through the Generalist Field Integrative Seminar, and advanced standing students are provided this information through the planning session. MSW students requesting a concentration field placement should submit their request for concentration field placement between March 1 and March 30.

Students are expected to have a current résumé attached to the REQUEST FOR FIELD PLACEMENT FORM and to send an electronic copy to the assigned field advisor. The résumé should be available to the potential field instructor either prior to or during the interview with the student. Any standard résumé format is acceptable. A sample layout and copy of a sample résumé is included in the welcome packet available on-line. More information on resume writing is available through the University of Pittsburgh School of Social Work career services website- http://www.socialwork.pitt.edu/student-resources/career-services.php or the University’s website http://www.careers.pitt.edu.

As part of the admissions process MSW students are required to sign a Student Agreement/Release of Information Form before the field placement matching process may move forward. This Agreement/Release of Information form is included in the admissions packet mailed to each new MSW student. A copy of these forms can be found at: MSW students- http://www.socialwork.pitt.edu/sites/default/files/Word_Files/2015%20MSW%20Release%20of%20Info_DOC

Students who require accommodation during field placement must submit a letter specifying the particular accommodation that will be needed to assist them to meeting the requirements of the field placement at the time they submit their request. Since the field environment is different than classroom environment, the accommodations may be different from the classroom. Agencies cannot be held responsible for not accommodating a student if no disability is disclosed before the start of a field placement and a non disclosed disability cannot be used by the student at a later date as a reason for poor performance.

Students should not request settings where they or a family member are or have been receiving services.

2. All request forms for field placement are forwarded to the administrative support person for field in Room 2206 Cathedral of Learning. An appointment with a field advisor will be given. For incoming students, initial communication may be via phone or e-mail. Students are not permitted to make independent arrangements for field placement. Field instructor approval and field assignment must be made by field personnel. No
student can be guaranteed a stipend from an agency by the field advisor. No field placement is finalized until the one page student and field instructor interview form located at

http://www.socialwork.pitt.edu/sites/default/files/Word_Files/One%20Page%20MSW%20Confirmation%20Form_6.doc

is received and each has received an official letter of confirmation. Once a student signs and submits a completed confirmation form they have formally committed to the field site and cannot change placements unless the problem solving process has been fully utilized.

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

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

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

6. The student is required to return the one page confirmation form to their field seminar instructor, field advisor or to the administrative support person for field in Room 2206 C.L. as soon as possible. The confirmation form is necessary to verify the final information on the name and address of the field instructor, agency, etc. Without these completed forms, the field placement will not be confirmed. Students should expect to receive a confirmation letter regarding their field placement assignment.

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

Students are to indicate the type of agency setting you desire for your Field Practicum on their request form. If there is a particular agency that a student is interested in, include the agency name, contact person and phone number in the space provided at the end of the form. You may select up to three field placement interests, however, you will only be permitted to interview at one agency at a time. Students: Please be aware that the Field Education Office cannot guarantee that you will be placed in the field placement of your choice.

Stipends- Please be advised that paid field placements are not commonly available. Lack of a stipend is not an appropriate reason to decline a field placement. Students should base their decision upon interests and learning opportunities.

Students are not "to shop" for their own field placement, just as agencies are not permitted “to shop” for students. All processes must go through the field office and with the consent of the field advisor. Students may express interest in an agency and provide the field advisor with a name of a contact person, but no further. Larger agencies and organizations usually will not respond to a student request for an interview; interviews are granted only when a field advisor has consulted with an agency representative prior to the student call. Some agencies may not be able to accommodate students during a particular term. There are settings that will accept only second year MSW students.

Private Practices- Please be aware that private practices are not approved field sites- only on the rare occasion will this be considered if the private practice work is part of a larger agency setting, with proper supervision and agency milieu for student learning the appropriate competencies and practice behaviors of social work.

A particular field site may have additional requirements such as a physical exam or Mantoux test (for tuberculosis), or require clearance from the Commonwealth of Pennsylvania for Act 33 (relating to history of child abuse offense) or Act 34 (relating to criminal history). To obtain this additional personal information is the responsibility of the student. Students can access these forms through http://www.fbi.gov/about-
The links to these forms may also be found via the School of Social Work’s website at [http://www.socialwork.pitt.edu/academics/field-education/resources](http://www.socialwork.pitt.edu/academics/field-education/resources).

Students are to check with their field coordinator and the agency regarding what clearances etc... you may need so that your start date is not delayed.

In addition, some agencies are now requiring FBI checks for all students requesting field placements working with children. This is especially important for out-of-state advanced standing students who may have the start of their placement delayed due to the inability to process a PA clearance and the wait involved in the FBI clearance process. For more information on this process, the FBI website is [http://www.fbi.gov/hq/cjisd/fprequest.htm](http://www.fbi.gov/hq/cjisd/fprequest.htm).

As part of the field placement assignment process, the Office of Field Education will need to share student placement materials and other relevant information with potential agencies/field instructors. This includes, discussions with prospective field instructors, criminal background information that comes into the possession of the School of Social Work or its employees or contractors, sending a copy of my resume, student agreement, and prior placement evaluations if applicable/requested.

Transportation—Please be advised that as a student, you may need the use of an automobile to perform tasks related to your field placement, and as such, realize that a student’s own auto coverage will be primary in the event of an accident. Therefore, students should check with their personal automobile coverage before accepting a field placement which may require use of a personal automobile, and students should also discuss with the field placement site regarding agency specific policies related to transportation. Students are responsible for maintaining his or her own adequate automobile insurance coverage. Please refer to the University policy at: [http://www.bc.pitt.edu/policies/policy/05/05-07-01.html#GroundTransportation](http://www.bc.pitt.edu/policies/policy/05/05-07-01.html#GroundTransportation).
School of Social Work Clearance Statement:

**Student Agreement to Participate in Field Education**

**Release of Information Form**

I, ________________ am a student in the School of Social Work at the University of Pittsburgh. I understand and agree in accordance with the curriculum requirements outlined in the School of Social Work student handbook [http://www.socialwork.pitt.edu/downloads/MSWHandbook.pdf](http://www.socialwork.pitt.edu/downloads/MSWHandbook.pdf) that in order to continue in the program in social work in which I am enrolled, I will be required to complete a field placement or placements with an agency, organization or facility external to the University, and such facilities will or may require a criminal background check, an act 33 and 34 clearance (if applicable) and perhaps an FBI clearance or drug screen to determine whether I am qualified to participate in the field placement. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. I understand that it is my responsibility to secure the necessary background checks required and submit them to the facility of interest for field placement for their review and determination. Should I fail a check, clearance and/or drug screen, I understand that the School of Social Work cannot guarantee that it will be able to place me in an agency for a field internship, and that these results may affect my ability to complete the program requirements for which I am enrolled and my future ability to be licensed.

I also understand and agree that while I am in field placement, that I am not covered by workman’s compensation for any accident/injury that may occur during my time on site doing agency/field placement business. I understand that I, or my medical insurance plan, will be responsible for all expenses incurred while I am working in my field placement and that the University of Pittsburgh and the University of Pittsburgh School of Social Work assumes no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, trustees, and employees from any such responsibility or liability. Students agree that they are not employees of the University of Pittsburgh or the Field Education Organization and are not covered by Workers’ Compensation, Unemployment Compensation, or any other laws, government regulations or ordinances related to employees. I understand that as a student, I may need the use of an automobile to perform tasks related to my field placement, and as such, I realize that my own auto coverage will be primary in the event of an accident. Therefore, I am aware that I should check with my personal automobile coverage before accepting a field placement which may require use of a personal automobile. I understand that I am responsible for maintaining my own adequate automobile insurance coverage. Please refer to the University policy at [http://www.bc.pitt.edu/policies/policy/05/05-07-01.html#GroundTransportation](http://www.bc.pitt.edu/policies/policy/05/05-07-01.html#GroundTransportation). I further understand that the the field placement site or agency may have specific policies related to transportation, including policies governing the use of vehicles and eligibility for reimbursement and that I will be required to abide by such policies.

**Release of Information**

As part of the field placement assignment process, the Office of Field Education will need to share student placement materials and other relevant information with potential agencies/field instructors. This includes: discussions with prospective field instructors, criminal background information that comes into the possession of the School of Social Work or its employees or contractors, sending a copy of my resume, student agreement, and prior placement evaluations if applicable/requested. These materials enhance the matching process which generally benefits the student and the field instructor. Without a written release, the Office of Field Education is unable to provide the agency with the information required to make a determination regarding the student’s field placement.

I hereby give my permission to the Office of Field Education, School of Social Work at the University of Pittsburgh, to release any and all information included in my application for field placement to potential agencies/field instructors for the purposes of arranging field placement(s). This release extends to several agencies when necessary for confirmation of a mutually agreeable placement site. **This release does not apply to my application materials to the School of Social Work, personal references, or transcripts.** Once placed, however, this release also includes sharing my educational records with the agency/field instructor for purposes of monitoring and evaluating my progress if necessary as determined by the School. I understand that I may revoke this consent, but such revocation will only be effective from the date of the School of Social Work’s receipt of a written revocation going forward. I understand such revocation could impact my continued enrollment at the field site.

More information on how to obtain these clearances can be found at [http://www.socialwork.pitt.edu/academics/field-education/resources](http://www.socialwork.pitt.edu/academics/field-education/resources). For more information on this process, the FBI website is [http://www.fbi.gov/hq/cjisd/fprequest.htm](http://www.fbi.gov/hq/cjisd/fprequest.htm).
A new site, or one not previously used by the School of Social Work may not have an Affiliation Agreement with the School of Social Work, University of Pittsburgh. The Affiliation Agreement is a legal document that establishes the contractual relationship that exists between the field site and the School of Social Work. A new field instructor must also meet qualifications and should be available to attend field instructor orientation and training, training is mandatory for instructors who do not hold a CSWE accredited BASW or MSW degree.

The Student handbook details the requirements for students wishing to complete some of their field education experience at their place of employment. As described here in the School of Social Work, an employment-based field placement must entail supervision, hours, and field-based learning/skill development opportunities separate from those associated with a student’s normal job responsibilities. MSW students are generally permitted to complete only one employment-based field placement; exceptions to this may be made if the agency is large enough to afford significantly different, but appropriate, field learning opportunities that are unavailable elsewhere in the community. The process of seeking a field placement at one’s place of employment begins with the student completing a Request for Employment-Based Field Placement Form, in which he or she provides the rationale for the request, describes the learning opportunities available, and identifies a potential field instructor. The form is submitted to the student’s field advisor who, after reviewing it, meets with the student to discuss the proposal; the importance of maintaining distinction between employment-related and field education-related supervision, hours and assignments; and the general pros and cons to be considered with an employment-based field placement. The field advisor then contacts the individual named as the potential field instructor to discuss the placement possibility and to make clear the requirements for an employment-based field education experience. The student’s employment supervisor is not permitted to serve as the field instructor. If there is no other qualified person in the agency, School of Social Work personnel (either the faculty advisor or Office of Field Education staff, depending on who is assigned liaison responsibility) serves as the field instructor. Approval of the employment-based field rests with the field advisor, who may consult with the Director Field Education on the request. The Director of Field Education will sign off on the Request form if approved. It is important to distinguish employment-based placements from those for which a stipend is available. The School of Social Work arranges paid field placements whenever possible. Paid field placements must meet the same criteria for agency selection and field instructor appointment as any other field assignment. In addition, there must be clarity that this field placement is not an employment opportunity and is not work driven, but educationally driven. The Director of Field Education must approve such opportunities. Agencies and organizations are encouraged to categorize the payment as a stipend and can be channeled through the School of Social Work. School Policy is outlined below.

(a) School Policy is outlined below:

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

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

(iii) The employment-based field placement must be able to meet the requirements of the student’s educational program and level. The role of learner is tied to learning opportunities that reflect the program’s competencies and characteristic practice behaviors.

(iv) Students must not do less than 12 hours per week in a supervised field placement and 8 of those hours should be during the day so that students can participate in the life of the field organization.

(b) Procedures

(i) The student submits the Request Form for Employment-Based Field Placement at the designated time. [http://www.socialwork.pitt.edu/downloads/Req_MSW_emp_plcmnt.doc](http://www.socialwork.pitt.edu/downloads/Req_MSW_emp_plcmnt.doc)

(ii) Professional field education staff interviews each student requesting an employment-based field placement. When all the appropriate information is available, the field advisor will contact both the proposed field instructor as well as the employment supervisor before making a final recommendation.

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

(c) Details

(i) The school generally permits one field placement as employment-based. On occasion, there may be large or umbrella agencies with significantly different but appropriate field learning opportunities unavailable elsewhere in the community. In those specific instances, the field advisor may recommend that such an assignment would benefit the student’s learning.
In all discussions with students, employment supervisors and proposed field instructors, the field advisor will ask each to evaluate the potential for conflict of interest issues to arise before final approval.

**PROFESSIONAL PERFORMANCE – THE PITT PROMISE**

The University of Pittsburgh is committed to the advancement of learning and service to society. This is best accomplished in an atmosphere of mutual respect and civility, self-restraint, concern for others, and academic integrity. By choosing to join this community, I accept the obligation to live by these common values and commit myself to the following principles:

As a Pitt Student:

- I will embrace the concept of a civil community which abhors violence, theft and exploitation of others;
- I will commit myself to the pursuit of knowledge with personal integrity and academic honesty;
- I will respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the campus community;
- I will support a culture of diversity by respecting the rights of those who differ from myself;
- I will contribute to the development of a caring community where compassion for others and freedom of thought and expression are valued;
- I will honor, challenge and contribute to the scholarly heritage left by those who preceded me and work to leave this a better place for those who follow.

By endorsing these common principles, I accept a moral obligation to behave in ways that contribute to a civil campus environment and resolve to support this behavior in others. This commitment to civility is my promise to the University of Pittsburgh and its community of scholars.

**PROFESSIONAL PERFORMANCE EXPECTATIONS REGARDING FIELD EDUCATION**

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the University of Pittsburgh School of Social Work evaluates the professional performance of its students in field education. Meeting the criteria for academic achievement is necessary but not sufficient to ensure continued enrollment in field education and in a program. Students must also meet professional behavior standards.

Becoming a competent social worker is a complex process that begins upon entrance into the School of Social Work. Students will need to meet the standards for social work education and practice described within this document in order to maintain participation in the University of Pittsburgh’s field education program and to meet their obligations to the people for whom they have a professional responsibility (*NASW Code of Ethics* - See Appendix A). The following describes the performance and ethical standards which students at the University of Pittsburgh School of Social Work are expected to meet in field education at a level appropriate to their program. Adherence to these standards is part of the evaluations made by field instructors (see field learning plans), field liaisons and advisors, and other School representatives who come in contact with students. Students who do not effectively meet these standards undergo an academic review and may not be permitted to continue in their field placement nor graduate from the program.

Prior to beginning their field placement: All students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, the National Association of Social Workers (NASW) See Appendix A). All behavior in the field setting involving clients and staff must meet the standards detailed in the Code. In order to comply with the NASW Code of Ethics, students in the field agencies must identify themselves to clients as being in training for a specific period of time. Students should not misrepresent themselves as a graduate of the program either orally or in writing until they have graduated. (See STUDENT RESPONSIBILITIES AND RIGHTS IN THE FIELD PLACEMENT and IMPORTANT MESSAGES: FIELD EDUCATION in the MSW PROGRAM-Handouts A and B).

**PROFESSIONAL BEHAVIOR**
Upon entrance into the program and into field education, the student is expected to commit to learning what is required for professional behavior which includes but is not limited to:

1) Honoring duties and responsibilities

2) Respecting clients/community members, research participants, other professionals, faculty, colleagues, and fellow students and being able to work effectively with others regardless of level of authority.

3) Being on-time and dependable, prioritizing responsibilities, attending field seminar sessions, field orientations, and completing assignments on time in school and in the field placement and seminars.

4) Understanding and maintaining confidentiality with regard to clients/community members, s/he is expected to demonstrate professional behavior in all aspects of social work practice.

5) Maintaining high levels of achievement in both: (1) academic performance in courses and in field placement, and (2) professional comportment in relationships with faculty, staff, peers, clients and field practicum personnel.

6) Evaluations of students’ academic performance in courses and in the field are based on criteria stated in course syllabi, the field learning plans and evaluations, and in the Student Field Education Handbook.

7) Adhering to the SSW Academic Integrity Code. Academic dishonesty is regarded as serious ethical misconduct that may affect the student’s continuation in field education and in the program. Students may not present the work of anyone else as their own achievement. Students may not submit a written assignment prepared for one course as original work for another course.

8) Work prepared for one course must be clearly cited if included in an assignment for another course.

9) Social work students are expected to conduct themselves according to the National Association of Social Workers (NASW, 2008 Revised) Code of Ethics (Appendix A)

Violations of this code may also be reason for disciplinary action and possible dismissal from the School under the SSW Academic Integrity Guidelines or other designated process, such as the University’s Student Code of Conduct. Some further examples of violations include but are not limited to:

a) Behavior judged to be in violation of the current NASW Code of Ethics,

b) Commission of a criminal act as determined by a judicial body, the School, or by the University’s Student Judicial System, that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission (See student agreement form).

c) Consistent pattern of unprofessional behavior.

d) Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance (See MSW and BASW Student Handbooks).

e) Conduct that is potentially dangerous to current or future clients.

f) Unprofessional behaviors as covered by the NASW Code of Ethics.

 g) Sexual harassment see Student Field Handbook Section 1.12 University of Pittsburgh Policies Relating to Field Education.

h) Sexual interaction with clients see Student Field Handbook Section 1.12 University of Pittsburgh Policies Relating to Field Education.

i) Physical threats and actions directed at clients, students, faculty or staff.Acceptance of gifts or money from clients that are not standard payment for services received.

j) Use of computer hardware, software, network access, information and data provided for personal or non-agency business related purposes.
Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to attain the NASW Standards outlined in *Cultural Competence in Social Work Practice* (Appendix B).

**Professional Commitment**

Upon entrance into the program and field education, the student is expected to be committed to learning about the values and ethics of the social work profession. As the student progresses in the program, s/he is expected to demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values and ethics of social work which include respect for the dignity and worth of every individual and his/her right to a just share in society’s resources (see NASW Code of Ethics in Appendix A). In addition to a commitment to the values and ethics of the profession, the student must also exhibit:

a) The ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others. Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

* negatively impact academic and other performance,
* interfere with professional judgment and behavior, or
* jeopardize the best interests of those to whom the social work student has a professional responsibility to serving.

b) The knowledge of how one’s values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.

c) Exhibits abilities to attend and participate in class and field placement, with or without accommodations.

d) The ability to accurately assess one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one’s own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

**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 the William Pitt Union. For more information, call (412) 648-7890 or check out their website: [www.drs.pitt.edu](http://www.drs.pitt.edu).

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. The School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of
Disability Services), and periodic checks between the School of Social Work and the student are appropriate.

If required, reasonable accommodation will be determined by the office of Disability Services (See section on Office of Disability Resources and Services in the Student Handbook for clarification.)

SOCIAL NETWORKING

As technology advances, the School will continually update internal guidelines and policies with regard to the professional use of technology in practice. While social networking tools obviously present many useful and fun opportunities, the features that enable these benefits also present potentially serious challenges. The guideline presented below attempt to address these challenges. While we are reviewing these policies please remember it is crucial to maintain professional behavior, ethical standards, confidentiality and clinical boundaries with regard to your field placement agency and clients.

A few guidelines to remember:

1. Review and follow any agency guidelines and policies regarding the use of technology in practice. It would be useful to initiate a conversation with your field instructor about the potential impact of social networking on agency clients and the work of the agency.

2. Do not refer to an agency, client or client situation on any Facebook, My Space, Twitter, Blog or other internet site no matter how many security settings you have invoked.

3. If field communication will be required as part of the internship experience, agencies are strongly encouraged to provide a cell phone to the student. Students should not be expected to give a current or former client their personal contact information including email and personal cell phone number.

4. Do not ask or accept a current or former client as a friend on Facebook, Twitter or any other social networking site.

5. Remember that social networking sites are public domains and your information can be accessed by anyone, including clients, and never goes away.

Please address any questions to your field advisor. For further information please consult the University’s Code of Conduct at: http://catalog.proemags.com/publication/8537e2fd/#/8537e2fd/1. Academic Performance is further addressed in the MSW STUDENT HANDBOOK.

RESOURCES AVAILABLE TO STUDENTS

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


   This Directory provides a thumbnail sketch of the opportunities available at a wide variety of field sites. The directory is updated annually to coincide with the start of each new academic year. Forms pertaining to various aspects of field placement are located on the school’s web site: http://www.socialwork.pitt.edu/academic-programs/field-education/.

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

4. Each Fall, the Field Education advisors provide a separate planning program for Advanced Standing MSW students in which students have the opportunity to ask questions about field placement. Full-time and part-time first year non-advanced standing students will attend a Generalist Field Integrative Seminar which will discuss at length all aspects of field placement. Advanced standing students may also complete the orientation via Courseweb.

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

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

As M2.1.5, Placement of Students indicates, the start of the placement process begins before the student sets foot on campus. Once the student is accepted into the program, a letter from the field office is mailed by the admissions office detailing how the student is to begin the field placement process. Once the student reviews the information packet, handouts, and available sites on-line, he/she will complete a Request for MSW Field Placement form. This form is submitted to the Office of Field Education and an individual appointment is scheduled for the student to meet with a Field Education Coordinator during the summer (or term) prior to placement beginning. At this time, the Field Education Coordinator and student discuss the student’s interests and educational needs. Students are then matched to an agency through a formal interview process. Once a match is made, the one page interview form is submitted to the Field Education Office by the student. Again, agencies and field instructors were previously vetted and assigned the correct level in the database to be accessed by MSW students, Faculty, and Field Staff. The identification of appropriate field placement settings and field instructors is an ongoing responsibility of the Office of Field Education.

ASSIGNMENT OF FIELD PLACEMENT AND INTERVIEW WITH THE FIELD INSTRUCTOR

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

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

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

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

- Prepare for your interview. Seek information about the agency beforehand. Many agencies have web sites. Review the questions list available in the Welcome Packet that was mailed to you and is also available on the web site.
- Be on time for your interview. Demonstrate your ability to be dependable and punctual.
- Plan to talk about you: work experience, volunteer experience and life experiences that reflect on your choice of social work as a career, but do not tell your life story.
- Take along a list of courses that you have successfully completed.
• Ask questions about the site, what kind of learning experiences will be available, what other students have completed while in placement, if there will be additional students or if you will be the only student.

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

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

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

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

• Let the field education advisor who sent you on the interview know that you completed the process by promptly completing and returning the One Page Interview Confirmation Form. You complete the top of the form and remind the field instructor who interviewed you to complete the middle part of the Interview Confirmation Form. This form may be downloaded from http://www.socialwork.pitt.edu/academics/msw/field-education/request-placement.

FACTORS INFLUENCING PLACEMENT CONFIRMATION

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

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

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

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

SELECTION OF FIELD INSTRUCTORS

Agency-based field instructors perform a vital role in the education of MSW students. As described in the MSW Field Education Handbook and in the Affiliation Agreement, http://www.socialwork.pitt.edu/academics/field-education/field-organizations the MSW Program has two primary criteria for the selection of field instructors: (1) a master's degree from an accredited school of social work, and (2) two years' post-masters experience. Equivalencies for the postmasters experience criterion includes: (1) demonstrated competence in social work practice for at least five years prior to entrance into graduate school, or (2) maturity and demonstrated leadership ability in related areas and at times, because of the educational needs of the student or in the absence of an available agency person who meets the above requirements, individuals with graduate degrees in a related field may be appointed to oversee the student's work in the agency. These
instructors are required to attend a live orientation or at minimum complete an on-line orientation before accepting a student.

MSW field instructors are expected to meet with their field students at least one hour per week for structured supervision and instruction. The field instructor is responsible for working with the student to develop a Field Learning Plan during the first few weeks of each term. The Field Learning Plan is a collaborative effort that takes into account the educational assessment of the student, the educational goals of the MSW Program, the core and advanced competencies, the learning objectives, expected learning outcomes, timeframes and the opportunities available through the approved field site. It is a detailed plan for the student’s learning while in field placement and serves as a guide for ongoing supervision and for final evaluation. The final evaluation of each competency area, the narrative summary referring back to specific learning tasks, the student’s strengths and areas in need of improvement, and recommended grade are also the responsibility of the field instructor to prepare and to submit to field seminar instructor or faculty member in their role as field liaison.

As the preceding summary of responsibilities implies, the qualities sought from field instructors involve much more than mere expertise in their chosen field of social work practice. Field instructors are further expected to:

1. Have the capacity to conceptualize and transmit knowledge
2. Have the ability to provide opportunities for students to demonstrate the core or advanced competencies
3. Be committed to the values and ethics of the social work profession and have the capacity to operationalize them in practice through field instruction
4. Identify appropriate learning opportunities within the agency which can be utilized to enhance the student’s knowledge and practice skills
5. Perform and educational assessment
6. Have knowledge of and apply adult learning concepts
7. Select appropriate teaching material related to the core competencies
8. Assess student progress in relation to mutually agreed upon educational and learning goals
9. Use the supervisory relationship in a constructive manner
10. Work collaboratively with the School’s liaison
11. Express commitment to professional education through safeguarding the field instruction process by preparing supervisory and instructional meetings, through communication with the liaison, and in participating in School of Social Work seminars specific to field instruction
12. Complete the Field Instructor Evaluation of Field Experience Survey

People generally become field instructors by virtue of being employed in an approved field instruction agency where the School of Social Work places students or by submitting an Application for Field Instructor Status to the Office of Field Education (http://www.socialwork.pitt.edu/academic-programs/field-education). MSW students, whether full-time or part-time, are not eligible to serve as field instructors nor are students from other educational programs who are completing an internship at a field placement agency. Moreover, in the case of an employment-based field placement, a student’s work-related supervisor is not to serve as the field instructor.

The application for Field Instructor Status form includes an academic and employment history. It also asks for information related more specifically to the role and process of field instruction, such as whether the individual has served as a field instructor for other schools of social work or whether she or he has had experience in staff training and/or supervision. It also asks for the applicant to inform the School as to whether or not they hold a CSWE accredited MSW degree. If not, the potential field instructor must agree to attend a live training or complete an on-line training before accepting a student. The forms also requests information from them to describe how familiar they are with the core competencies and related practice behaviors of the program.

Once the Application for Field Instructor Status has been completed, returned to the Office of Field Education, and is processed, field instructors receive an official appointment letter from the Dean of the School of Social Work acknowledging the field instructor’s volunteer status and the benefits available to them by virtue of that status. Although field instructors are formally appointed as volunteers of the University, the Affiliation Agreement does not create and employer-employee relationship between the University and the field instructor or any other employee
of the agency. A field instructor who do not possess a CSWE accredited MSW degree are registered for the next live training or the on-line training.

As stated above, the educational background, employment history of those interested in becoming field instructors are obtained by the Application for Field Instructor Status, which must be submitted prior to official appointment by the School. As needed, the School of Social Work permits the use of field instructors who have a master’s degree in a related discipline and who have appropriate experience. In some organizations, there is not an MSW available. In other instances, an experienced MSW is the program administrator or clinical program director; she or he supervises other master’s-level professionals who have direct service delivery and/or project implementation responsibilities. These master’s-level professionals, who have ongoing student contact and who provide day-to-day supervision, are referred to as the task supervisor. The agency-based person is designated as the field instructor. The field instructor is expected to work with the task supervisor in developing the field learning plan, monitoring the student’s performance, and evaluating the student’s attainment of field education goals and mastery of the core competencies. Most importantly, the field instructor is expected to ensure that a social work perspective grounds the student’s field learning experience.

If an MSW student is supervised by an individual who does not possess an MSW and there is not an MSW at the agency capable of participating in field instruction, the field liaison may assume the role of field instructor. To assure reinforcement of a social work perspective, the field liaison is expected to provide supportive information and discussion about the systems and person in the environment perspectives, generalist practice, ethics and values, diversity, populations-at-risk, and social and economic justice, as they related to the particular field setting and the student’s learning opportunities to demonstrate the core or advanced competencies. More frequent liaison contact is also expected in such situations. All Field instructors and task supervisors who have an MSW are invited to attend the Field Instructor Orientation and the Seminar Series in Field Instruction. New field instructors with a CSWE accredited degree are strongly encouraged to attend field instructor orientation and training before supervising a student or during the first term of field instruction. New field instructors or agency task supervisors from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb.

The School has responsibility for reinforcing a social work perspective when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors with a CSWE accredited degree are strongly urged to attend, field instructors or agency task supervisor from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb. (3) Field liaisons may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor. All field instructors and task supervisors learn quickly what the expectations are for a MSW student in field because the field objectives and learning tasks and objectives are clearly explicated in the Field Learning Plan and Evaluations.

ABOUT FIELD INSTRUCTORS AND FIELD INSTRUCTION

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

Field instructors should have an MSW from an accredited social work program with at least two years professional experience. In unusual situations the School of Social Work may approve an individual with related credentials such as a Master’s or Ph.D. in Psychology or Education or Public Health. In those cases, the school assures a social work perspective and demonstrates how this is accomplished through its articulated field learning plan, complete with educational goals, practice behaviors and core competencies, the field instructor orientation, the seminars in field education, and through faculty and field liaisons who assure that social work professional practice issues and values are embodied within the scope and instruction of the field placement experience through contacts with the student and field instructor. The social work perspective is also reinforced through the information available on the School’s website and new field instructors who do not hold a CSWE accredited BASW or MSW degree are required to attend the Field Instructor Orientation or at a minimum complete the on-line training available via Courseweb.

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

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

**STUDENT RESPONSIBILITIES IN THE FIELD PLACEMENT**

The primary responsibilities for students in field placement include:

- Active participation in the learning process;
- Attend and participate in the Field Seminar or Field Planning and Orientation Sessions either live or online;
- An open attitude towards learning;
- Performance of all activities in consonance with social work values and ethics;
- Complete all required hours and submit all field learning plans and evaluations electronically by the due date.

**In addition, students are more specifically expected to:**

- Take the field learning plan to the field instructor and assist the field instructor in formulating practice and learning tasks that will satisfy the education goals, practice behaviors and competencies which are reflected in the Field Learning Plan;
- Systematically pursue each education goal and competency area through the tasks identified with achieving that goal and competency area;
- Become increasingly skillful in delivering services to clients or completing administrative or organizing assignments towards mastery of program competencies;
- Follow the practices and policies of the agency or organization seeking to make improvements through recognized organizational mechanisms;
- Develop professional self-reflective skills through the review of field placement experiences with the field instructor;
- Demonstrate responsibility and professionalism by completing all agreed upon tasks;
- Perform in a manner consistent with the NASW Code of Ethics and standards of professional practice;
- Assure that the completed Field Learning Plan/Time Sheet, the student End of Term Field Evaluation/Time Sheet, and evaluation of the field experience are received on time by their field liaison or to best verify receipt of these documents, please return them to the Office of Field Education, Room 2206 C.L by the designated due date.
STUDENT RIGHTS IN FIELD PLACEMENT

The student has the right to:

- A field instruction assignment that meets the requirements of the student’s educational program and ability to master program competencies.
- Meet the field instructor prior to confirming the assigned field placement.
- Expect that no task that violates the ethics and values of the profession will be assigned.
- Due process if a problem arises related to the student’s performance or behavior in the field. The field advisor is responsible for guiding the problem-solving activities.
- Participate in, to see, and to have a copy of her/his field evaluation. The student also has the right to expect that the field instructor discuss the evaluation with her/him. When substantial differences exist in an evaluation between student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

BEGINNING THE FIELD PLACEMENT

Beginning and Hours Requirements

Confirm your starting date and your schedule prior to actually beginning the field placement. For most students, field placement for the first year full-time non-advanced standing student occurs 16 hours per week from week 7-15 of the fall term and then continues at this rate for the spring term to total 360 clock hours plus 15 field seminar hours for an overall total of 375 hours. Second year and advanced standing students will experience a field placement that occurs three days per week both in the fall (360 hours) and spring (360 hours) terms for a total of 720 hours. There may be some schedule variations in hours and credits for part-time students. When registered for field placement credits, part time students must complete no less than 12 hours each week in placement and no full time student is to do more than 24 hours per week; further, no student can end a field placement more than two weeks early without written approval from the Director of Field Education. Ideally, at least 8 hours must be completed during daytime hours. Students are required to clock as close as possible the # of hours representing the # of credits for each term- for example 4 credits over a term (each field credit is equal to 60 clock hours) so the # of hours that should beclocked that term is 240 hours. Students are permitted to carry up to two weeks worth of field hours into another term of either Generalist field work or concentration field work- but not from Generalist to concentration field work. For Example- A student completes 176 hours of Generalist field work in the fall term- the student- could with permission of the field instructor, field liaison and agency- end their field placement two weeks before the end of the spring term as long as the minimum # of hours are reached before ending the placement.

Carryover of hours from term to term, students are allowed to carry over up to two weeks worth of hours from one term to another within the same field placement if approval from the agency field instructor and the Office of Field Education is granted. In all situations regarding carry over- the policy of no student ending the field placement more than two weeks early is applicable.

The duration of the field placement is then extended to meet the required number of hours. All variations in field placement schedules must be approved by the field advisor, and by the Director of Field Education.

All students are also required to purchase a malpractice liability premium which is automatically invoiced to each student registered for field work credits. Students cannot begin field placement without purchasing this coverage. The coverage is not extended to contracted employment that is not part of the field placement. Each student must also sign the Student Agreement/Release of Information form appropriate to program level.

MSW students in field placement are required to maintain a time and activity sheet that is to be signed off regularly by the field instructor and submitted with the final evaluation for the term and with the field learning plan for the first term of field placement for full and part- time non advanced standing students. This form can be found on the field section on the school’s web site and is attached to all the Evaluation of Field Work forms and the Field Learning Plan forms. In addition, it is recommended that students keep an activities log in which is written a brief description of activities and your role. The log can then serve as a reference tool during supervision. Some field instructors and faculty advisors may ask to review your log with you as part of the supervision process. Failure to turn in these required documents by the designated deadlines may affect your grade for the term.

During the initial days in field placement, an orientation to the agency and / or setting usually occurs. Orientation consists of meeting people, learning more about the setting and its operations, discovering what
competencies that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's
life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers:

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively
engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- professional collaboration to facilitate beneficial practice outcomes.
apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

MSW students may begin to specialize their learning in the second term of their generalist field placement. The second term of field placement focuses on the knowledge of the dynamics and problems associated with the population or system and the practice and policy issues involved in working with them. This is termed “bridge to concentration” because it prepares the student for a concentration experience. Non advanced standing MSW students are provided generalist practice opportunities to demonstrate the core competencies.

The second year MSW student or advanced standing student is expected to be placed in a setting where he or she can specialize in a major skill area either direct practice with individuals, families, small groups, or community organizing and social administration. The third term of placement focuses on the application of the concentration skills and knowledge to target populations or systems. The goal of the fourth term or final term for part-time students of placement focuses on the intensity, range and depth of the application of the concentration skills and knowledge and should prepare the student for autonomous practice. Second Year and Advanced Standing students are provided advanced practice opportunities to demonstrate the program’s competencies required by the concentration.

ONGOING LEARNING IN FIELD PLACEMENT

First year non-advanced standing MSW students attend a Practicum Seminar and Lab concurrent to the field placement. Advanced standing students will attend a required planning seminar and all advanced standing students registered for field can refer to http://courseweb.pitt.edu for additional information; however, the student can only access the site by using the Pitt email user name and password. In addition, the Generalist Field Integrative Seminar is a comprehensive program that strives to address all aspects of preparing the MSW student to the MSW Field Placement experience.

As the student becomes more involved in the actual work of the organization, the tasks associated with the learning objectives become more involved. It is expected that field instructors to develop the Field Learning Plan so that the practice/learning tasks cover a period of two terms or the entire placement for part-time students. Learning for most adults is gradual and progressive. What is learned early in the placement experience serves as a building block for what is learned later in the field placement.

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

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

The student role is not the same as an employee role. CSWE prohibits substitution of employment as a field placement. Students participate in an orientation period and engage in training that is sometimes similar to the training of employees. Tasks they perform may at times be identical to those of other staff. They are expected to comply with organizational practices as do staff. Students do not carry the workload of paid staff. Their educational assignments are structured to emphasize learning, not merely completion of a task. They engage and participate in educational supervision that we call field instruction; this is differentiated from administrative supervision that employees more commonly receive. Administrative or agency supervision as it is sometimes called focuses on getting the work done, not the actual learning required to complete and understand or assess the task or one's performance.
Students and field instructors are expected to utilize the Field Learning Plan as a guide in regular instructional and supervision meetings. The student is expected to actively participate and submit written, audio and visual materials as requested by the instructor and to meet agreed upon deadlines. **As an adult learner, the student is an active learner.** Asking, clarifying, seeking out new information and participation are essential to this role.

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

Sometimes students have difficulty with critical feedback. They may interpret the information too personally and conclude that the supervisor doesn't like them. Others may reject the critical feedback as they think to themselves: what does the field instructor know anyhow? **Feedback is important in shaping practice skills and in developing professionally. For more information please see** http://www.socialwork.pitt.edu/academic-programs/field-education/

A student who has difficulty with receiving feedback needs to talk with his or her field instructor; the capacity and the development of self-reflective skills are essential to the professionalization process. If a problem exists in the giving or receiving of feedback, the field education assistant or the faculty advisor needs to be consulted as soon as possible. Waiting until the end of the term is too late. Many valuable opportunities will have been missed. The student is referred to "Guidelines for Problem-Solving" located in the Policies and Guidelines section at the end of this information.

**EvAlUAtIOn Of PrACtICE**

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

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

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

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

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

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

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

In the advanced practice field placement, student should use concentration specific research methods in their learning.
• Direct practice students should be able to measure the results of the effectiveness of interventions with individual clients/consumers, families, and groups regardless of the model (social systems, psychodynamic, cognitive-behavioral) they choose for specialization.

• COSA students should be able to assess community and organizational needs and strengths as well as to evaluate program outcomes.

• Let the field education advisor who sent you on the interview know that you completed the process by promptly completing the top part of the Interview Confirmation Form and remind the field instructor who interviewed you to complete the middle part of the Interview Confirmation Form. This form may be downloaded from http://www.socialwork.pitt.edu/academics/msw/field-education/request-placement.

EVALUATION OF STUDENT

The evaluation of a student’s learning in a field placement is a collaborative process involving the field instructor, the student and the field liaison. The learning objectives in a student’s Field Learning Plan dovetail with the criteria for the evaluation of student competencies at the end of the term. During an agency visit, the field liaison discusses the student’s progress and field-based learning with the field instructor and the student. Since the timing of the visits can be influenced by a number of factors (e.g., field instructor, liaison, and student scheduling availability), not all visits may be made at the end of the term. However, if the visit occurs near the end of the semester, the meeting’s focus is on reviewing and discussing the Field Evaluation Form.

At times, the field instructor and student complete the Field Evaluation form prior to the liaison’s visit; after discussing the evaluation, all three parties are required to sign the form to acknowledge that they have reviewed it together and accept the assessments made about the student’s performance. If the field visit occurred earlier in the term, the field instructor submits the Field Evaluation form, which must be signed by both the field instructor and the student, directly to the School. The liaison is responsible for reviewing the Field Evaluation Form each semester when it is received by the School, if this did not already occur as part of the agency field visit. The liaison will contact the field instructor if there are areas lacking specificity. He or she is then required to sign it. The liaison, taking into consideration the field instructor’s recommendation, submits the official field grade for the student to the University.

Throughout the term the student needs to receive feedback on performance. Although there is a final evaluation, there should be no surprises. In preparation for the final evaluation, the student and field instructor need to review the Field Learning Plan and the additional criteria outlined by the School of Social Work in the Evaluation Form. Separately, each is to evaluate using the identified criteria. This is followed by a joint conference in which both student and field instructor exchange information. The field instructor recommends a grade for the student at this time. The final results of the conference are forwarded to the School by the field instructor. The final grade is given by the faculty /field education liaison as mandated by the Council on Social Work Education. Graduate students may receive a grade of S (Satisfactory) or NC (unsatisfactory). The evaluation for MSW students is due two weeks before the close of the term. The specific dates can be found in the current Field Education Calendar. A copy of the calendar can be located on line at http://www.socialwork.pitt.edu/academics/msw/field-education.

On occasion, a student may disagree with a particular point in the evaluation. The active learner takes responsibility for differences of this nature and asks for discussion of the matter. In the discussion, the student should seek the basis for the determination. If it is unjustified, the student has responsibility to present accurate data to validate his/her point of view. The field instructor should be able to substantiate his/her decision through reference to specific written work or supervisory/instructional meetings. While students are encouraged to keep logs or diaries of their time and assignments, field instructors are encouraged likewise to keep pertinent information of their supervisory meetings with the student. Significant differences in opinion of the grade need to be brought to the field liaison’s attention. Any time a problem develops in the field placement, the student and field instructor are expected to make an attempt towards resolution. If they are not successful, the field liaison needs to be involved. In extreme situations, the concentration chairperson, the Director of Field Education, the Director of the MSW program, and the Associate Dean for Academic Affairs may be involved. Students are also expected to evaluate the field placement experience at the end of the field placement and are encouraged to share that information with the field instructor. The formal evaluation is forwarded to Field Education, School of Social Work, University of Pittsburgh, Pittsburgh, PA 15260. Generalist Evaluation can be found at http://www.socialwork.pitt.edu/academics/msw/field-education. Concentration evaluation forms can be found at http://www.socialwork.pitt.edu/academics/msw/field-education.
FIELD LIAISON CONTACT

Field liaison contact represents the vital link between the School and the agency. It is through the involvement of faculty and the Office of Field Education personnel that the quality of field-based learning is assured and that student performance is monitored. The importance that the School attaches to the performance of this role is reflected in the fact that field liaison responsibility is taken into consideration in the determination of faculty workload.

The field liaison provides the bridge between the student’s classroom-based learning and her or his experience in the field. The liaison offers this connection not just to the student but the field instructor as well. The liaison is available to both the field instructor and the student in the event of difficulties and will engage with them in the process of problem solving. Students can learn about the role and function of the field liaison from the Student Handbook, the Field Seminar and Orientation, and the MSW Field Education Handbook.

The Director and professional staff of the Office of Field Education serve as the field liaison for the first field placement of MSW students who do not have advanced standing status. The field seminar acts as the liaison visit for the first term of Generalist placement for a non-advanced standing student’s second, concentration placement, or for an advanced standing student’s single, concentration placement, a faculty member performs the liaison function. The student’s advisor commonly serves as the field liaison, although another faculty member may be assigned as the liaison because of workload considerations.

The Assistant Director of Field Education acts as the field liaison, as well as the advisor, for students completing the Home and School Visitor Certificate. In some instances, concentration placement field liaison coverage is provided by an Office of Field Education staff member who has been working with the student. The Associate Dean for Academic Affairs, the MSW Program Director, and the Director of Field Education consult on such decisions.

Field liaisons are responsible for reviewing the Field Learning Plan that has been completed by the field instructor and the student. In the first term of Generalist field placement, the student is required to submit the field learning plan directly to the field seminar instructor. Liaisons and field seminar instructors will contact the field instructor if there are concerns about the proposed learning tasks. If appropriate, the liaison arranges a site visit to discuss with the field instructor and the student alternative or additional learning tasks that would more fully support achievement of the field education objectives.

The field liaison is responsible for reviewing and signing the Field Learning Plan that is negotiated between the field instructor and the student. Field staff and faculty instructors in their capacity as field liaisons will contact the field instructor if there are concerns about the proposed specific learning tasks and how they relate to the core or advanced competencies. When indicated, the Field Seminar instructor/field liaison might arrange a site visit (with the field instructor and the student) to discuss alternative or additional learning tasks that would support achievement of the field learning objectives, expected learning outcomes and the core competencies and advanced practice behaviors.

In the MSW Program, field staff assigned to the MSW Program who teach the Practicum Seminar and Lab courses serve as the field liaison for the Generalist students enrolled in the Field Seminar for the fall term and are their field liaison for the spring term. Field liaison contact represents the vital link between the School and the agency. It is through the liaison efforts that the quality of field-based learning, the mastery of the core for Generalist students is assured and that student performance is monitored. The Field Seminar instructor, serving in the capacity of field liaison, provides a bridge between the MSW Program curriculum and the student’s experience in the field. For the Second Year and Advanced Standing students- faculty with an MSW act as liaison for students in their specialty areas- CWEL, HSV, Gerontology, Mental Health etc...

MSW students submit a Field Learning plan as required course work for the first term in field work.

In the MSW Program, Generalist students also have weekly contact with their field liaison through participation in their required Field Seminar course. The evaluation of a student’s learning in a field placement is a collaborative process involving the field instructor, the student, and the field staff or faculty field liaison. The learning objectives and specific activities in a student’s Field Learning Plan are consistent with the criteria for the evaluation of performance at the end of the term. The Field Seminar instructor or faculty field liaison in their role as field liaison, teacher and student advisor, review the Field Learning Plan to ensure that it meets the educational learning objectives and core competencies of the program. When these objectives and opportunities to demonstrate the core competencies are met, the Field Seminar instructor or faculty liaison signs the student’s Field Learning Plan and submits it to the Office of Field Education. Field liaisons make at least one visit each term, except during the term students attend the field seminar, to a student’s field education site. The purpose of this visit is delineated in the MSW Student Handbook pg 21. Liaisons document their site visits via a Field Liaison Activity form, which faculty submit at the end of each semester to the Associate Dean for Academic Affairs, who uses this information to monitor faculty workload.
Field liaisons are expected to conduct one in-person visit each semester with the student and his or her field instructor. A field activity report is submitted to the Associate Dean of Academic Affairs and the Director of Field Education at the end of each term. If the field instructor does not possess an MSW degree, two in-person visits are to be conducted each term to assure that the social work perspective is transmitted. Typically, these meetings occur at the agency site. In addition to these required meetings, liaisons are available by phone and e-mail to address questions or concerns that field instructors or students may have. If the field education site is a significant distance from the Oakland campus or from the UPJ or UPB campuses (i.e., more than 90 minutes travel time), field placement monitoring can be performed via conference calls or e-mail. Field liaison contact may also be performed by an individual from a CSWE-accredited program near the site who is familiar with the field organization and the field instructor.

Again, faculty document their field liaison contacts via the Field Liaison Activity form, which is submitted to the Associate Dean of Academic Affairs and the Director of Field Education before the end of each term. Office of Field Education professional staff also document their field liaison contacts and submit their documentation to the Director of Field Education.

Finally, the field liaison is responsible for reviewing the Field Evaluation Form submitted by the field instructor at the end of each term. The liaison will contact the field instructor if there are areas lacking specificity. Based on the evaluation and the field instructor’s recommendation, the liaison submits the student’s field education grade to the University. Liaisons are not to submit a grade for a student unless the evaluation has been received and reviewed.

Field Learning Plan Guidelines

- Student will receive a specific link at the beginning of the term (Generalist, DP or COSA) to their PITT email account. This link is individualized and cannot be used interchangeably between students (1 student = 1 link).
- Student forwards the link Field Learning Plan link to their Field Instructor
- For Concentration MSW students-Field Instructor and Student will submit the Field Learning Plan around October 15th in the fall term or February 15th in the spring term or June 15th in the summer term but always before the closing date of their unique link.
- For Generalist MSW Students the field learning plan is due around December 7th for the fall term and around August 7th in the summer term but always before the closing date of their unique link.
- Field learning objectives must relate to student’s academic level and program
- The field learning plan will be reviewed by field liaison/practicum lab instructor and discussed at the field site visit
- Must be signed by both field instructor and student and submitted electronically
- For MSW Students, the Office of Field Education will secure your liaisons signature AFTER you submit your field learning plan to our office.
- Please contact Field Office with any questions or concerns at any time!

Field Evaluation Guidelines

- All Electronic Evaluations will be sent with a specific link to Student’s PITT E-mail Account about 7 weeks before the end of the term
- Student forwards the link Field Learning Plan link to their Field Instructor
- For Concentration MSW students-Field Instructor and Student will submit the Evaluation around December 7th in the fall term or April 15th in the spring term or August 7th in the summer term but always before the closing date of their unique link.
- For Generalist MSW Students the evaluation is due around April 15th for the spring term and around December 7th in the summer term but always before the closing date of their unique link.
- An Evaluation Reminder e-mail will also be sent about 4 weeks prior to end of the term;
- Evaluation is to be completed in collaboration with the student;
- Must be signed and returned by due date for a grade to be issued;
- For MSW Students, the Office of Field Education will secure your liaisons signature AFTER you submit your field evaluation/timesheet to our office.
- Please contact Field Office with any questions or concerns at any time!
FIELD EDUCATION LIAISON VISITS

The Council on Social Work Education requires that School of Social Work representatives have contact with field instructors and students during the field placement and maintain field liaison contacts with field education settings. Field liaison visits are made at least once per term except for first term of first year non-advanced standing student whereas the Field Seminar serves as the liaison contact for that term. On site field visits can occur at the beginning of field placement especially with new field instructors, during the middle, or at the end of the term. While there are many variations of the structure of field liaison visits during the field placement, there are certain themes that are central to the discussion during these visits.

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

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

3. What are the quantity and quality of the field learning experiences and practice/learning tasks and how do they relate to the program competencies?

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

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

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

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

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

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

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

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

ENDING THE FIELD PLACEMENT EXPERIENCE

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

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

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

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

**GENERALIST FIELD LEARNING OBJECTIVES FOR THE MSW STUDENT**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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

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

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

**GENERALIST FIELD INTEGRATIVE SEMINAR**

The overall educational goal of the Generalist field integrative seminar is to prepare the student to enter their field experience, present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning and make them aware of program’s core competencies.

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

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

At the completion of this seminar, each student will be able to demonstrate her/his ability to:

1. Describe the responsibilities of a student in field, the expectations of the field site and the School, and the roles and responsibilities of field personnel; as evidenced by full completion of required field documents &
field learning plan/timesheet and completion of embedded questions in Quizzes with a score of 80% or higher.  

2. Identify the values base of the profession and ethical behavior as related to field placement, including, knowledge of the NASW Code of Ethics and NASW standards for Cultural Competence in Social Work Practice; as evidenced by a score of 80% or higher on a quiz. Completion of a HIPPA on-line module through internet based studies under the Education and Research area of the University of Pittsburgh Health Sciences eLearning Environment—A short quiz is administered at the end of the module and a certificate of successful completion can be printed out, and completion of a Mandated Reporter Training and submission of the certificate of completion— {EP 2.1.1, 2.1.2}

3. Critically reflect about themselves, their professional roles, and their identification with the profession; and awareness of how personal values, behavior and establishing professional boundaries affect professional practice; as evidenced by completion of the Autobiographical Essay assignment with a score of 80% or higher based upon a rubric. {EP2.1.1, 2.1.2, 2.1.3}

4. Perform an organizational assessment (e.g. strength, weakness, issues, and opportunities) including organizational mission, policies, personnel structure, service programs, finances, and targeted clients’ or community’s major issues; as evidenced by completion of the Practicum Site Organization Analysis Paper with a score of 80% or higher based upon a rubric developed using Birkenmaier & Berg-Weger Practice Application 5.2.  {EP2.1.1, 2.1.5, 2.1.6, 2.1.7, 2.1.8}

5. Identify issues that could impact personal safety while in field placement based upon completion of the field placement review form {EP2.1.1, 2.1.2}

6. Identify key terms and processes associated with adult learning, educational supervision and common problems in field placements; as evidenced by scores of 80% or higher on quizzes. EP {2.1.1, 2.1.2}

7. Engage, Assess, Intervene and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Competency as evidenced by full completion of required field documents & field learning plan/timesheet and completion of embedded questions in Quizzes with a score of 80% or higher. EP {2.1.6, 2.1.7, 2.1.8, 2.1.9}

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

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

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

University of Pittsburgh - School of Social Work
Generalist MSW Field Learning Plan

Semester ____________________

Field Liaison’s Name: __________________________________________

Student’s Name: __________________________________________

Agency Name: __________________________________________

Agency Address: __________________________________________

Field Instructor: __________________________________________

Field Instructor Phone: __________________________________________

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Field Instructor Email: 

______________________________

Task Supervisor (if applicable):

______________________________

Task Supervisor Phone: 

______________________________

Task Supervisor Email: 

______________________________

Student’s Weekly Field Schedule:

Mon (Hours) _____ Tues (Hours) _____ Wed (Hours) _____ Thurs (Hours) _____ Fri (Hours) _____

Field Instruction Weekly Supervision Schedule:

Day of the Week: ___________ Time: _____________________________

ALL STUDENTS MUST ENGAGE IN A MINIMUM OF ONE HOUR PER WEEK FORMAL SUPERVISION.

Date Field Placement Commences: 
Ends: 

Field Evaluation Due Date: 

Student Signature: 

______________________________

Field Instructor Signature: 

______________________________

Field Liaison Signature: 

______________________________

Online: http://socialwork.pitt.edu/academic-programs/field-education/

Revised 6/17
The First Year MSW student engages in "generalist" practice in field placement. We define GENERALIST PRACTICE as being grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context of professional practice.

Guidelines for the Generalist Field Learning Plan

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Master's Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.

2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated tasks and practice behaviors, the Field Learning Plan should reflect the required learning for Generalist level and term of field placement. The Student submits the plan by the appropriate due date to the Field Liaison.

3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.

4. The Student's MSW Seminar Instructor / Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Field Liaison, Field Instructor and Field Seminar instructor.

5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the MSW Seminar Instructor/Liaison.

6. A copy of the Field Learning Plan is placed in the Student's academic folder.
Learning Dimensions

Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement.

Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:

- Knowledge (learned facts, information, theories) (K)
- Values (ethics and standards/principles) (V)
- Skills (behavior/application/execution/abilities) (S)
- Cognitive: (reasoning/understanding/insight) (C)
- Affective: (attitude/perception/feeling/empathy) (A)

Competencies

1. Engage Diversity and Difference in Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

2: Engage Diversity and Difference in Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

3: Advance Human Rights and Social, Economic, and Environmental Justice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

4: In Practice-informed Research and Research-informed Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

5: Engage in Policy Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)
### Competency #1: Demonstrate Ethical and Professional Behavior (EPAS Competency 2.1.1)

Social workers understand the value base of the profession & its ethical standards, as well as relevant laws & regulations that may impact practice at the micro, mezzo, & macro levels. Social workers understand frameworks of ethical decision-making & how to apply principles of critical thinking to those frameworks in practice, research, & policy arenas. Social workers recognize personal values & the distinction between personal & professional values. They also understand how their personal experiences & affective reactions influence their professional judgment & behavior. Social workers understand the profession’s history, its mission, & the roles & responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning & are committed to continually updating their skills to ensure they are relevant & effective. Social workers also understand emerging forms of technology & the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities (where appropriate)</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers: Make ethical decisions by applying the standards of the NASW Code of Ethics; Learning Dimension: Values (V)</td>
<td>Student will identify ethical dilemmas as appropriate to agency context.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td>Student will identify specific codes for making ethical decisions.</td>
<td></td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td>Student will uphold NASW Code of Ethics, specifically codes as they apply to field education.</td>
<td></td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
</tr>
<tr>
<td>In supervision, student will describe examples of his/her ability to tolerate ambiguity in resolving ethical conflicts.</td>
<td></td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
</tr>
<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
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<td>Due Dates</td>
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<tr>
<td>Apply relevant laws and regulations, models for ethical decision-making;</td>
<td>Student will discuss ethical dilemmas during supervision.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td></td>
<td>1st Six Weeks</td>
</tr>
<tr>
<td>Learning Dimension: Values (V)</td>
<td></td>
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<td>1st Term</td>
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<td></td>
<td>Student will identify potential strategies to resolve ethical dilemmas.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td></td>
<td>1st Term</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2nd Term</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Student will apply relevant laws and regulations when making ethical decisions.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td></td>
<td>1st Six Weeks</td>
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<td></td>
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<td>1st Term</td>
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<tr>
<td>Demonstrate ethical conduct of research, and additional codes of ethics as appropriate to context; Learning Dimension: Values (V)</td>
<td>Student will use ethical conduct in any research related to their field site by maintaining agency and client confidentiality.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
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<td>1st Six Weeks</td>
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<td></td>
<td>Student will ethically access client data and protect client data following agency policy.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
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<td>Ongoing</td>
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<tr>
<td>Use reflection and self-regulation to manage personal values; Learning Dimension: Values (V), Affective (A)</td>
<td>Student will share with field instructor her/his thoughts and feelings about target population/community interactions.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
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<td>1st Six Weeks</td>
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<td></td>
<td>Student will recognize and identify any conflict between personal, professional social work and agency values.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
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<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities(where appropriate)</td>
<td>Measurement</td>
<td>Due Dates</td>
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<tr>
<td>Student will seek feedback from field instructor and other systems to assess any professional and personal values in conflict.</td>
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<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>If necessary, utilizing feedback, student will develop and implement plan for self-correction</td>
<td></td>
<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>Student will act to protect the clients’ interests.</td>
<td></td>
<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>Using a journal, student will note any personal biases and values and discuss these in supervision as they relate to the population/community served.</td>
<td></td>
<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>Maintain professionalism in practice situations; <em>Learning Dimension: Values (V), Affective (A)</em></td>
<td></td>
<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>Student will treat clients and staff in a respectful and non-judgmental manner.</td>
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<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>Student will identify self as a student intern when communicating with staff and clients.</td>
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<td>Observation</td>
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<tr>
<td>Student will engage in assigned tasks appropriate for generalist practice.</td>
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<td>Observation</td>
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<td>Practice Behaviors</td>
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<td>Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication; Learning Dimension: Cognitive (C), Affective (A)</td>
<td>Student will follow agency cultural norms, policies and procedures to include, dress code, office hours and call off process.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td>Student will use clear and understandable language and will verbally communicate clearly and effectively with staff and clients.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td></td>
<td>Student will be able to clearly and concisely complete progress notes and service plans and other required documentation.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes; Learning Dimension: Skills (S), Values (V)</td>
<td>When utilizing technology, student will ethically access client data and protect client data following agency policy.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td>Student will prepare for and attend the weekly supervision meeting as scheduled.</td>
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<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td>Student will participate in supervision meeting using supervision appropriately as evidenced by agenda, journal, and supervision notes.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td>Practice Behaviors</td>
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<td>Student will come prepared for supervision with examples from practice, while considering personal values and biases, the NASW code of ethics, the target population’s rights and goals and policy issues that may be affecting service delivery</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
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<td>Student will seek supervision appropriately outside of formal meeting times.</td>
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<td>Display the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</td>
<td>Student will investigate resources that support lifelong learning (ex. NASW chapter events, continuing education opportunities, alumni mentoring).</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
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Competency #2: Engage Diversity and Difference in Practice (EPAS Competency 2.1.2)

Social workers understand how diversity & difference characterize & shape the human experience & are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity & expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, & tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, & alienation as well as privilege, power, & acclaim. Social workers also understand the forms & mechanism of oppression & discrimination & recognize the extent to which a culture's structures & values, including social, economic, political, & cultural exclusions, may oppress, marginalize, alienate, or create privilege & power.

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where appropriate</th>
<th>Measurement</th>
<th>Due Dates</th>
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<tr>
<td>Social workers:</td>
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</table>
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | Student will be able to identify their own personal experience with groups different than s/he. | Observation  
Discussion  
Assignment  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |           |
|                    |       | Student will be able to candidly discuss the impact of her/his own personal experience on client interactions with field instructor. | Observation  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |           |
|                    |       | Student will assess the impact of current agency policy and procedures on diverse populations. | Observation  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |           |
|                    |       | Student will make suggestions to design or redesign program’s policies and procedures to increase access to and best practices for vulnerable populations. | Observation  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |           |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences; | Student will be able to describe the impact of culturally diverse factors at all system levels (micro, mezzo, and macro) | Observation  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |           |
| Learning Dimension: Cognitive (C), Affective (A) | Student will demonstrate effective and culturally humble interviewing skills. | Observation  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |           |
|                    |       | Student will identify how agency policies and procedures affect diverse populations eligible for services. | Observation  
Assignment | 1st Six Weeks  
1st Term  
2nd Term |           |
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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where appropriate</th>
<th>Measurement</th>
<th>Due Dates</th>
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<td>Student will identify her/his position of privilege and power in relation to client system.</td>
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<td>Student will acknowledge and honor difference between client system and self.</td>
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<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<tr>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>Student will be able to identify personal values, beliefs and assumptions evoked in relation to the demands of the agency setting.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td>With the direction of the field instructor, student will develop appropriate strategies for managing any biases effectively in order to practice without discrimination.</td>
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<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<td></td>
<td>Student will be able to work with clients of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues.</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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*Learning Dimension: Cognitive (C), Affective (A), Skills (S)*
### Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (EPAS Competency 2.1.3)

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, & education. Social workers understand the global interconnections of oppression & human rights violations, & are knowledgeable about theories of human need & social justice & strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, & responsibilities are distributed equitably & that civil, political, environmental, economic, social, & cultural human rights are protected.

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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and Learning Dimension: Skills (S), Values (V)</td>
<td>Student will be able to identify and describe forms and mechanisms of discrimination and oppression.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td>Engage in practices that advance social, economic, and environmental justice. Learning Dimension: Cognitive (C), Values (V)</td>
<td>Student will be able to identify agency policies and structures that adversely affect client systems.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<td>Student will identify underserved needs of population served by agency.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<td>Student will develop advocacy strategies to meet these needs at all system levels (micro, mezzo, and macro).</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<td></td>
<td>Student will assess the need for advocacy on behalf of client system to advance social, economic and environmental justice.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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</table>
### Competency #4: Engage In Practice-informed Research and Research-informed Practice (EPAS Competency 2.1.4)

Social workers understand qualitative & quantitative research methods & their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge. Social workers understand the evidence that informs practice derives from multi-disciplinary sources & multiple ways of knowing. They also understand the processes for translating research finding into effective practice.

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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where appropriate</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| **Use practice experience and theory to inform scientific inquiry and research;** | **Learning Dimension:** Cognitive (C), Knowledge (K)                                                                                   | Student will be able, in consultation with field supervisor, to identify agency problem or issue that needs to be addressed and formulate a problem statement. | Observation  
  Documentation  
  Assignment  
  Discussion  
  Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
| **Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;** | **Learning Dimension:** Cognitive (C), Knowledge (K)                                                                                   | Student will be able to identify and plan to gather data. | Observation  
  Documentation  
  Assignment  
  Discussion  
  Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
| **Use and translate research evidence to inform and improve practice, policy, and service delivery.** |                                                                                                                                       | Student will be able to discuss the effect of research on agency practice and/or policy. | Observation  
  Documentation  
  Assignment  
  Discussion  
  Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
Competency #5: Engage in Policy Practice (EPAS Competency 2.1.5)

Social workers understand that human rights & social justice as well as social welfare & services, are mediated by policy & its implementation at the federal, state, & local levels. Social workers understand the history & current structures of social policies & services, the role of policy in service delivery, & the role of practice in policy development. Social workers understand their role in policy development & implementation within their practice settings at the micro, mezzo, & macro levels & they actively engage in policy practice to effect change within those settings. Social workers recognize & understand the historical, social cultural, economic, organizational, environmental, & global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, & evaluation.

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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; Learning Dimension: Knowledge (K)</td>
<td>Student will describe social policies, laws, practices that impact the client system or delivery of services.</td>
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<td>Observation</td>
<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<td>Journal</td>
<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services; Learning Dimension: Cognitive (C)</td>
<td>Student will identify and describe forms and mechanisms of discrimination and oppression.</td>
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<td>Observation</td>
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<td>Documentation</td>
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<td>Journal</td>
<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance</td>
<td>Student will identify key stakeholders.</td>
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<td>Observation</td>
<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
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<td>human rights and social, economic, and environmental justice.</td>
<td>Student will assess the need for advocacy on behalf of client system</td>
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<td>1st Six Weeks</td>
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<tr>
<td>Learning Dimension: Cognitive (C), Knowledge (K), Skills (S)</td>
<td>Student identifies agency policies and procedures that impact the quality of service delivery.</td>
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<td>Student will implement advocacy strategy as appropriate to agency context.</td>
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<td></td>
<td>Student generates ideas to improve service delivery and discusses with field instructor as to viability of proposed improvements.</td>
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<td>1st Six Weeks</td>
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</table>
Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.6)

Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work practice, with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to facilitate engagement with clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand strategies, to engage diverse clients & constituencies to advance practice effectiveness. Social workers understand how their personal experiences & affective reactions may impact their ability to effectively engage with diverse clients & constituencies. Social workers value principles of relationship-building & inter-professional collaboration to facilitate engagement with clients, constituencies, & other professionals as appropriate.)

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Social Workers:</td>
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<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</td>
<td>Student will identify issues related to transitions over the course of the life cycle.</td>
<td>Observation</td>
<td>1st Six Weeks</td>
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<td>Learning Dimension: Skills (S)</td>
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<td>Documentation</td>
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<td>Journal</td>
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<td>Student will be able to relate culturally humble and competent social work perspectives and related theories</td>
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<td>Student will gather relevant data in an organized manner.</td>
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<td>Student will be aware of, and can appropriately utilize, standardized measurement and diagnostic tools.</td>
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<td>Social Workers:</td>
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<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</td>
<td>Student will create clinical recommendations to client systems based on information gathered.</td>
<td>Observation</td>
<td>1st Six Weeks</td>
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<td>Learning Dimension: Skills (S)</td>
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<td>Documentation</td>
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<td></td>
<td>Student will describe the scope of the problem the agency addresses.</td>
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<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
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<tr>
<td>Student will articulate the agency’s mission, scope and limitations of the agency</td>
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<td>Observation</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
<td>Assignment</td>
<td>□ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
</tr>
<tr>
<td>Learning Dimension: Cognitive (C), Affective (A)</td>
<td></td>
<td>Discussion</td>
<td>□ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
</tr>
<tr>
<td>Student will “start where the client system is”.</td>
<td></td>
<td>Journal</td>
<td>□ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<tr>
<td>Student will establish rapport with the client system.</td>
<td></td>
<td>Observation</td>
<td>□ Observation □ Documentation □ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
</tr>
<tr>
<td>Student will create and maintain a therapeutic relationship with client systems.</td>
<td></td>
<td>Assignment</td>
<td>□ Assignment □ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
</tr>
<tr>
<td>Student will verbally communicate clearly and effectively with client systems and staff.</td>
<td></td>
<td>Discussion</td>
<td>□ Discussion □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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<tr>
<td>Students will clearly and concisely complete progress notes and service plans.</td>
<td></td>
<td>Journal</td>
<td>□ Journal</td>
<td>□ 1st Six Weeks □ 1st Term □ 2nd Term □ Ongoing</td>
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</tbody>
</table>
Competency #7: **Assess Individuals, Families, Groups, Organizations, and Communities** (EPAS Competency 2.1.7)

Social workers understand that assessment is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of diverse individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in the assessment of diverse clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand methods of assessment with diverse client & constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process & value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences & affective reactions may affect their assessment & decision-making.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; <strong>Learning Dimension:</strong> Cognitive (C)</td>
<td>Student will obtain client system records following agency policy.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td></td>
<td>Under supervision, student interprets client system data as appropriate.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<td></td>
<td>Student will be able to identify issues related to transitions over the course of the life cycle.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
</tr>
<tr>
<td></td>
<td>Student will utilize the social work perspectives and related theories when assessing the target population.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td></td>
<td>Student will complete a comprehensive, culturally sensitive, and humble, bio-psycho-social-spiritual assessment on clients and client systems.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td></td>
<td>Student will evaluate the environmental impact upon client system presenting concerns.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
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</table>
| and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituents; | Student will utilize the eco-systems theory to assess and intervene to address client’s presenting concerns. | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
| **Learning Dimension:** Cognitive (C), Knowledge (K)                              | Student will be able to identify sources of knowledge (ex. Theoretical, Service Delivery Systems, Evidence-Based Practice). | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
|                                                                                | Student will distinguish which sources are relevant to client population served by agency context. | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
|                                                                                | Student will identify various models of assessment and prevention relevant to population served by agency. | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
|                                                                                | Under supervision, student will compare and contrast models of assessment and prevention. | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
|                                                                                | Student will demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served. | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
| Develop mutually agreed-on intervention goals and objectives based on the critical | Student, in concert with client system, will be able to develop clear and timely service intervention goals. | Observation  
Documentation  
Assignment  
Discussion  
Journal | | 1st Six Weeks  
1st Term  
2nd Term  
Ongoing |
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| assessment of strengths, needs, and challenges within clients and constituencies;  
*Learning Dimension: Skills (S)* | Student will be able to develop measurable objectives designed to meet agreed upon goals. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
| | Through the interviewing process, the student will identify at least three areas of strength of the client system. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies  
*Learning Dimension: Skills (S), Knowledge (K), Values (V)* | Student will identify at least three areas of challenge of the client system. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
| | Student will be able to identify various models of assessment and prevention relevant to population served by agency. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
| | Student will be able to compare and contrast models of assessment and prevention. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
| | Student will demonstrate the ability to evaluate the efficacy of assessment and prevention models relative to population served. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
| | Student will be able to select from an array of intervention strategies. |  | Observation, Documentation, Assignment, Discussion, Journal | 1st Six Weeks, 1st Term, 2nd Term, Ongoing |
### Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.8)

Social workers understand that intervention is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to effectively intervene with clients & constituencies. Social workers value the importance of inter-professional teamwork & communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, & inter-organizational collaboration.

<table>
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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
</table>
| **Social Workers:**  
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  
*Learning Dimension: Cognitive (C), Skills (S)* | Student will be able to identify various models of intervention relevant to population served by agency. |  | Observation  
  - Documentation  
  - Assignment  
  - Discussion  
  - Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
| | Student utilizes eco-systems theory to intervene to address client’s presenting concerns. |  | Observation  
  - Documentation  
  - Assignment  
  - Discussion  
  - Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
| | Student will demonstrate the ability to evaluate the efficacy of intervention models relative to population served. |  | Observation  
  - Documentation  
  - Assignment  
  - Discussion  
  - Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
| | Student will describe services and resources provided by the agency to its client systems. |  | Observation  
  - Documentation  
  - Assignment  
  - Discussion  
  - Journal | 1st Six Weeks  
  1st Term  
  2nd Term  
  Ongoing |
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Dimension:</strong> Cognitive (C), Knowledge (K)</td>
<td>Student will identify and work with key stakeholders.</td>
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<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td></td>
<td>Student will be able to evaluate environmental impact of presenting problem on client’s concerns.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td><strong>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</strong></td>
<td>Under supervision, student identifies organizational goals and prepares for action.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td><strong>Learning Dimension:</strong> Skills (S)</td>
<td>Student will be able to implement and continually assess progress towards goal attainment.</td>
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<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<td></td>
<td>Student will be able to revise intervention plan accordingly.</td>
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<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
</tr>
<tr>
<td><strong>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</strong></td>
<td>Using eco systems and other theoretical frameworks, student and client work together toward goal attainment.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
</tr>
<tr>
<td><strong>Learning Dimension:</strong> Skills (S)</td>
<td>Student connects client to appropriate resources and referrals to promote goal attainment.</td>
<td></td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, Ongoing</td>
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<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
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<td>Documentation</td>
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<td>Discussion</td>
<td>Ongoing</td>
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<td>Journal</td>
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<td></td>
<td>Student advocates for needed services for client</td>
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<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<tr>
<td>Learning Dimension: Skills (S), Values (V)</td>
<td>Student will be able to assess successful goal attainment and plan termination accordingly.</td>
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<td>Observation</td>
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<td>Student will be able to successfully terminate in the helping process</td>
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### Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(EPAS Competency 2.1.9)

Social workers understand that evaluation is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations & communities. Social workers recognize the importance of evaluating processes & outcomes to advance practice, policy, & service delivery effectiveness. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in evaluating outcomes. Social workers understand qualitative & quantitative methods for evaluating outcomes & practice effectiveness.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and select and use appropriate methods for evaluation of outcomes</td>
<td>Student will be able to continuously evaluate intervention, not only at termination, but throughout process.</td>
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<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<td></td>
<td>Student will be able to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving outcomes.</td>
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<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td></td>
<td>Student will be able to develop future recommendations for favorable outcome strategies for goal attainment.</td>
<td></td>
<td></td>
<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<tr>
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<td></td>
<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
<td>Student identifies agency policies and procedures that impact the quality of service delivery.</td>
<td></td>
<td></td>
<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<tr>
<td>Learning Dimension: Cognitive (C), Knowledge (K)</td>
<td></td>
<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro</td>
<td>Student generates ideas to improve service delivery and discusses with field instructor as to viability of proposed improvements.</td>
<td></td>
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<td>1st Six Weeks 1st Term 2nd Term Ongoing</td>
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<td>Observation</td>
<td>Documentation</td>
<td>Assignment</td>
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<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
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<tr>
<td><em>Learning Dimension: Skills (S)</em></td>
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</table>
**Office of Field Education - Student Handbook**

**MSW Field Placement Time Sheet**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sa/Su</th>
<th>Weekly Total</th>
<th>Field Instructor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>Sept 7-11</td>
<td>8-3</td>
<td>9-5</td>
<td>----</td>
<td>9-5</td>
<td>8-3</td>
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<td>28 hours</td>
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**Total**

Minimum Hours Required: (MSW 1st Year -- 144 fall term -- 216 spring term) (MSW 2nd Year or Adv Standing -- 360 per term)

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<thead>
<tr>
<th>Student Signature</th>
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<table>
<thead>
<tr>
<th>Field Instructor's Signature</th>
<th>Date:</th>
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</table>

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this below. No student may end field work more than 2 weeks before the end of the term.*

---

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GENERALIST EVALUATION

The end of term evaluation of the student’s performance in the field practicum represents a summation of the field instructor’s feedback and assessment of the student’s performance for the specified term. A field placement activity time sheet is attached to the end of the evaluation form.

Both the student and the field instructor should have a copy of the instrument at the start of the field practicum. This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

The evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the student’s quality and nature of performance activity, timeliness and practice behaviors that are assessed. The student must be involved in the process and both the field instructor and the student should be familiar with the program competencies. The evaluation measures where the student is relative to the student’s growth and development in relation to the competencies.

End of term evaluation consists of:

Review of the Field Learning Plan with a focus on what was accomplished, what was not, the quality of the student’s work, the student’s strengths and weaknesses, and further learning that is suggested for the student’s professional development. Following a review and discussion with the student, the field instructor completes this instrument. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument and it is the student’s responsibility to submit the instrument to the Office of Field Education by the due date. The Office of Field Education forwards the form to the field liaison who reviews and confirms the grade recommendation.

Completion of the evaluation instrument with emphasis on the quality and performance level of the student as it relates to competencies and the practice behaviors that derive from them.

GENERALIST MSW FIELD EVALUATION

School of Social Work
University of Pittsburgh

Date of Evaluation: ____________________________ Term: ____________ Year: ____________

1. Evaluation Level: (Check One): _______First Term _______Second Term _______Final Term
2. Student Name: ________________________________________________________________
3. Concentration (1 = Direct Practice; 2 = COSA)
4. Peoplesoft ID: ________________________________________________________________
5. Field Liaison: ________________________________________________________________
6. Field Instructor Name: _________________________________________________________
7. Field Instructor Phone: _________________________________________________________
8. Field Instructor Email: _________________________________________________________
9. Task Supervisor Name: _________________________________________________________

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10. Task Supervisor Phone:

11. Task Supervisor Email:

12. Name of Agency/Organization:
13. Department:
14. Site Address:

**EVALUATION GRADE**
(See pages 2-3 for explanation, to be entered upon completion of evaluation)

Overall Grade Recommended  □ Satisfactory  □ No Credit

(Final grade will be determined by Field Liaison)

Field Evaluation Due Date: ________________________________

Student Signature: ________________________________ Date: __________

Field Instructor Signature: ________________________________ Date: __________

Field Liaison Signature: ________________________________ Date: __________

Online: [http://www.socialwork.pitt.edu/academic-programs/field-education/](http://www.socialwork.pitt.edu/academic-programs/field-education/)

Revised 6/2017
The end of term evaluation of the student’s performance in the field practicum represents a summation of the field instructor’s feedback and assessment of the student’s performance for the specified term. A field placement activity time sheet is attached to the end of the evaluation form.

Both the student and the field instructor should have a copy of the instrument at the start of the field practicum. This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

The evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the student’s quality and nature of performance activity, timeliness and practice behaviors that are assessed. The student must be involved in the process and both the field instructor and the student should be familiar with the program competencies. The evaluation measures where the student is relative to the student’s growth and development in relation to the competencies.

End of term evaluation consists of:

Review of the Field Learning Plan with a focus on what was accomplished, what was not, the quality of the student’s work, the student’s strengths and weaknesses, and further learning that is suggested for the student’s professional development. Following a review and discussion with the student, the field instructor completes this instrument. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument electronically and it is the student’s responsibility to submit the instrument to the Office of Field Education by the due date via Qualtrics. The Office of Field Education forwards the form to the field liaison who reviews and confirms the grade recommendation.

Completion of the evaluation instrument with emphasis on the quality and performance level of the student as it relates to competencies as outlined under the headings below:

Nine competencies are measured in the evaluation:

1. Engage in Diversity and Difference in Practice
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed research and Research-informed practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Each competency has related practice behaviors that are rated on a 5-point Likert scale that ranges from “Advanced Competence” to “Unacceptable Progress”. Additionally, each practice behavior contains learning dimensions of the behaviors that are involved in developing competence throughout the field placement.

The 5 Learning Dimensions are:

1. Knowledge – learned facts, information, theories
2. Values – ethics and standards/principles
3. Skills – behavior, application, execution, abilities
4. Cognitive – reasoning, understanding, insight
5. Affective – attitude, perception, feeling, empathy
Learning Dimensions: Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement

Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:
Knowledge (learned facts, information, theories) (K)
Values (ethics and standards/principles) (V)
Skills (behavior/application/execution/abilities) (S)
Cognitive: (reasoning/understanding/insight) (C)
Affective: (attitude/ perception/feeling/empathy) (A)

Competencies

1. Engage Diversity and Difference in Practice
   Knowledge (K)
   Values (V)
   Skills (S)
   Cognitive (C)
   Affective (A)

2. Engage Diversity and Difference in Practice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

3: Advance Human Rights and Social, Economic, and Environmental Justice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

4: Engage In Practice-informed Research and Research-informed Practice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

5: Engage in Policy Practice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

6: Engage with Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective

7: Assess Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective

8: Intervene with Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective

9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective
Section 1.03  COMPETENCIES / EVALUATION INSTRUMENT

(a)  Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria:


<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern.

The faculty liaison/ practicum lab instructor has the responsibility of assigning the grade for the course based on overall evaluation of the student’s performance in placement in conjunction with the agency field instructor’s evaluation; intern journal; seminar participation; and assigned papers.

Please do not equate this scale to the traditional letter grading scale. At the Generalist level, a score of three or “competent” constitutes a passing grade. Students are not expected to have fives or many fours.

For additional guidance in using this scale, please contact the Office of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. It is expected that students must demonstrate achievement in all areas in order to receive a score of 4 or 5.

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade.

Please add any comments and/ or suggestions regarding the skills for each section.

The field instructor is required to complete an electronic copy of the field evaluation at the end of each term of field placement. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student’s improvement should be noted in the narrative section. One completed evaluation (done by the Field Instructor and reviewed by the student) is forwarded to the Field Education Office via Qualtrics, which then informs the faculty liaison of its arrival. The student may be given a copy of the final evaluation if requested.
COMPETENCY #1:

DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
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<tbody>
<tr>
<td>V</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>a</td>
<td>Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
</tr>
<tr>
<td>A, V</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>b</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
<tr>
<td>C, A</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>c</td>
<td>Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic</td>
</tr>
<tr>
<td>S, V</td>
<td>5 4 3 2 1</td>
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<tr>
<td>d</td>
<td>Uses technology ethically and appropriately to facilitate practice outcomes</td>
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<tr>
<td>C, V</td>
<td>5 4 3 2 1</td>
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<tr>
<td>e</td>
<td>Uses supervision and consultation to guide professional judgment and behavior</td>
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OVERALL EVALUATION OF COMPETENCY #1

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f OVERALL EVALUATION OF THE DEMONSTRATION AND APPLICATION OF PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #2:

ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

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<th>Learning Dimension</th>
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<td>V,S a</td>
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<tr>
<td>C,A b</td>
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<tr>
<td>C,A,S c</td>
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V,S a: Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

C,A b: Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences

C,A,S c: Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

OVERALL EVALUATION OF COMPETENCY #2

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d: OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN THE FIELD PLACEMENT

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #3:

ADVANCE HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

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<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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### Learning Dimension

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<th>Code</th>
<th>Description</th>
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<tr>
<td>S,V</td>
<td>a</td>
<td>Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
</tr>
<tr>
<td>C,V</td>
<td>b</td>
<td>Engages in practices that advance social, economic, and environmental justice</td>
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### OVERALL EVALUATION OF COMPETENCY #3

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<tr>
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OVERALL EVALUATION OF THE APPLICATION OF THE ADVANCEMENT OF HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT

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Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

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If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #4:

ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

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<th>SCALE</th>
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<tr>
<td>K,C a</td>
<td></td>
</tr>
<tr>
<td>Uses practice experience and theory to inform scientific inquiry and research</td>
<td>☐</td>
</tr>
<tr>
<td>K,C b</td>
<td></td>
</tr>
<tr>
<td>Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>☐</td>
</tr>
<tr>
<td>K,S c</td>
<td></td>
</tr>
<tr>
<td>Uses and translates research evidence to inform and improve practice, policy, and service delivery</td>
<td>☐</td>
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OVERALL EVALUATION OF COMPETENCY #4

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d) OVERALL EVALUATION OF THE ENGAGEMENT OF PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE IN THE FIELD PLACEMENT | ☐ | ☐ | ☐ | ☐ | ☐ |

e) Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?
f) If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #5:

ENGAGE IN POLICY PRACTICE

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<th>Competent</th>
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<th>Learning Dimension</th>
<th>Scale</th>
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<td>K</td>
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<tr>
<td>a</td>
<td>Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
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<tr>
<td>C</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>b</td>
<td>Assesses how social welfare and economic policies impact the delivery of and access to social services</td>
</tr>
<tr>
<td>C,S,V</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>c</td>
<td>Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
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OVERALL EVALUATION OF COMPETENCY #5

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<th>d</th>
<th>OVERALL EVALUATION OF THE ENGAGEMENT OF POLICY PRACTICE IN THE FIELD PLACEMENT</th>
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| e | Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why? |
|   |                                                                              |
| f | If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve. |
COMPETENCY #6:

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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<th>Competent</th>
<th>Insufficient Competence</th>
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</table>

**Learning Dimension**

<table>
<thead>
<tr>
<th>S a</th>
<th>Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>C,A b</td>
<td>Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
</tr>
</tbody>
</table>

**OVERALL EVALUATION OF COMPETENCY #6**

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
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**SCALE**

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</table>

**OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #7:

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>C a</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K,C b</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>S c</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K,S,V d</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

OVERALL EVALUATION OF COMPETENCY #7

[Scale 5 4 3 2 1]

f Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

g If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
## COMPETENCY # 8:

### INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### Learning Dimension

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C,S</td>
<td>Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
</tr>
<tr>
<td>K,C</td>
<td>Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
</tr>
<tr>
<td>S</td>
<td>Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
</tr>
<tr>
<td>S</td>
<td>Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies</td>
</tr>
<tr>
<td>S,V</td>
<td>Facilitates effective transitions and endings that advance mutually agreed-on goals</td>
</tr>
</tbody>
</table>

### OVERALL EVALUATION OF COMPETENCY #8

<table>
<thead>
<tr>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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<tr>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
</tr>
</tbody>
</table>

**OVERALL EVALUATION OF THE INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY # 9:

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

| Learning Dimension | | |
|--------------------| | |
| K, S a | Selects and uses appropriate methods for evaluation of outcomes |
| K, C b | Applies knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |
| C c | Critically analyzes, monitors, and evaluates intervention and program processes and outcomes |
| S d | Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |

OVERALL EVALUATION OF COMPETENCY #9

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL EVALUATION OF THE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</td>
</tr>
<tr>
<td>SCALE</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
OVERALL END OF TERM EVALUATION

Question 1: Please check ONE of the following at the end of term evaluation:

- **Unacceptable progress**: This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.
- **Insufficient competence**: This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- **Competent**: This intern is meeting the expectations of a field placement intern.
- **Proficient**: This intern is excelling in field placement by performing above expectations for interns.
- **Advanced**: This intern is performing exceedingly beyond expectations in field placement.

Comments/Elaboration:

Question 2: Please check ONE of the following at the final evaluation. Only complete this section at the end of the field practicum.

- **Unacceptable progress**: This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.
- **Insufficient competence**: This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- **Competent**: This intern is meeting the expectations of a field placement intern.
- **Proficient**: This intern is excelling in field placement by performing above expectations for interns.
- **Advanced**: This intern is performing exceedingly beyond expectations in field placement.

Final Comments/Elaboration:
The following section should be completed by the intern:

My agency field instructor and faculty liaison or practicum lab instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

☐ I agree with the evaluation
☐ I do not agree with evaluation

Intern’s Pitt ID number (PeopleSoft’s 7 digit ID#):

Today’s date-- Day: ______ Month: ______ Year: 20____

NOTE: If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.
## MSW FIELD PLACEMENT TIME SHEET

**Student Name:** ____________________  
**Field Placement Site:** ____________________  
**Field Instructor:** ____________________  

**Semester (Check one):**  
- [ ] Fall  
- [ ] Spring  
- [ ] Summer  
**Year:** __________

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sa/Su</th>
<th>Weekly Total</th>
<th>Field Instructor Initials</th>
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</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>Sept 7-11</td>
<td>8-3</td>
<td>9-5</td>
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</tbody>
</table>

Minimum Hours Required:  
- (MSW 1st Year -- 144 fall term -- 216 spring term)  
- (MSW 2nd Year or Adv Standing -- 360 per term)

**STUDENT SIGNATURE:** ____________________  
**DATE:** __________

**FIELD INSTRUCTOR’S SIGNATURE:** ____________________  
**DATE:** __________

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section. No placement can end more than two weeks early in any term.

Comments
MSW Direct Practice Field Learning Plan

Semester _____________________

Field Liaison's Name: ________________________________________________

Student's Name: _____________________________________________________

Agency Name: _______________________________________________________

Agency Address: _____________________________________________________

Field Instructor: _____________________________________________________

Field Instructor Phone: _______________________________________________

Field Instructor Email: _______________________________________________

Task Supervisor (if applicable): _________________________________________

Task Supervisor Phone: _______________________________________________

Task Supervisor Email: _______________________________________________

Student’s Weekly Field Schedule:

Mon (Hours) ______ Tues (Hours) ______ Wed (Hours) ______ Thurs (Hours) ______ Fri (Hours) ______

Field Instruction Weekly Supervision Schedule:

Day of the Week: _______ Time: ______________________________

ALL STUDENTS MUST ENGAGE IN A MINIMUM OF ONE HOUR PER WEEK FORMAL SUPERVISION.

Date Field Placement Commences: ________________________________ Ends: ________________

Field Evaluation Due Date: ________________________________

Student Signature: ____________________________________________

Field Instructor Signature: ________________________________

Field Liaison Signature: ________________________________

Online: http://socialwork.pitt.edu/academic-programs/field-education/

Revised 9/16
Guidelines for the Direct Practice Concentration Field Learning Plan

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Master’s Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.

2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated tasks and practice behaviors, the Field Learning Plan should reflect the required learning for Direct Practice concentration level and term of field placement.

3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.

4. The Student's Faculty Advisor/ Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Faculty Advisor/ Liaison and the Field Instructor.

5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Faculty Advisor/ Liaison.

6. A copy of the Field Learning Plan is placed in the Student's electronic academic folder.
Learning Dimensions

Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement.

Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:

- Knowledge (learned facts, information, theories) (K)
- Values (ethics and standards/principles) (V)
- Skills (behavior/application/execution/abilities) (S)
- Cognitive: (reasoning/understanding/insight) (C)
- Affective: (attitude/perception/feeling/empathy) (A)

Competencies

1. Engage Diversity and Difference in Practice

   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

2: Engage Diversity and Difference in Practice

   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

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

   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

In Practice-informed Research and Research-informed Practice

   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

5: Engage in Policy Practice

   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
• Affective (A)

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

• Knowledge (K)
• Values (V)
• Skills (S)
• Cognitive (C)
• Affective (A)

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

• Knowledge (K)
• Values (V)
• Skills (S)
• Cognitive (C)
• Affective (A)

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

• Knowledge (K)
• Values (V)
• Skills (S)
• Cognitive (C)
• Affective (A)

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

• Knowledge (K)
• Values (V)
• Skills (S)
• Cognitive (C)
• Affective (A)
Direct Practice MSW Field Learning Plan

**Competency #1: Demonstrate Ethical and Professional Behavior (EPAS Competency 2.1.1)**

Social workers understand the value base of the profession & its ethical standards, as well as relevant laws & regulations that may impact practice at the micro, mezzo, & macro levels. Social workers understand frameworks of ethical decision-making & how to apply principles of critical thinking to those frameworks in practice, research, & policy arenas. Social workers recognize personal values & the distinction between personal & professional values. They also understand how their personal experiences & affective reactions influence their professional judgment & behavior. Social workers understand the profession’s history, its mission, & the roles & responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning & are committed to continually updating their skills to ensure they are relevant & effective. Social workers also understand emerging forms of technology & the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities(where appropriate)</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers:</td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>Analyze ethical decisions by applying</td>
<td>Observation</td>
<td>1st Six Weeks</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>the standards of the NASW Code of</td>
<td>Assignment</td>
<td>1st Term</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>Ethics, relevant laws &amp; regulations,</td>
<td>Discussion</td>
<td>2nd Term</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>models for ethical decision-making,</td>
<td>Journal</td>
<td>3rd Term</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>ethical conduct of research, &amp;</td>
<td></td>
<td>4th Term</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>additional codes of ethics for</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying the standards of the NASW Code of</td>
<td>interventions with individuals, families &amp; small groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Learning Dimension: | Values (V), Knowledge (K), Skills (S) |                          |             |                          |

| Apply relevant laws | Student will discuss ethical dilemmas during supervision. |                          |             |                          |
| regulations, models for ethical decision-making; | | | | |
| Learning Dimension: | Values (V), Skills (S) | | | |

<p>| Student will identify potential strategies to resolve ethical dilemmas. | | | | |
| Learning Dimension: | Values (V), Skills (S) | | | |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities (where appropriate)</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical conduct of research, and additional codes of ethics as appropriate to context; <em>Learning Dimension: Affective (A)</em></td>
<td>Student will use ethical conduct in any research related to their field site by maintaining agency and client confidentiality.</td>
<td>![Activities](observation, documentation, assignment, discussion, journal)</td>
<td>Observation</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
</tr>
<tr>
<td></td>
<td>Student will ethically access client data and protect client data following agency policy.</td>
<td>![Activities](observation, documentation, assignment, discussion, journal)</td>
<td>Observation</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values; <em>Learning Dimension: Values (V), Affective (A), Cognitive (C)</em></td>
<td>Utilize reflection &amp; self-regulation to manage personal values &amp; maintain professionalism with individuals, families &amp; small groups.</td>
<td>![Activities](observation, documentation, assignment, discussion, journal)</td>
<td>Observation</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
</tr>
<tr>
<td></td>
<td>Using a journal, student will note any personal biases and values and discuss these in supervision as they relate to the population/community served.</td>
<td>![Activities](observation, documentation, assignment, discussion, journal)</td>
<td>Observation</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
</tr>
<tr>
<td>Maintain professionalism in practice situations; <em>Learning Dimension: Skills (S), Knowledge (K)</em></td>
<td>Student will treat clients and staff in a respectful and non-judgmental manner.</td>
<td>![Activities](observation, documentation, assignment, discussion, journal)</td>
<td>Observation</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
</tr>
<tr>
<td></td>
<td>Student will identify self as a student intern when communicating with staff and clients.</td>
<td>![Activities](observation, documentation, assignment, discussion, journal)</td>
<td>Observation</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
</tr>
<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities (where appropriate)</td>
<td>Measurement</td>
<td>Due Dates</td>
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<td>---------------------</td>
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<tr>
<td>Student will engage in assigned tasks appropriate for advanced practice.</td>
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<td>Observation</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Six Weeks</td>
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<td>Documentation</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Term</td>
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<td>Assignment</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Term</td>
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<td>Discussion</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Term</td>
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<td>Journal</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Term</td>
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<td>Ongoing</td>
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<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;</td>
<td>Demonstrate professional demeanor in behavior; appearance; &amp; oral, written, &amp; electronic communication with consumers, colleagues &amp; agencies in direct practice settings.</td>
<td></td>
<td>Observation</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Six Weeks</td>
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<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes;</td>
<td>Evaluate the ethical &amp; appropriate use of technology to facilitate practice outcomes with individuals, families &amp; small groups.</td>
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<td>Learning Dimension: Values (V), Knowledge (K), Skills (S), Cognitive (C)</td>
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<tr>
<td>Use supervision and consultation to guide professional judgement and behavior.</td>
<td>Utilize clinical supervision &amp; consultation to guide professional judgment &amp; behavior to promote effective outcomes with individuals, families &amp; small groups.</td>
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<td>Practice Behaviors</td>
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<td>Specific Activities(where appropriate)</td>
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<td>Due Dates</td>
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<td>Display the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</td>
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*Learning Dimension: Knowledge (K), Skills (S)*

| | | | Observation | 1st Six Weeks |
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| | | | Assignment | 2nd Term |
| | | | Discussion | 3rd Term |
| | | | Journal | 4th Term |
| | | | | Ongoing |
Competency #2: Engage Diversity and Difference in Practice (EPAS Competency 2.1.2)
Social workers understand how diversity & difference characterize & shape the human experience & are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity & expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, & tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, & alienation as well as privilege, power, & acclaim. Social workers also understand the forms & mechanism of oppression & discrimination & recognize the extent to which a culture’s structures & values, including social, economic, political, & cultural exclusions, may oppress, marginalize, alienate, or create privilege & power.

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<th>Practice Behaviors</th>
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<th>Specific Activities where appropriate</th>
<th>Measurement</th>
<th>Due Dates</th>
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<tr>
<td><strong>Social workers:</strong> Apply and communicate understanding of the importance of diversity</td>
<td>Demonstrate understanding of the importance of intersecting diversities &amp; differences in shaping life experiences with individuals, families &amp; small groups.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; Learning Dimension: Values (V), Skills (S)</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td><strong>Present themselves as learners and engage clients and constituencies as experts of their own experiences; Learning Dimension: Affective (A)</strong></td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases &amp; values in working with diverse individuals, families &amp; small groups.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td><strong>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Learning Dimension: Skills (S), Cognitive (C), Affective (A)</strong></td>
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### Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (EPAS Competency 2.1.3)

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, & education. Social workers understand the global interconnections of oppression & human rights violations, & are knowledgeable about theories of human need & social justice & strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, & responsibilities are distributed equitably & that civil, political, environmental, economic, social, & cultural human rights are protected.

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<th>Practice Behaviors</th>
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<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
<td>Recognize when global social, economic, &amp; environmental issues impact human rights at the individual, families, and small group levels and advocate through micros, mezzo, and macro strategies.</td>
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<td>Learning Dimension: Values (V), Knowledge (K), Skills (S)</td>
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<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td>Identify appropriate diverse indicators and measures of well-being that advance social, economic, &amp; environmental justice for individuals, families, and small groups.</td>
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<td>Learning Dimension: Values (V), Knowledge (K), Skills (S)</td>
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### Competency #4: Engage In Practice-informed Research and Research-informed Practice (EPAS Competency 2.1.4)

Social workers understand qualitative & quantitative research methods & their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge. Social workers understand the evidence that informs practice derives from multi-disciplinary sources & multiple ways of knowing. They also understand the processes for translating research finding into effective practice.

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<tr>
<td>Use practice experience and theory to inform scientific inquiry and research;</td>
<td>Use theory and experiences in the field to inform scientific inquiry &amp; research to identify best practices for working with individuals, families and small groups.</td>
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</table>
| Values (V), Cognitive (C) | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;  
*Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)* | Apply critical thinking to engage in analysis of quantitative & qualitative research methods & research findings, and develop informed practice initiatives, while working with individuals, families, and small groups. | Observation  
Documentation  
Assignment  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
3rd Term  
4th Term  
Ongoing |
| Use and translate research evidence to inform and improve practice, policy, and service delivery.  
*Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)* | Analyze, translate, & apply research evidence to inform & improve practice, policy, & service delivery to individuals, families, and small groups. | Observation  
Documentation  
Assignment  
Discussion  
Journal | 1st Six Weeks  
1st Term  
2nd Term  
3rd Term  
4th Term  
Ongoing |

**Competency #5: Engage in Policy Practice** (EPAS Competency 2.1.5)

Social workers understand that human rights & social justice as well as social welfare & services, are mediated by policy & its implementation at the federal, state, & local levels. Social workers understand the history & current structures of social policies & services, the role of policy in service delivery, & the role of practice in policy development. Social workers understand their role in policy development & implementation within their practice settings at the micro, mezzo, & macro levels & they actively engage in policy practice to effect change within those settings. Social workers recognize & understand the historical, social cultural, economic, organizational, environmental, & global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, & evaluation.
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<th>Practice Behaviors</th>
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<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; <strong>Learning Dimension: Knowledge (K)</strong></td>
<td>Identify the evolution of social policies at the local, state, &amp; federal level and analyze how they impact well-being, service delivery, &amp; access to social services for individuals, families, and small groups.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<td>Assess how social welfare and economic policies impact the delivery of and access to social services; <strong>Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)</strong></td>
<td>Identify and apply a framework that assesses how social welfare &amp; economic policies impact the delivery of &amp; access to social services for individual, families, and small groups.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, environmental justice. <strong>Learning Dimension: Values (V), Skills (S), Cognitive (C)</strong></td>
<td>Demonstrate critical thinking to analyze, formulate, &amp; advocate for policies that advance human rights &amp; social, economic, &amp; environmental justice for individuals, families, and small groups.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities** (EPAS Competency 2.1.6)

Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work practice, with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to facilitate engagement with clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand strategies, to engage diverse clients & constituencies to advance practice effectiveness. Social workers understand how their personal experiences & affective reactions may impact their ability to effectively engage with diverse clients & constituencies. Social workers value principles of relationship-building & inter-professional collaboration to facilitate engagement with clients, constituencies, & other professionals as appropriate.)

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<tr>
<td><strong>Social Workers:</strong></td>
<td>Identify and integrate theoretical frameworks to prepare for and build relationships with individuals, families, and small groups;</td>
<td>Use empathy, reflection, interpretation, and/or other clinical interpersonal skills to effectively engage diverse individuals, families, and small groups.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<td><strong>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</strong></td>
<td><strong>Learning Dimension: Skills (S)</strong></td>
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<tr>
<td><strong>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</strong></td>
<td><strong>Learning Dimension: Cognitive (C), Affective (A)</strong></td>
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Competency #7: **Assess Individuals, Families, Groups, Organizations, and Communities** (EPAS Competency 2.1.7)

Social workers understand that assessment is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of diverse individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in the assessment of diverse clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand methods of assessment with diverse client & constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process & value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences & affective reactions may affect their assessment & decision-making.

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<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; Learning Dimension: Skills (S), Cognitive (C)</td>
<td>Utilize evidence-based screening and assessment tools to collect and synthesize data about strengths and challenges for individuals, families and small groups.</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)</td>
<td>Apply knowledge of human behavior &amp; the social environment, person-in-environment, &amp; other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals, families, and small groups;</td>
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<td>Develop mutually agreed-on measurable intervention goals &amp; objectives based on the critical assessment of strengths, needs, &amp; challenges with individuals, families, and small groups; Learning Dimension:</td>
<td>Develop mutually agreed-on measurable intervention goals &amp; objectives based on the critical assessment of strengths, needs, &amp; challenges with individuals, families, and small groups;</td>
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| Knowledge (K), Skills (S) | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.  
*Learning Dimension: Values (V), Knowledge (K), Skills (S)* | Select evidence-based and other social work intervention strategies, weighing the risks and benefits based on the assessment, research knowledge, values, and preferences of individuals, families, and small groups | ☐ Observation  
☐ Documentation  
☐ Assignment  
☐ Discussion  
☐ Journal | ☐ 1st Six Weeks  
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<tr>
<td><strong>Social Workers:</strong> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; <strong>Learning Dimension:</strong> Skills (S), Cognitive (C)</td>
<td>Initiate and lead actions to achieve client-directed goals; implement prevention interventions that enhance client capacities; build on client strengths to solve problems with individuals, families, and small groups.</td>
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<td><strong>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</strong>  <strong>Learning Dimension:</strong> Knowledge (K), Skills (S)</td>
<td>Demonstrate knowledge of social work intervention model(s) with individuals, families and small groups.</td>
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<td><strong>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</strong>  <strong>Learning Dimension:</strong> Skills (S)</td>
<td>Effectively collaborate with other professionals, such as through inter-professional treatment teams, to achieve beneficial practice outcomes for individuals, families, and small groups</td>
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<td>Discussion</td>
<td>3rd Term</td>
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<td>Journal</td>
<td>4th Term</td>
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<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</strong></td>
<td>Distinguish when it is appropriate to advocate rather than broker on behalf of individuals, families, and small groups to build client capacity to negotiate and advocate for themselves;</td>
<td></td>
<td>Observation</td>
<td>1st Six Weeks</td>
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<td></td>
<td>Documentation</td>
<td>1st Term</td>
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<td>Assignment</td>
<td>2nd Term</td>
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<td>Discussion</td>
<td>3rd Term</td>
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<td>Journal</td>
<td>4th Term</td>
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<td>Ongoing</td>
</tr>
<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>Learning Dimension: Values (V), Skills (S)</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
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</tr>
<tr>
<td>Learning Dimension: Knowledge (K), Skills (S)</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals and maintain ethically sound professional boundaries with individuals, small groups, and families.</td>
<td></td>
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</tbody>
</table>
Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities  (EPAS Competency 2.1.9)

Social workers understand that evaluation is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations & communities. Social workers recognize the importance of evaluating processes & outcomes to advance practice, policy, & service delivery effectiveness. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in evaluating outcomes. Social workers understand qualitative & quantitative methods for evaluating outcomes & practice effectiveness.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes. <em>Learning Dimension: Knowledge (K), Skills (S)</em></td>
<td>Select &amp; apply evidence-based methods for evaluation of outcomes for individuals, families, and small groups and programs that serve them.</td>
<td>☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal</td>
<td>☐ 1st Six Weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ Ongoing</td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; <em>Learning Dimension: Knowledge (K), Cognitive (C)</em></td>
<td>Apply knowledge of human behavior &amp; the social environment, person-in-environment, &amp; other multidisciplinary theoretical frameworks in the evaluation of outcome.</td>
<td>☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal</td>
<td>☐ 1st Six Weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ Ongoing</td>
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</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. <em>Learning Dimension: Skills (S)</em></td>
<td>Synthesize the process and outcome data from practice with individuals, families, and small groups to improve program and agency practice.</td>
<td>☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal</td>
<td>☐ 1st Six Weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ Ongoing</td>
<td></td>
</tr>
</tbody>
</table>
### MSW FIELD PLACEMENT TIME SHEET

**Student Name:**

**Field Placement Site:**

**Field Instructor:**

#### Semester (Check one):

- [ ] Fall
- [ ] Spring
- [ ] Summer

**Year:** 20

<table>
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<tr>
<th>Week #</th>
<th>Dates</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sa/Su</th>
<th>Weekly Total</th>
<th>Field Instructor Initials</th>
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<td>8-3</td>
<td>9-5</td>
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<td>9-5</td>
<td>8-3</td>
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</table>

Minimum Hours Required: (MSW 1st Year -- 144 fall term -- 216 spring term) (MSW 2nd Year or Adv Standing -- 360 per term)

**STUDENT SIGNATURE**

**DATE:**

**FIELD INSTRUCTOR'S SIGNATURE:**

**DATE:**

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this below. No student may end field work more than 2 weeks before the end of the term.*
MSW DIRECT PRACTICE CONCENTRATION FIELD EVALUATION

Direct Practice with Individuals, Families, and Small Groups

(c) School of Social Work
University of Pittsburgh

Date of Evaluation: ____________ Term: ____________ Year: ____________

1. Evaluation Level: (Check One): _____ First Term _____ Second Term _____ Final Term

2. Student Name: ____________________________________________________________

3. Concentration (1 = Direct Practice; 2 = COSA)
   ____________________________________________________________

4. Peoplesoft ID: ____________________________________________________________

5. Field Liaison: ____________________________________________________________

6. Field Instructor Name: ____________________________________________________

7. Field Instructor Phone: ____________________________________________________

8. Field Instructor Email: ____________________________________________________

9. Task Supervisor Name
   (if applicable):
   ____________________________________________________________

10. Task Supervisor Phone: __________________________________________________

11. Task Supervisor Email: __________________________________________________

12. Name of Agency/Organization: __________________________________________

13. Department: ____________________________________________________________

14. Site Address: ____________________________________________________________

EVALUATION GRADE
(See pages 2-3 for explanation, to be entered upon completion of evaluation)

Overall Grade Recommended □ Satisfactory □ No Credit

(Final grade will be determined by Field Liaison)

Field Evaluation Due Date: ___________________________________________________________________

Student Signature: ___________________________________________ Date: ______________
Field Instructor Signature: ________________________________ Date: ____________
Field Liaison Signature: ________________________________ Date: ____________

Online: http://www.socialwork.pitt.edu/academic-programs/field-education/

Revised 6/2016
The end of term evaluation of the student’s performance in the field practicum represents a summation of the field instructor’s feedback and assessment of the student’s performance for the specified term. A field placement activity time sheet is attached to the end of the evaluation form.

Both the student and the field instructor should have a copy of the instrument at the start of the field practicum.

This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

The evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the student’s quality and nature of performance activity, timeliness and practice behaviors that are assessed. The student must be involved in the process and both the field instructor and the student should be familiar with the program competencies. The evaluation measures where the student is relative to the student’s growth and development in relation to the competencies.

End of term evaluation consists of:

Review of the Field Learning Plan with a focus on what was accomplished, what was not, the quality of the student’s work, the student’s strengths and weaknesses, and further learning that is suggested for the student’s professional development. Following a review and discussion with the student, the field instructor completes this instrument. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument electronically and it is the student’s responsibility to submit the instrument to the Office of Field Education by the due date via Qualtrics. The Office of Field Education forwards the form to the field liaison who reviews and confirms the grade recommendation.

Completion of the evaluation instrument with emphasis on the quality and performance level of the student as it relates to competencies as outlined under the headings below:

Nine competencies are measured in the evaluation:

10. Engage in Diversity and Difference in Practice
11. Engage Diversity and Difference in Practice
12. Advance Human Rights and Social, Economic, and Environmental Justice
13. Engage in Practice-informed research and Research-informed practice
14. Engage in Policy Practice
15. Engage with Individuals, Families, Groups, Organizations, and Communities
16. Assess Individuals, Families, Groups, Organizations, and Communities
17. Intervene with Individuals, Families, Groups, Organizations, and Communities
18. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Each competency has related practice behaviors that are rated on a 5-point Likert scale that ranges from “Advanced Competence” to “Unacceptable Progress”. Additionally, each practice behavior contains learning dimensions of the behaviors that are involved in developing competence throughout the field placement.

The 5 Learning Dimensions are:

6. Knowledge – learned facts, information, theories
7. Values – ethics and standards/principles
8. Skills – behavior, application, execution, abilities
9. Cognitive – reasoning, understanding, insight
10. Affective – attitude, perception, feeling, empathy
Learning Dimensions: Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement

Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:

Knowledge (learned facts, information, theories) (K)
Values (ethics and standards/principles) (V)
Skills (behavior/application/execution/abilities) (S)
Cognitive: (reasoning/understanding/insight) (C)
Affective: (attitude/ perception/feeling/empathy) (A)

Competencies

2: Engage Diversity and Difference in Practice
Knowledge (K)
Values (V)
Skills (S)
Cognitive (C)
Affective (A)

3: Advance Human Rights and Social, Economic, and Environmental Justice
Knowledge
Values
Skills
Cognitive
Affective

4: Engage In Practice-informed Research and Research-informed Practice
Knowledge
Values
Skills
Cognitive
Affective

5: Engage in Policy Practice
Knowledge
Values
Skills
Cognitive
Affective

6: Engage with Individuals, Families, Groups, Organizations, and Communities
Knowledge
Values
Skills
Cognitive
Affective

7: Assess Individuals, Families, Groups, Organizations, and Communities
Knowledge
Values
Skills
Cognitive
Affective

8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Knowledge
Values
Skills
Cognitive
Affective

9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Knowledge
Values
Skills
Cognitive
Affective
Section 1.05 COMPETENCIES / EVALUATION INSTRUMENT

(a) Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria:

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern.

The faculty liaison/ practicum lab instructor has the responsibility of assigning the grade for the course based on overall evaluation of the student’s performance in placement in conjunction with the agency field instructor’s evaluation; intern journal; seminar participation; and assigned papers.

Please do not equate this scale to the traditional letter grading scale. At the Concentration level, a score of three or “competent” constitutes a passing grade. Students are not expected to have fives or many fours by the end of the first term.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. For the second term of Concentration placement, students are expected to have all fours and fives.

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade.

Please add any comments and/or suggestions regarding the skills for each section.

For additional guidance in using this scale, please contact the Office of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

The field instructor is required to complete an electronic copy of the field evaluation at the end of each term of field placement. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student’s improvement should be noted in the narrative section. One completed evaluation (done by the Field Instructor and reviewed by the student) is forwarded to the Field Education Office via Qualtrics, which then informs the faculty liaison of its arrival. The student may be given a copy of the final evaluation if requested.
## COMPETENCY #1:

### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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<td>5</td>
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<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
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</thead>
<tbody>
<tr>
<td>K,V,S a</td>
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### OVERALL EVALUATION OF COMPETENCY #1

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE DEMONSTRATION OF ETHICAL AND PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT</th>
<th>SCALE</th>
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**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.

---

4
COMPETENCY #2:

ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

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<th>SCALE</th>
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<tr>
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</tbody>
</table>

d OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN PRACTICE IN THE FIELD PLACEMENT

e Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

f If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #3:

ADVANCE HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

<table>
<thead>
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<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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</thead>
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Learning Dimension | SCALE  
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<tbody>
<tr>
<td>K,S,V</td>
<td>5 4 3 2 1</td>
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<tr>
<td>a Recognizes when global social, economic, &amp; environmental issues impact human rights at the individual, family, and small group levels and advocates through micros, mezzo, and macro strategies;</td>
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<tr>
<td>b Identifies appropriate diverse indicators and measures of well-being that advance social, economic, &amp; environmental justice for individuals, families, and small groups.</td>
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</table>

OVERALL EVALUATION OF COMPETENCY #3

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE ADVANCEMENT OF HUMAN RIGHTS, AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT</th>
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</table>

d Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

e If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
## COMPETENCY # 4:

**ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**

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<tr>
<td>K,C</td>
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<tr>
<td>a</td>
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<tr>
<td>Uses theory and experiences in the field to inform scientific inquiry &amp; research to identify best practices for working with individuals, families and small groups;</td>
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<tr>
<td>K,C,S</td>
<td></td>
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<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>Applies critical thinking to engage in analysis of quantitative &amp; qualitative research methods &amp; research findings, and develop informed practice initiatives, while working with individuals, families, and small groups;</td>
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<tr>
<td>K,C,S</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>Analyzes, translates, &amp; applies research evidence to inform &amp; improve practice, policy, &amp; service delivery to individuals, families, and small groups.</td>
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</tbody>
</table>

### OVERALL EVALUATION OF COMPETENCY #4

<table>
<thead>
<tr>
<th>SCALE</th>
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<tbody>
<tr>
<td>5 4 3 2 1</td>
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<tr>
<td>d OVERALL EVALUATION OF THE ENGAGEMENT OF PRACTICE INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE IN THE FIELD PLACEMENT</td>
</tr>
<tr>
<td>e Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</td>
</tr>
<tr>
<td>f If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</td>
</tr>
</tbody>
</table>
COMPETENCY #5:

ENGAGE IN POLICY PRACTICE

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

| Learning Dimension | SCALE | |
|-------------------|-------|-------------------------|-----------------------|-----------------------|
|                   | 5 4 3 2 1 | |
| K                 | a     | Identifies the evolution of social policies at the local, state, & federal level and analyze how they impact well-being, service delivery, & access to social services for individuals, families, and small groups. |
|                   | b     | Identifies and applies a framework that assesses how social welfare & economic policies impact the delivery of & access to social services for individual, families, and small groups. |
|                   | c     | Demonstrates critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice for individuals, families, and small groups. |
| K,S,C              |       | |
| C,S,V              |       | |

OVERALL EVALUATION OF COMPETENCY #5

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE ENGAGEMENT IN POLICY PRACTICE IN THE FIELD PLACEMENT</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

e Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

f If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
### COMPETENCY #6:

**ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>5</td>
</tr>
<tr>
<td>Proficient</td>
<td>4</td>
</tr>
<tr>
<td>Competent</td>
<td>3</td>
</tr>
<tr>
<td>Insufficient</td>
<td>2</td>
</tr>
<tr>
<td>Competence</td>
<td>1</td>
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</tbody>
</table>

#### OVERALL EVALUATION OF COMPETENCY #6

<table>
<thead>
<tr>
<th>c</th>
<th>OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>
COMPETENCY #7:

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>C,S a</th>
<th>Utilizes evidence-based screening and assessment tools to collect and synthesize data about strengths and challenges for individuals, families and small groups;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K,C,S b</td>
<td>Applies knowledge of human behavior &amp; the social environment, person-in- environment, &amp; other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals;</td>
</tr>
<tr>
<td></td>
<td>K,S c</td>
<td>Develops mutually agreed-on measurable intervention goals &amp; objectives based on the critical assessment of strengths, needs, &amp; challenges with individuals, families, and small groups;</td>
</tr>
<tr>
<td></td>
<td>K,S,V d</td>
<td>Selects evidence-based and other social work intervention strategies, weighing the risks and benefits based on the assessment, research knowledge, values, and preferences of individuals, families, and small groups;</td>
</tr>
</tbody>
</table>

OVERALL EVALUATION OF COMPETENCY #7

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
<th>SCALE</th>
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</thead>
<tbody>
<tr>
<td>e</td>
<td>5 4 3 2 1</td>
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f Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

g If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY # 8:
INTervene with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

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<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
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<tr>
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<td>5 4 3 2 1</td>
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<th>Learning Dimension</th>
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<th>Learning Dimension</th>
<th>SCALE</th>
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<td>5 4 3 2 1</td>
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OVERALL EVALUATION OF COMPETENCY #8

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<thead>
<tr>
<th></th>
<th>SCALE</th>
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<tbody>
<tr>
<td></td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

- Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

- If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY # 9:
EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**OVERALL EVALUATION OF COMPETENCY #9**

<table>
<thead>
<tr>
<th>d</th>
<th>OVERALL EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</td>
</tr>
<tr>
<td>f</td>
<td>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</td>
</tr>
</tbody>
</table>
OVERALL END OF TERM EVALUATION

Question 1: Please check ONE of the following at the end of term evaluation:

☐ Unacceptable progress: This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

☐ Insufficient competence: This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.

☐ Competent: This intern is meeting the expectations of a field placement intern.

☐ Proficient: This intern is excelling in field placement by performing above expectations for interns.

☐ Advanced: This intern is performing exceedingly beyond expectations in field placement.

Comments/Elaboration:

Question 2: Please check ONE of the following at the final evaluation. Only complete this section at the end of the field practicum.

☐ Unacceptable progress: This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

☐ Insufficient competence: This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.

☐ Competent: This intern is meeting the expectations of a field placement intern.

☐ Proficient: This intern is excelling in field placement by performing above expectations for interns.

☐ Advanced: This intern is performing exceedingly beyond expectations in field placement.

Final Comments/Elaboration:
(b) The following section should be completed by the intern:

My agency field instructor and faculty liaison or practicum lab instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

☐ I agree with the evaluation
☐ I do not agree with evaluation

Intern’s Pitt ID number (PeopleSoft’s 7 digit ID#):

Today’s date-- Day: _____ Month: _____ Year: 20_____ 

NOTE: If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.
# MSW Field Placement Time Sheet

**Student Name:** __________  
**Field Placement Site:** __________  
**Field Instructor:** __________

**Semester (Check One):**
- [ ] Fall
- [ ] Spring
- [ ] Summer
- [ ] Year __________

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sa/Su</th>
<th>Weekly Total</th>
<th>Field Instructor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE</strong></td>
<td>Sept 7-11</td>
<td>8-3</td>
<td>9-5</td>
<td>----</td>
<td>9-5</td>
<td>8-3</td>
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</tbody>
</table>

**TOTAL**

Minimum Hours Required: (MSW 1st Year –144 fall term – 216 spring term)  
(MSW 2nd Year or Adv Standing – 360 per term)

**STUDENT SIGNATURE** __________  
**DATE:** __________

**FIELD INSTRUCTOR’S SIGNATURE:** __________  
**DATE:** __________

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section. No placement can end more than two weeks early in any term.

**Comments**
University of Pittsburgh - School of Social Work
MSW COSA Field Learning Plan
(Community, Organization, and Social Action)

Semester ________________

Field Liaison’s Name: ____________________________
Student’s Name: ____________________________
Agency Name: ____________________________
Agency Address: ____________________________

Field Instructor: ____________________________
Field Instructor Phone: ____________________________
Field Instructor Email: ____________________________

Task Supervisor (if applicable): ____________________________
Task Supervisor Phone: ____________________________
Task Supervisor Email: ____________________________

Student’s Weekly Field Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Mon (Hours)</th>
<th>Tues (Hours)</th>
<th>Wed (Hours)</th>
<th>Thurs (Hours)</th>
<th>Fri (Hours)</th>
</tr>
</thead>
</table>

Field Instruction Weekly Supervision Schedule:

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

ALL STUDENTS MUST ENGAGE IN A MINIMUM OF ONE HOUR PER WEEK FORMAL SUPERVISION.

Date Field Placement Commences: ____________________________
Ends: ____________________________

Field Evaluation Due Date: ____________________________

Student Signature: ____________________________
Field Instructor Signature: ____________________________
Field Liaison Signature: ____________________________

Online: http://socialwork.pitt.edu/academic-programs/field-education/
Revised 9/16
Guidelines for the COSA Field Learning Plan

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Bachelor’s Degree Program and Master’s Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.

2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated tasks and practice behaviors, the Field Learning Plan should reflect the required learning for COSA level and term of field placement. The Student submits the plan by the appropriate due date to the Office of Field Education.

3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria.

4. The Student’s Faculty Advisor/ Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Faculty Advisor/ Liaison and Field Instructor.

5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance. The inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Faculty Advisor/ Liaison.

6. A copy of the Field Learning Plan is placed in the Student's academic folder.
Learning Dimensions

Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement.

Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:

- Knowledge (learned facts, information, theories) (K)
- Values (ethics and standards/principles) (V)
- Skills (behavior/application/execution/abilities) (S)
- Cognitive: (reasoning/understanding/insight) (C)
- Affective: (attitude/ perception/feeling/empathy) (A)

Competencies

1. Engage Diversity and Difference in Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

2: Engage Diversity and Difference in Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

3: Advance Human Rights and Social, Economic, and Environmental Justice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

4: In Practice-informed Research and Research-informed Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
   - Affective (A)

5: Engage in Policy Practice
   - Knowledge (K)
   - Values (V)
   - Skills (S)
   - Cognitive (C)
Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)

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

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive (C)
- Affective (A)
# COSA Field Learning Plan

**Competency #1: Demonstrate Ethical and Professional Behavior (EPAS Competency 2.1.1)**

Social workers understand the value base of the profession & its ethical standards, as well as relevant laws & regulations that may impact practice at the micro, mezzo, & macro levels. Social workers understand frameworks of ethical decision-making & how to apply principles of critical thinking to those frameworks in practice, research, & policy arenas. Social workers recognize personal values & the distinction between personal & professional values. They also understand how their personal experiences & affective reactions influence their professional judgment & behavior. Social workers understand the profession’s history, its mission, & the roles & responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning & are committed to continually updating their skills to ensure they are relevant & effective. Social workers also understand emerging forms of technology & the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities(where appropriate)</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers: Work with communities and organizations by applying: (a) ethical reasoning, (b) professional social work standards and (c) laws for social work practice. Learning Dimension: Values (V), Skills (S)</td>
<td>Supports the organizational culture that values professionalism, service, and ethical conduct.</td>
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<td></td>
<td>Manages Risks and Legal Affairs.</td>
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<td>Supports innovative practices to improve program-</td>
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</tr>
<tr>
<td>Provide leadership in organizations and communities for ethical interventions that improve the wellbeing of individuals, families, and organizations. Learning Dimension: Values (V), Knowledge (K), Skills (S), Cognitive (C)</td>
<td>Understands and Promotes the Vision, Philosophy, Goals, Objectives, and Values of the Organization.</td>
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<tr>
<td></td>
<td>Works to align programs with organization mission and address the needs and issues of client systems.</td>
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<tr>
<td>Design organizational</td>
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</tr>
<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities(where appropriate)</td>
<td>Measurement</td>
<td>Due Dates</td>
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<tr>
<td>and community intervention based on: (a) synthesized multiple frameworks and (b) professional judgments. Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)</td>
<td>related issues and services.</td>
<td>Assignment, Discussion, Journal</td>
<td></td>
<td>2nd Term</td>
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<td>Supports evidence-based programs.</td>
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<td>3rd Term</td>
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<td>4th Term</td>
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<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Makes use of technological and scientific advancements that contribute to solving problems that are affecting organizations and communities. Learning Dimension: Values (V), Skills (S)</td>
<td>Identifies and utilizes technological resources that enhance the organizational processes.</td>
<td>Assignment, Discussion, Journal</td>
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<td>Ongoing</td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values. Learning Dimension: Values (V), Affective (A), Cognitive (C)</td>
<td>Keeps up to date on research and best practices on management and leadership to ensure professional development and share knowledge with others.</td>
<td>Assignment, Discussion, Journal</td>
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<td>Ongoing</td>
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<td></td>
<td>Using a journal, student will note any personal biases and values and discuss these in supervision as they relate to the population/community served.</td>
<td>Assignment, Discussion, Journal</td>
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<td>Ongoing</td>
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</tbody>
</table>
**Competency #2: Engage Diversity and Difference in Practice (EPAS Competency 2.1.2)**

Social workers understand how diversity & difference characterize & shape the human experience & are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity & expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, & tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, & alienation as well as privilege, power, & acclaim. Social workers also understand the forms & mechanism of oppression & discrimination & recognize the extent to which a culture’s structures & values, including social, economic, political, & cultural exclusions, may oppress, marginalize, alienate, or create privilege & power.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where appropriate</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on strength of diversity articulate how to develop: (a) inclusive communities, and (b) multicultural organizations.</td>
<td>Acknowledges staff and client diversity and creates a climate that celebrates differences.</td>
<td>□ Observation  □ Documentation  □ Assignment  □ Discussion  □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term  □ 2nd Term  □ 3rd Term  □ 4th Term  □ Ongoing</td>
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<tr>
<td>Learning Dimension: Values (V), Knowledge (K), Skills (S), Cognitive (C)</td>
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<tr>
<td>Articulate social and ethnic constructs that shape realities for different people/groups.</td>
<td>Takes steps to assure that services provided are culturally competent.</td>
<td>□ Observation  □ Documentation  □ Assignment  □ Discussion  □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term  □ 2nd Term  □ 3rd Term  □ 4th Term  □ Ongoing</td>
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<tr>
<td>Learning Dimension: Values (V), Knowledge (K)</td>
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<tr>
<td>Develop organizational and social action by engaging diverse participation of marginalized community and organizational constituents.</td>
<td>Encourages active involvement of all stakeholders in organizational processes and ensure participation of consumers and under-represented constituencies.</td>
<td>□ Observation  □ Documentation  □ Assignment  □ Discussion  □ Journal</td>
<td>□ 1st Six Weeks □ 1st Term  □ 2nd Term  □ 3rd Term  □ 4th Term  □ Ongoing</td>
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<tr>
<td>Learning Dimension: Values (V), Skills (S)</td>
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<tr>
<td>Invites different perspectives and manages cross-cultural understanding.</td>
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</table>
## Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (EPAS Competency 2.1.3)

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, & education. Social workers understand the global interconnections of oppression & human rights violations, & are knowledgeable about theories of human need & social justice & strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, & responsibilities are distributed equitably & that civil, political, environmental, economic, social, & cultural human rights are protected.

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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Identify the possibilities and limits of: (a) civil rights laws and human rights treaties, (b) conventions, and (c) standards for achieving social change.</td>
<td>Participates in professional associations and other efforts to better understand and advocate for human rights and social justice.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>Advance human rights principles for eliminating social, economic and environmental injustice within communities, organizations, institutions and society.</td>
<td>Encourages staff and client systems to be advocates for social justice, equity, and fairness.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>Identify indicators and measures of well-being for communities and organizations.</td>
<td>Supports an organizational culture that engages and empowers stakeholders around evidence-based policies and programs to improve well-being.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>Develop and implement strategies that: help eliminate oppressive structural barriers; ensure equitable distribution of social goods, rights, and responsibilities, and; protect civil, economic, political, cultural and environmental human rights.</td>
<td>Advocates at national, state, and local levels for the organization, its client systems, and for issues promoting social justice for vulnerable populations.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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</tbody>
</table>
**Competency #4: Engage In Practice-informed Research and Research-informed Practice (EPAS Competency 2.1.4)**

Social workers understand qualitative & qualitative research methods & their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge. Social workers understand the evidence that informs practice derives from multi-disciplinary sources & multiple ways of knowing. They also understand the processes for translating research finding into effective practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where appropriate</th>
<th>Measurement</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| Develop community and organizational interventions based on theories of community and organizational behavior, and best practice research. | Keeps up-to-date with research on practices, management, and leadership on effective practices. | [ ] Observation  
[ ] Documentation  
[ ] Assignment  
[ ] Discussion  
[ ] Journal |  | 1st Six Weeks  
2nd Term  
3rd Term  
4th Term  
Ongoing |
| Conduct community- and organization-based research that engages the constituencies of communities and organizations. | Provides opportunities for internal and external stakeholders to give feedback in significant program changes. | [ ] Observation  
[ ] Documentation  
[ ] Assignment  
[ ] Discussion  
[ ] Journal |  | 1st Six Weeks  
2nd Term  
3rd Term  
4th Term  
Ongoing |
| Utilize contextually unique community and organizational factors for adopting and evaluating practice. | Understands and makes use of historical and current data to support informed decision-making about the agency. | [ ] Observation  
[ ] Documentation  
[ ] Assignment  
[ ] Discussion  
[ ] Journal |  | 1st Six Weeks  
2nd Term  
3rd Term  
4th Term  
Ongoing |
| Analyze and articulate community-based practices based on multi-disciplinary perspectives and theories. | Understands the organizations relationship to its environment, emerging internal/external factors affecting the organization and its ability to position the organization for the future and for success. | [ ] Observation  
[ ] Documentation  
[ ] Assignment  
[ ] Discussion  
[ ] Journal |  | 1st Six Weeks  
2nd Term  
3rd Term  
4th Term  
Ongoing |
Competency #5: Engage in Policy Practice (EPAS Competency 2.1.5)

Social workers understand that human rights & social justice as well as social welfare & services, are mediated by policy & its implementation at the federal, state, & local levels. Social workers understand the history & current structures of social policies & services, the role of policy in service delivery, & the role of practice in policy development. Social workers understand their role in policy development & implementation within their practice settings at the micro, mezzo, & macro levels & they actively engage in policy practice to effect change within those settings. Social workers recognize & understand the historical, social cultural, economic, organizational, environmental, & global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, & evaluation.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Identify the multiple levels at which policy is made (i.e., agency, local, state, national, international) and assess where change is most likely to and needs to occur.</td>
<td>In support of organizational mission promote the organization as recognized advocate on public policy topics and needs/concerns of clients/consumers.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>Learning Dimension: Knowledge (K)</td>
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<tr>
<td>Assess the role that social, cultural, economic and political forces play in shaping and policy, with a focus on how contemporary ideologies shape policy formation and implementation.</td>
<td>Monitors economic and political trends, shifts in trends, values, and mores.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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<tr>
<td>Learning Dimension: Values (V), Cognitive (C)</td>
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<tr>
<td>Develop recommendations for policy reform including strategies for achieving these reforms.</td>
<td>Advocates for effective and efficient public policy that improve client/consumer well-being.</td>
<td>Observation, Documentation, Assignment, Discussion, Journal</td>
<td>1st Six Weeks, 1st Term, 2nd Term, 3rd Term, 4th Term, Ongoing</td>
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</tbody>
</table>
Practice Behaviors | Tasks | Specific Activities where applicable | Measurement | Due Dates
---|---|---|---|---
Work in collaborative advocacy and lobbying efforts on: policies that improve the effectiveness of social services; enhance the well-being of people, and; ensure social and economic justice.

*Learning Dimension: Values (V), Skills (S), Cognitive (C)*

- Participates in professional organizations and other collaborative efforts that advocate for client systems, social justice, equity, and fairness.

| | | | | 1st Six Weeks 1st Term 2nd Term 3rd Term 4th Term Ongoing |

**Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.6)**

Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work practice, with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to facilitate engagement with clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand strategies, to engage diverse clients & constituencies to advance practice effectiveness. Social workers understand how their personal experiences & affective reactions may impact their ability to effectively engage with diverse clients & constituencies. Social workers value principles of relationship-building & inter-professional collaboration to facilitate engagement with clients, constituencies, & other professionals as appropriate.

Practice Behaviors | Tasks | Specific Activities where applicable | Measurement | Due Dates
---|---|---|---|---
Identify and define groups, organizations and communities as client systems.

*Learning Dimension: Knowledge (K), Cognitive (C)*

- Build relationships with complementary agencies, institutions, and community groups to enhance delivery of services.

| | | | | 1st Six Weeks 1st Term 2nd Term 3rd Term 4th Term Ongoing |

Apply theories of human behavior and social environment and other multidisciplinary frameworks to engage diverse client systems and constituencies.

*Learning Dimension: Skills (S)*

- Demonstrates emotional intelligent communications with all stakeholders.

| | | | | 1st Six Weeks 1st Term 2nd Term 3rd Term 4th Term Ongoing |
### Practice Behaviors
### Tasks
### Specific Activities where applicable
### Measurement
### Due Dates

**Understand and apply intervention strategies (including empathy, reflection and interpersonal skills) to effectively build relationships and engage diverse client systems and constituencies.**

Learning Dimension: Cognitive (C), Affective (A)

- Demonstrates effective interpersonal and communications skills to engage and collaborate with stakeholders.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |

**Identify and critically assess organizational and community needs and assets.**

Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)

- Demonstrates a working knowledge of budget and finance, human resources, communications and marketing, and other internal and external resources in keeping with organizational mission.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |

**Engage client systems and constituencies by application of theories of human behavior and social environment.**

Learning Dimension: Skills (S)

- Engages in proactive communications about agency mission, goals, and service.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |

**Facilitate the development of mutually agreed goals and outcomes for communities and organizations.**

Learning Dimension: Skills (S)

- Demonstrate evidence of stakeholder buy-in through such means as meetings of representative groups, program surveys with communities, et al.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |

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**Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.7)**

Social workers understand that assessment is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of diverse individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in the assessment of diverse clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand methods of assessment with diverse client & constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process & value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences & affective reactions may affect their assessment & decision-making.)

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**Identify and critically assess organizational and community needs and assets.**

Learning Dimension: Knowledge (K), Skills (S), Cognitive (C)

- Demonstrates a working knowledge of budget and finance, human resources, communications and marketing, and other internal and external resources in keeping with organizational mission.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |

**Engage client systems and constituencies by application of theories of human behavior and social environment.**

Learning Dimension: Skills (S)

- Engages in proactive communications about agency mission, goals, and service.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |

**Facilitate the development of mutually agreed goals and outcomes for communities and organizations.**

Learning Dimension: Skills (S)

- Demonstrate evidence of stakeholder buy-in through such means as meetings of representative groups, program surveys with communities, et al.

| Observation | 1st Six Weeks |
| Assignment | 1st Term |
| Discussion | 2nd Term |
| Journal | 3rd Term |
| | 4th Term |
| | Ongoing |
## Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.8)

Social workers understand that intervention is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to effectively intervene with clients & constituencies. Social workers understand methods of identifying, analyzing & implementing evidence-informed interventions to achieve client & constituency goals. Social workers value the importance of inter-professional teamwork & communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, & inter-organizational collaboration.

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<tr>
<th>Practice Behaviors</th>
<th>Tasks</th>
<th>Specific Activities where applicable</th>
<th>Measurement</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Identify, analyze and implement evidence informed and theory driven interventions to develop client system and constituency goals and outcomes.</td>
<td>Assists in developing evidence-base programs and interventions based on performance standards, client date, best practice, user needs and demographics, resources, and economic and technological needs.</td>
<td>Observation</td>
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<td>Documentation</td>
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<td>Assignment</td>
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<td>Discussion</td>
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<td>Journal</td>
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<td>Ongoing</td>
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<td>Develop, monitor and/or strengthen to achieve desirable organizational and community outcomes based on collaborative relationships.</td>
<td>Collaborates with other health and human services organizations to better serve clients in ways the enhance client systems’ well-being and strategically plan to achieve organizational mission.</td>
<td>Observation</td>
<td>1st Six Weeks</td>
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<td>Documentation</td>
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<td>Assignment</td>
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<td>Discussion</td>
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<td>Ongoing</td>
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<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
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<td><strong>Skills (S), Cognitive (C)</strong></td>
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<td><strong>Engage in leadership activities to negotiate, mediate, &amp; advocate in partnership with diverse clients systems and constituencies.</strong></td>
<td>Demonstrates ability to effectively manage human and financial resources, support fundraising, marketing, and public relations, and build collaborative relations with internal and external client systems and constituencies.</td>
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<td><strong>Learning Dimension: Values (V), Skills (S), Cognitive (C)</strong></td>
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<tr>
<td><strong>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.9)</strong></td>
<td>Social workers understand that evaluation is an ongoing component of the dynamic &amp; interactive process of social work practice with, &amp; on behalf of, diverse individuals, families, groups, organizations &amp; communities. Social workers recognize the importance of evaluating processes &amp; outcomes to advance practice, policy, &amp; service delivery effectiveness. Social workers understand theories of human behavior &amp; the social environment, &amp; critically evaluate &amp; apply this knowledge in evaluating outcomes. Social workers understand qualitative &amp; quantitative methods for evaluating outcomes &amp; practice effectiveness.)</td>
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<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
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<tr>
<td><strong>Identify the ethical dilemmas of conducting evaluation research in organizational and community settings.</strong></td>
<td>Protects the integrity and reputation of the organizations and works to assure strong systems of accountability and control that manage risks.</td>
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<td><strong>Learning Dimension: Knowledge (K), Skills (S), Affective (A)</strong></td>
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<tr>
<td>Practice Behaviors</td>
<td>Tasks</td>
<td>Specific Activities where applicable</td>
<td>Measurement</td>
<td>Due Dates</td>
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</tbody>
</table>
| Collaborate with community stakeholders and organizations to analyze and identify community/organizational assets and needs based on scientifically sound evaluation methods. **Learning Dimension: Values (V), Knowledge (K), Skills (S)** | Plans, thinks, and acts strategically in concert with key stakeholders to position, evolve, and change the organization to assure success in current and future environments and efforts. | - Observation  
- Documentation  
- Assignment  
- Discussion  
- Journal | □ Observation  
□ Documentation  
□ Assignment  
□ Discussion  
□ Journal | □ 1st Six Weeks  
□ 1st Term  
□ 2nd Term  
□ 3rd Term  
□ 4th Term  
□ Ongoing |
| Produce: (a) evidence based intervention process and outcomes evaluation findings, and (b) generate recommend future actions with focus on how optimal benefits can be achieved. **Learning Dimension: Values (V), Knowledge (K), Cognitive (C)** | Demonstrates knowledge about the work of the agency using current performance data to discuss success and challenges. | □ Observation  
□ Documentation  
□ Assignment  
□ Discussion  
□ Journal | □ Observation  
□ Documentation  
□ Assignment  
□ Discussion  
□ Journal | □ 1st Six Weeks  
□ 1st Term  
□ 2nd Term  
□ 3rd Term  
□ 4th Term  
□ Ongoing |
| Evaluate outcomes and practice effectiveness based on qualitative and quantitative methods. **Learning Dimension: Skills (S)** | Develops and implements procedures for collecting, reporting, and analyzing data to measure program quality and achievement of defined outcomes. | □ Observation  
□ Documentation  
□ Assignment  
□ Discussion  
□ Journal | □ Observation  
□ Documentation  
□ Assignment  
□ Discussion  
□ Journal | □ 1st Six Weeks  
□ 1st Term  
□ 2nd Term  
□ 3rd Term  
□ 4th Term  
□ Ongoing |
### MSW FIELD PLACEMENT TIME SHEET

**Student Name:**

**Field Placement Site:**

**Field Instructor:**

**Semester (Check one):**
- Fall
- Spring
- Summer

**Year:** 20

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sa/Su</th>
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<td>9-5</td>
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</tbody>
</table>

Minimum Hours Required: (MSW 1st Year -- 144 fall term -- 216 spring term)  (MSW 2nd Year or Adv Standing – 360 per term)

**STUDENT SIGNATURE:**

**DATE:**

**FIELD INSTRUCTOR’S SIGNATURE:**

**DATE:**

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this below. No student may end field work more than 2 weeks before the end of the term.

**Comments**

---

31
MSW COSA CONCENTRATION FIELD EVALUATION
Community, Organization, and Social Action

School of Social Work
University of Pittsburgh

Date of Evaluation: ______________________  Term: _____  Year: ______

1. Evaluation Level: (Check One): _____ First Term _____ Second Term _____ Final Term

2. Student Name: ________________________________________________________________

3. Concentration (1 = Direct Practice; 2 = COSA) ______________________________________

4. Peoplesoft ID: ____________________________

5. Field Liaison: _________________________________________________________________

6. Field Instructor Name: _________________________________________________________

7. Field Instructor Phone: ________________________________

8. Field Instructor Email: _________________________________________________________

9. Task Supervisor Name (if applicable): ________________________________

10. Task Supervisor Phone: _______________________________________________________

11. Task Supervisor Email: _________________________________________________________

12. Name of Agency/Organization: ______________________________________________

13. Department: ________________________________

14. Site Address: _________________________________________________________________

EVALUATION GRADE
(See pages 2-3 for explanation, to be entered upon completion of evaluation)

Overall Grade Recommended
☐ Satisfactory  ☐ No Credit

(Final grade will be determined by Field Liaison)

Field Evaluation Due Date: __________________________

Student Signature: __________________________  Date: ______________

Field Instructor Signature: __________________________  Date: ______________

Field Liaison Signature: __________________________  Date: ______________

Online: http://www.socialwork.pitt.edu/academic-programs/field-education/

Revised 6/2017
INTRODUCTION

The end of term evaluation of the student’s performance in the field practicum represents a summation of the field instructor’s feedback and assessment of the student’s performance for the specified term. A field placement activity time sheet is attached to the end of the evaluation form.

Both the student and the field instructor should have a copy of the instrument at the start of the field practicum. This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

The evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the student’s quality and nature of performance activity, timeliness and practice behaviors that are assessed. The student must be involved in the process and both the field instructor and the student should be familiar with the program competencies. The evaluation measures where the student is relative to the student’s growth and development in relation to the competencies.

End of term evaluation consists of:

Review of the Field Learning Plan with a focus on what was accomplished, what was not, the quality of the student’s work, the student’s strengths and weaknesses, and further learning that is suggested for the student’s professional development. Following a review and discussion with the student, the field instructor completes this instrument. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument electronically and it is the student’s responsibility to submit the instrument to the Office of Field Education by the due date via Qualtrics. The Office of Field Education forwards the form to the field liaison who reviews and confirms the grade recommendation.

Completion of the evaluation instrument with emphasis on the quality and performance level of the student as it relates to competencies as outlined under the headings below:

Nine competencies are measured in the evaluation:

1. Engage in Diversity and Difference in Practice
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed research and Research-informed practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each competency has related practice behaviors that are rated on a 5-point Likert scale that ranges from “Advanced Competence” to “Unacceptable Progress”. Additionally, each practice behavior contains learning dimensions of the behaviors that are involved in developing competence throughout the field placement.

The 5 Learning Dimensions are:

1. Knowledge – learned facts, information, theories
2. Values – ethics and standards/principles
3. Skills – behavior, application, execution, abilities
4. Cognitive – reasoning, understanding, insight
5. Affective – attitude, perception, feeling, empathy
Learning Dimensions: Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement.

Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:

Knowledge (learned facts, information, theories) (K)
Values (ethics and standards/principles) (V)
Skills (behavior/application/execution/abilities) (S)
Cognitive: (reasoning/understanding/insight) (C)
Affective: (attitude/perception/feeling/empathy) (A)

Competencies

1. Engage Diversity and Difference in Practice
   Knowledge (K)
   Values (V)
   Skills (S)
   Cognitive (C)
   Affective (A)

2: Engage Diversity and Difference in Practice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

3: Advance Human Rights and Social, Economic, and Environmental Justice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

4: Engage In Practice-informed Research and Research-informed Practice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

5: Engage in Policy Practice
   Knowledge
   Values
   Skills
   Cognitive
   Affective

6: Engage with Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective

7: Assess Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective

8: Intervene with Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective

9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   Knowledge
   Values
   Skills
   Cognitive
   Affective
COMPETENCIES / EVALUATION INSTRUMENT

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria:

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern.

The faculty liaison/practicum lab instructor has the responsibility of assigning the grade for the course based on overall evaluation of the student’s performance in placement in conjunction with the agency field instructor’s evaluation; intern journal; seminar participation; and assigned papers.

Please do not equate this scale to the traditional letter grading scale. At the Concentration level, a score of three or “competent” constitutes a passing grade. Students are not expected to have fours or many fives by the end of the first term.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. For the second term of Concentration placement, students are expected to have all fours and fives.

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade.

Please add any comments and/or suggestions regarding the skills for each section.

For additional guidance in using this scale, please contact the Office of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

The field instructor is required to complete an electronic copy of the field evaluation at the end of each term of field placement. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student’s improvement should be noted in the narrative section. One completed evaluation (done by the Field Instructor and reviewed by the student) is forwarded to the Field Education Office via Qualtrics, which then informs the faculty liaison of its arrival. The student may be given a copy of the final evaluation if requested.
COMPETENCY #1:

DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>V,S a Works with communities and organizations by applying ethical reasoning, professional social work standards, and laws for social work practice.</td>
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<tr>
<td>K,C,V,S b Provides leadership in organizations and communities for ethical interventions that improve the wellbeing of individuals, families, and organizations.</td>
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<td>C,S,K c Designs organizational and community intervention based on: (a) synthesized multiple frameworks and (b) professional judgments.</td>
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<tr>
<td>S,V d Makes use of technological and scientific advancements that contribute to solving problems that are affecting organizations and communities.</td>
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<tr>
<td>C,A e Demonstrates professional demeanor in behavior; appearance; &amp; oral, written, &amp; electronic communication with consumers, colleagues &amp; agencies in COSA settings;</td>
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<tr>
<td>C,V f Utilizes clinical supervision &amp; consultation to guide professional judgment &amp; behavior to promote effective outcomes with organizations and communities.</td>
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<tr>
<td>S,V g Makes use of technological and scientific advancements that contribute to solving problems that are affecting organizations and communities.</td>
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<tr>
<td>V,C,A h Uses supervision and consultation to guide professional judgment and behavior and using a journal, student will note any personal biases and values and discuss these in supervision as they relate to the population/community served.</td>
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<tr>
<td>K,C i Investigates resources that support lifelong learning (ex. NASW chapter events, continuing education opportunities, alumni mentoring).</td>
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<tr>
<th>OVERALL EVALUATION OF COMPETENCY #1</th>
<th>SCALE</th>
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</thead>
<tbody>
<tr>
<td>j</td>
<td>OVERALL EVALUATION OF THE DEMONSTRATION OF ETHICAL AND PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT</td>
</tr>
<tr>
<td>k</td>
<td>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</td>
</tr>
<tr>
<td>l</td>
<td>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</td>
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</tbody>
</table>
**COMPETENCY #2:**

**ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

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<th>Learning Dimension</th>
<th>Scale</th>
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<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>K,C,S,V a</td>
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**OVERALL EVALUATION OF COMPETENCY #2**

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<th>Scale</th>
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<tbody>
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**OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN PRACTICE IN THE FIELD PLACEMENT**

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<th>Scale</th>
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**g**

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

**h**

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #3:

ADVANCE HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

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<thead>
<tr>
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<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
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Learning Dimension | SCALE |
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<td>K,V a</td>
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<tr>
<td>S,V b</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>C,A,V c</td>
<td>5 4 3 2 1</td>
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<tr>
<td>S,V d</td>
<td>5 4 3 2 1</td>
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</table>

OVERALL EVALUATION OF COMPETENCY #3

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE ADVANCEMENT OF HUMAN RIGHTS, AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT</th>
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<tbody>
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<td>5 4 3 2 1</td>
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</table>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY # 4:
ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>Advanced</th>
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<th>Competent</th>
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<th>Unacceptable Progress</th>
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OVERALL EVALUATION OF COMPETENCY #4

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</table>

OVERALL EVALUATION OF THE ENGAGEMENT OF PRACTICE INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE IN THE FIELD PLACEMENT

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #5:

ENGAGE IN POLICY PRACTICE

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<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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</table>

Learning Dimension | Scale | Description |
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<tbody>
<tr>
<td>K a</td>
<td></td>
<td>Identifies the multiple levels at which policy is made (i.e., agency, local, state, national, international) and assess where changes are needed to occur, recommend strategies for policy reform.</td>
</tr>
<tr>
<td>C,V b</td>
<td></td>
<td>Assesses the role that social, cultural, economic and political forces play in shaping and policy, with a focus on how contemporary ideologies shape policy formation and implementation.</td>
</tr>
<tr>
<td>C,V c</td>
<td></td>
<td>Develops recommendations for policy reform including strategies for achieving these reforms.</td>
</tr>
<tr>
<td>C,S,V d</td>
<td></td>
<td>Works in collaborative advocacy and lobbying efforts on policies that improve the effectiveness of social services, enhance the wellbeing of people, and ensure social and economic justice.</td>
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</tbody>
</table>

OVERALL EVALUATION OF COMPETENCY #5 | Scale |
<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>OVERALL EVALUATION OF THE ENGAGEMENT IN POLICY PRACTICE IN THE FIELD PLACEMENT</td>
<td></td>
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</tbody>
</table>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY #6:

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>5</td>
</tr>
<tr>
<td>Proficient</td>
<td>4</td>
</tr>
<tr>
<td>Competent</td>
<td>3</td>
</tr>
<tr>
<td>Insufficient</td>
<td>2</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient</th>
<th>Unacceptable</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

- **K,C a** | Identifies and defines groups, organizations, and communities as client systems.
  
  - SCALE: □ □ □ □ □

- **S b** | Applies theories of human behavior and social environment and other multidisciplinary frameworks to engage diverse client systems and constituencies.
  
  - SCALE: □ □ □ □ □

- **C,A c** | Understands and applies intervention strategies (including empathy, reflection, and interpersonal skills) to effectively build relationships and engage diverse client systems and constituencies.
  
  - SCALE: □ □ □ □ □

**OVERALL EVALUATION OF COMPETENCY #6**

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
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**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**

**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**
COMPETENCY #7:

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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<tr>
<th>Learning Dimension</th>
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<tbody>
<tr>
<td>K,C,S a</td>
<td>Identifies and critically assesses organizational and community needs and assets.</td>
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<tr>
<td>S b</td>
<td>Engages client systems and constituencies by application of theories of human behavior and social environment.</td>
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<tr>
<td>S c</td>
<td>Facilitate the development of mutually agreed goals and outcomes for communities and organizations.</td>
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<tr>
<td>K,C,S d</td>
<td>Enhances organizational and community efficacy based on collaboration on the development and selection of strategies for organizational and community interventions.</td>
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OVERALL EVALUATION OF COMPETENCY #7

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<tr>
<th>OVERALL EVALUATION OF THE ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
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</thead>
<tbody>
<tr>
<td>OVERALL EVALUATION OF THE ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</td>
</tr>
</tbody>
</table>

f Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

g If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY # 8:
INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>SCALE</th>
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<tbody>
<tr>
<td>C,S</td>
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<tr>
<td>a</td>
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<tr>
<td>C,S,V</td>
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<tr>
<td>b</td>
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<tr>
<td>C,S,V</td>
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<td>c</td>
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OVERALL EVALUATION OF COMPETENCY #8

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
<th>SCALE</th>
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</table>

Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
COMPETENCY # 9:
EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Competent</th>
<th>Insufficient Competence</th>
<th>Unacceptable Progress</th>
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<td>5</td>
<td>4</td>
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</tbody>
</table>

**Learning Dimension**

<table>
<thead>
<tr>
<th>K,S,A a</th>
<th>Identifies the ethical dilemmas of conducting evaluation research in organizational and community settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K,S,V b</td>
<td>Collaborates with community stakeholders and organizations to analyze and identify community/organizational assets and needs based on scientifically sound evaluation methods.</td>
</tr>
<tr>
<td>K,C,V c</td>
<td>Produces evidence-based intervention process and outcomes evaluation findings, and generate recommend future actions with focus on how cost-efficient and optimal benefits can be achieved.</td>
</tr>
<tr>
<td>S d</td>
<td>Evaluates outcomes and practice effectiveness based on qualitative and quantitative methods.</td>
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</table>

**OVERALL EVALUATION OF COMPETENCY #9**

<table>
<thead>
<tr>
<th>OVERALL EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT</th>
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<tbody>
<tr>
<td>OVERALL EVALUATION OF COMPETENCY #9</td>
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</table>

f Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?

g If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.
OVERALL END OF TERM EVALUATION

Question 1: Please check ONE of the following at the end of term evaluation:

- Unacceptable progress: This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.
- Insufficient competence: This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- Competent: This intern is meeting the expectations of a field placement intern.
- Proficient: This intern is excelling in field placement by performing above expectations for interns.
- Advanced: This intern is performing exceedingly beyond expectations in field placement.

Comments/Elaboration:

Question 2: Please check ONE of the following at the final evaluation. Only complete this section at the end of the field practicum.

- Unacceptable progress: This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.
- Insufficient competence: This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- Competent: This intern is meeting the expectations of a field placement intern.
- Proficient: This intern is excelling in field placement by performing above expectations for interns.
- Advanced: This intern is performing exceedingly beyond expectations in field placement.

Final Comments/Elaboration:
The following section should be completed by the intern:

My agency field instructor and faculty liaison or practicum lab instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- [ ] I agree with the evaluation
- [ ] I do not agree with evaluation

Intern’s Pitt ID number (PeopleSoft’s 7 digit ID#): _____

Today’s date-- Day: _____ Month: _____ Year: 20____

NOTE: If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.
# MSW Field Placement Time Sheet

**Student Name:**

**Field Placement Site:**

**Field Instructor:**

**Semester (Check one):**
- Fall
- Spring
- Summer

**Year**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sa/Su</th>
<th>Weekly Total</th>
<th>Field Instructor Initials</th>
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<tr>
<td><strong>EXAMPLE</strong></td>
<td>Sept 7-11</td>
<td>8-3</td>
<td>9-5</td>
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Minimum Hours Required: (MSW 1st Year -- 144 fall term -- 216 spring term) (MSW 2nd Year or Adv Standing -- 360 per term)

**STUDENT SIGNATURE:**

**DATE:**

**FIELD INSTRUCTOR'S SIGNATURE:**

**DATE:**
Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section. No placement may end more than two weeks early in any term.

Comments

FIELD EDUCATION POLICIES

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

The following definitions are for terms used throughout these policies:

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

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

- A **field advisor/coordinator** is a member of the Field Education unit who has responsibility for placing students and for teaching the Generalist Integrative Field Seminar. Field advisors may also serve as field liaisons. The field advisor is also the person who develops new field sites, monitors current field placements and guides students along with the student's faculty advisor. **For the first year MSW student - the Field Liaison and Field Advisor may be the same person.**

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

Section 1.01 Field Placement Requirements - Approved November 19, 2003 (Revised April 2007 and August 2010)

EPAS Standard 2.1.3 The Program discusses how its field education program provides a minimum of 900 hours of field education for master’s program.

(a) Field placement is a requirement for the social work degree in the MSW Program. In the MSW Program, full time regular students complete 1080 hours (18 credits) of field; advanced standing students complete 720 hours (12 credits) of field. The field placement occurs concurrently with course work. For non-advanced standing students, the first or Generalist field placement begins in mid-October (the beginning of the 7th week of the term) of the first year for full time students and mid-June (the beginning of the sixth week of the term) for part time students. It is 16 hours per week, usually for 8 hours each day from week 7 through week 15 of the fall term, and 16 hrs per week for part-time students from week 6- week 14 of the summer term. The full time student will attend a Generalist Integrative Field Seminar for 1 hour per week for all 15 weeks of the first fall term. The part-time student will attend a Generalist Integrative Field Seminar for 1 hour and 5 minutes per week for all 14 weeks of the summer term. This is followed by the second term in placement in which the full-time student is in the field organization for 16 hours per week for approx 13.5 weeks during the spring term and the part-time student is in the field organization for 16 hours per week for 13.5 weeks during the second fall term of the program. Both periods of field placement are consecutive and in one organization.

(b) The focus of the first six credits or Generalist field experience is generalist practice. The second term of this field placement serves as a bridge to the concentration in which the student’s learning shifts gradually to substantive knowledge and skills and eventual mastery of the core and advanced competencies required by the concentration.

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

(d) During the second year or concentration period, the student is placed in a second field setting. This second or concentration field placement consists of two consecutive terms in the same setting running concurrently with courses. Students are in field for three days per week for each term (360 hours per term) for a total of 720 hours.
(e) The focus of the second field experience is defined according to the concentration, either Direct Practice with Individuals, Families, and Small Groups or COSA (Community Organization and Social Administration).

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

(g) **Part-time students** will follow the schedule established by the program for completion of field placement. Part-time students may complete **no less than 12 hours per week** for the field placement schedule, eight of which should be during the daytime operations of the organization, and must satisfactorily complete the **total** number of hours required by the program.

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

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

(j) Students requesting **special accommodations** should notify their field advisor and academic advisor and should contact the Disability Resources and Services, 216 William Pitt Union, as early as possible. DRS will verify the disability and recommend reasonable accommodations for the field experience. Information may be found at [http://www.drs.pitt.edu](http://www.drs.pitt.edu).

(k) The design of the field experience should meet the program's educational requirements and provide opportunities for students to demonstrate program competencies. The amount of time a student spends in field should be reflected in her or his registration.

(l) A student must submit a written request for **deviation from the established educational design for field** to her or his academic and field advisor, the Program Director and the Director of Field Education. The Director of Field Education will respond to this request. Circumstances that may necessitate such a request might be the need for a personal leave as a result of illness, moving to another area, or an acceleration of hours. No student is permitted to end a field placement more than two weeks early in any term without written permission from the Director of Field Education.

(m) Students are permitted to carry up to two weeks worth of field hours into another term of either Generalist field work or concentration field work but not from Generalist to concentration field work. For Example: A student completes 176 hours of Generalist field work in the fall term- the student- could with permission of the field instructor, field liaison and agency- end their field placement two weeks before the end of the spring term as long as the minimum # of hours are reached before ending the placement.

(n) Carryover of hours from term to term, students are allowed to carry over up to two weeks worth of hours from one term to another within the same field placement if approval from the agency field instructor and the Office of Field Education is granted. In all situations regarding carry over- the policy of no student ending the field placement more than two weeks early is applicable.

(o) The duration of the field placement is then extended to meet the required number of hours. All variations in field placement schedules must be approved by the field advisor, and by the Director of Field Education.

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

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

(r) All students are required to purchase and automatically billed **malpractice insurance coverage** from the university to cover the period of field placement. A student is not permitted to begin field placement without purchasing this coverage. Further, the student may sacrifice accrued hours if found to have begun field without purchasing the coverage.
Each student is expected to follow the university calendar in observance of designated holidays. In agency situations where a student’s observance of a University holiday would result in hardship or problem in the organization’s program, the student may negotiate an agreement satisfactory to all parties: student, field instructor, and field liaison. A statement of this change or agreement should be placed in the student’s file. Students are not required to make up agency holidays that are not observed by the University, in any event (inclement weather etc...) the minimum hours required for each field placement must be achieved.

Section 1.02 Program Requirements for Student Admission to Field Education - Approved November 19, 2003 (Revised April 2007 and April 2010)

Accreditation Standard 2.1.4 Admits only those students who have met the program’s specified criteria for field education

The criteria for entrance into field education are described in the Student Handbook. To begin field placement an MSW student must

Full Time Generalist Student

1) Be admitted into the MSW Program
2) Be registered for Generalist Generalists and Field Seminar in the term concurrent with beginning Generalist field placement
3) Provisional Students will enter into field at the discretion of the MSW Program Director and the Director of Field Education. Until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend his or her enrollment in the MSW Program beyond the two years needed by full-time students to graduate.
4) Typically, students that are registered for 15 credits are considered full-time. Students registered for 9-14 credits will enter field at the discretion of the MSW Program Director and the Director of Field Education

Part-Time Generalist Student

1) Be admitted into the MSW Program
2) Be registered for Generalist Generalists and Field Seminar in the term concurrent with beginning Generalist field placement
3) Typically, part-time students begin field placement in the summer of their first academic year and after completion of four Generalist courses, Human Behavior in the Social Environment, Diverse Populations, Social Welfare and Generalists of Social Work Research
4) Students on Academic Probation will enter into field at the discretion of the MSW Program Director and the Director of Field Education. Until satisfactory academic performance has been demonstrated and the provisional status cleared. A part-time student must complete all degree requirements within the 4 year limit (unless the student applies for an exception)

Full-Time Advanced Standing Student

1) Be admitted into the MSW Program
2) Have completed a BSW or BASW Degree in Social Work
3) Provisional Students will enter into field at the discretion of the MSW Program Director and the Director of Field Education, until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend his or her enrollment in the MSW Program beyond the typical 3 semesters needed by full-time students to graduate
4) Students with advanced standing can begin field placement during the first term of matriculation. At the discretion of the MSW Program Director and the Director of Field Education may defer the start of field placement to the second term of matriculation

Part-Time Advanced Standing Student

1) Be admitted into the MSW Program
2) Have completed a BSW or BASW degree from a CSWE accredited School of Social Work
3) Provisional Students will enter into field at the discretion of the MSW Program Director and the Director of Field Education. Until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend his or her enrollment in the MSW Program beyond the two years needed by full-time students to graduate

Concentration Student

1) Have successfully completed required Generalist coursework and Generalist field work
2) Students on Academic Probation will enter into field at the discretion of the MSW Program Director and the Director of Field Education, until satisfactory academic performance has been demonstrated and the probationary status is cleared, even if this results in a student having to extend his or her enrollment in the MSW Program beyond the two years needed by full-time students to graduate.

Before starting field placement - All students
1) Are required to complete and submit a request for field placement and resume by designated deadlines as outlined in the field handbook.
2) Are required to sign and submit a Student Agreement/Release of Information form.
3) Complete the Mandated Reporter Training via Course Web and submit Certificate of Completion.
4) Make an appointment to meet with a field advisor.
5) After interviewing, complete and submit a one page Confirmation of Field Placement Form.
6) When a student or field instructor does not agree to the field placement assignment, the student is sent to another setting and field instructor. Students who are not placed after the interviewing process following a third field agency referral are referred to the Program Director and/or the Associate Dean for Academic Affairs for review. In the MSW Program, this would include three referrals for the first field placement, three referrals for the second field placement, and three referrals for the advanced standing field placement. When a student is not placed by the end of the drop/add period, the student will be referred to the Program Director and/or the Associate Dean for Academic Affairs for review.

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

Section 1.03 Criteria and Procedures For Selecting Agencies And Field Instructors; Placing and Monitoring Students; Maintaining Field Liaison Contacts with Agencies and Evaluating Student Learning and Agency Effectiveness Congruent with Program Competencies - Approved November 19, 2003 (Revised April 2007 and August 2010)

EPAS Standard 2.1.5 The Program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings, placing and monitoring students, maintaining field liaison contacts and evaluates student learning and field setting effectiveness congruent with the program’s competencies.

(a) Selection of Agencies

(i) School Policy-Agencies

a) Agencies are selected based on their ability to:

   i. provide learning assignments appropriate to the student’s educational program and level, generalist practice for First Year MSW students for students to demonstrate core competencies, advance practice opportunities for 2nd Year and Advanced Standing students as outlined in the MSW Program Handbook and on the Agency Demographic Survey form.

   ii. to provide a qualified field instructor(s), and

   iii. to sign a university affiliation agreement.

(b) School Procedures

(i) Agencies can be identified as a possible field site in various ways: identification by Field Education professional staff, program faculty, UPJ and UPB Program Coordinators, referral from other field instructors or agency training coordinators, students, and self referral. Current lists of affiliated agencies organized by program level are available at www.fieldedlink.pitt.edu.

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

(iii) A site visit is made by personnel from the Field Education professional staff and the UPJ and UPB Program Coordinators when possible.
(iv) Field Education personnel and UPJ and UPB Program Coordinators make a recommendation regarding accepting the agency as a field site. With a positive recommendation, the affiliation agreement is executed, the agency is listed in the field data base, added to the on-line directory and students may be placed if a qualified field instructor is available to supervise the student.

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

(c) Details

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

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

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

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

(v) The School does require students to sign a Student Agreement/Release of Information Form prior to the start of the matching process.

Section 1.04 Placing Students

(d) Student Policy Placing Students

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

(ii) When a student or field instructor does not agree to the field placement assignment and has not yet completed and submitted a interview confirmation form, the student is sent to another setting and field instructor. Students who are not placed after the interviewing process following a third field agency referral are referred to the MSW Program Director and/or the Associate Dean for Academic Affairs for review. Program, In the MSW Program, this would include three referrals for the first field placement, three referrals for the second field placement, and three referrals for the advanced standing field placement. When a student is not placed by the end of the drop / add period, or after three interviews, the student will be referred to the MSW Program Director and/or the Associate Dean for Academic Affairs for review.

(iii) Students must obtain malpractice insurance to cover the period of the field placement. The insurance is automatically invoiced to students registered for field credits. They are also responsible to obtain any clearances or health tests required by the field organization. Clearances should be obtained in advance of the field placement in order to avoid a delay in commencing placement activities at the field organization. A student must be registered for field credits during each term in field placement.

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

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

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

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

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

(vii) Students are not permitted to terminate an assigned field placement without having engaged in a problem solving process with their field instructor and field liaison. The field liaison is the person who has responsibility for terminating the field placement. Reference is made to the School Policy, Problem Solving in Field Placement. A student who terminates their own placement without utilizing the problem solving process will be reviewed by the Program Director and the Associate Dean for Academic Affairs.

(e) Procedures

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

(ii) The student submits a formal request for field placement with a copy of a resume and a signed Student Agreement/Release of Information form to the Field Education administrative support person prior to the deadline date. An electronic copy of the resume will also be requested by the assigned field advisor.

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

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

(v) Both student and field instructor must provide feedback / and complete their sections of the one page confirmation form to the school that the field assignment is acceptable before a field placement may begin and clock hours counted.

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

(f) Details

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

Section 1.05 Monitoring of Students and Maintaining Field Liaison Contacts with Agencies

(g) School Policies

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

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

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

(h) Procedures

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

(ii) Field liaisons visit the field instructor and student in the agency while the student is in field placement. The field seminar serves as the liaison contact for the first term of non-advanced standing students. While the content and structure of those visits may vary, the focus of the visit should include an overview discussion of the student’s assignments, program competencies, the level of learning and competence the student has achieved the field instructor’s appraisal of the student’s efforts, augmentation to the identified field learning tasks when indicated, and termination issues, when appropriate. A minimum of one field liaison visit per term is required, except for first year non-advanced standing students attending the field seminar.

(iii) The school has responsibility for reinforcing a social work perspective when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors with an CSWE accredited degree are strongly urged to attend, field instructors or agency task supervisor from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb. (3) Field liaisons may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor.

(i) Details

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

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

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

Section 1.06 Evaluating Student Learning and Field Setting Effectiveness In Providing Field Instruction Congruent with Program Competencies

(j) School Policies

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

(k) Procedures

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

(ii) At the end of the field placement, students are asked to evaluate the field experience either live or via a web based survey. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Directors as requested.

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

(l) Details

(l) As a result of the evaluation process by students and feedback from field liaisons, specific agencies and field instructors may be identified for additional development or non-use.
Section 1.07 Selection of Field Instructors (Revised October 15, 2008 and August 2010)

EPAS Standard 2.1.6 The Program discusses how its field education program specifies the credentials and practice experiences of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field Instructors for baccalaureate students hold a baccalaureate or master’s degree from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

(m) School Policy – Field Instructors

(i) Category 1

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

(ii) Category #2

a. Because of the educational needs of the student, or in the absence of an available agency person who meets the requirements as set forth in Category #1 above, individuals from related social work disciplines may be appointed to oversee the student’s work in the agency. Such individuals are referred to as either field instructors or agency task supervisors. The field instructor of record for the student may be an experienced MSW elsewhere in the agency or community, or a faculty member of the School of Social Work. For cases in which the field instructor does not hold a CSWE-accredited social work degree, the School assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

The school has responsibility for reinforcing a social work perspective when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors with an CSWE accredited degree are strongly urged to attend, field instructors or agency task supervisor from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb. (3) Field liaisons/practicum lab instructors may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor. Through the field seminar, the field liaison visit(s), phone calls, and special opportunities such as orientation, the yearly field recognition seminar, the Dean’s Speaker Series, the Dean’s Council, invitations for field instructors to speak in classes, the school maintains ongoing communication with practitioners in the community. In addition, when faculty and field education professional staff attends community meetings, they converse with local practitioners about current issues and changes in the school or organization.

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

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

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

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

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

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

iv) New field instructors or agency task supervisors from related disciplines agree to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb before supervising a student.

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

(o) Details

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

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

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

Section 1.08 Field Instructor Orientation and Training and Continuing Dialogue with Agencies – Approved November 19, 2003 (Revised August 2010)

EPAS Standard 2.1.7 The Program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

(p) School Policy

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

(q) Procedure

(i) Field instructors are invited for a full day of orientation at the beginning of the fall, spring and summer terms. The content of the orientation includes information that will familiarize field instructors with their role and responsibilities as educators, discussion of policies pertinent to the field experience, and discussion of curricular issues that define the student’s expected field learning assignments, practice behaviors and program competencies.

(ii) The Seminars in Field Instruction (SIFI) is a series of 3 sessions designed to parallel the student and field instructor experience. While the SIFI is not required, field instructors of record and task supervisors, and new field instructors are strongly encouraged to attend. New field instructors and agency task supervisors from related disciplines are required to complete the SIFI available on-line via Courseweb.

(iii) Field instructors are provided with an on-line field education handbook and all necessary documents are always available via the School's website.
Ongoing dialogue is provided through e-mail contact with field instructors informing them of changes, responsibilities, and other information as needed.

Details

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

Field instructors evaluate the effectiveness of the SIFI.

Field instructors who complete the orientation and SIFI are provided CEUs.

School Policy

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

Section 1.09 Employment-Based Field Placement - Approved November 19, 2003 (Revised April 2007 and August 2010)

EPAS Standard 2.18 The Program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

School Policy

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

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

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

Students must not do less than 12 hours per week in a supervised field placement and 8 of those hours should be during the day so that students can participate in the life of the field organization.

Procedures

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

Professional field education staff interviews each student requesting an employment-based field placement. When all the appropriate information is available, the field advisor will contact both the proposed field instructor as well as the employment supervisor before making a final recommendation.

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

Details

The school generally permits one field placement as employment-based. On occasion, there may be large or umbrella agencies with significantly different but appropriate field learning opportunities unavailable elsewhere in the community. In those specific instances, the field advisor may recommend that such an assignment would benefit the student's learning.
(ii) In all discussions with students, employment supervisors and proposed field instructors, the field advisor will ask each to evaluate the potential for conflict of interest issues to arise.

Section 1.10  Problem Solving in Field Education - Approved November 19, 2003  (Revised April 2007)

(w) Policies

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

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

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

(i) failure to receive the interview confirmation form, University Affiliation Agreement, letter of appointment, the Field Learning Plan/timesheet, the end of the term evaluation/timesheet;

(ii) failure to receive a completed application for field instructor;

(iii) poor attendance or performance in the field seminar;

(iv) failure of the field liaison, field advisor, field instructor to respond to phone calls within a reasonable time; no faculty contact and/or visitation during each term of field placement;

(v) absence of a completed field learning plan/time sheet and end of term evaluation/time sheet; inadequate or missing learning tasks to address objectives; a significant number of unsatisfactory ratings on the final evaluation or frequent NA items;

(vi) difficulty of the student in talking to and/or working with the field instructor;

(vii) difficulty of the student in "engaging" (To involve oneself or become occupied and participate) in the work and with the staff of the field placement;

(viii) difficulty of the student in having an open attitude towards learning; lack of demonstrable evidence that the student is learning or adequately moving toward task completing;

(ix) tardiness, unexcused or frequent absences of the student, inability to work within agency policies and procedures;

(x) personal problems of student or field instructor that negatively impact the field instruction effort;

(xi) agency or organizational changes or stresses that negatively affect the field instructor's ability to meet the expectations of the field instruction effort.

(y) Procedures

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

(ii) Problem identification by student or field instructor.
(iii) Discussion of the problem, issue, or concern by those immediately involved.

1) The issue is resolved, or
2) A plan to address the problem is agreed upon and implemented, or
3) There appears to be no workable solution.

(iv) If no workable solution is found, the field liaison is involved. The field liaison may “coach” the student, or the field instructor, or both and suggest that they meet again.

1) The issue may be resolved, or
2) A plan to address the problem is agreed upon and implemented, or
3) There still appears to be no workable solution.

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

(vi) The field liaison facilitates the meeting with the field instructor and the student. This is usually held at the field site.

(vii) The issue may be resolved, or

1) A plan to address the problem is agreed upon and implemented, or
2) A solution cannot be facilitated.
   a) The field liaison notifies the Program Director and the Director of Field Education if a solution cannot be facilitated; this notification should be in writing. These individuals then engage in problem solving with the field liaison.
3) The issue may be resolved, or
   a) A plan to address the problem is agreed upon and implemented, or
   b) A solution cannot be facilitated.
4) If no solution is agreed upon, a decision to terminate the field placement may be recommended. **Termination of a field placement cannot occur unless the problem solving process has been fully utilized.** Any recommended termination must follow the School’s Policy, Withdrawal and Termination of Field Placement.
5) Agreed upon plans to address the problem(s), issue(s), or concern(s), should be evaluated for effectiveness at the appropriate level of decision-making. If such plans fall short of resolving problems, issues, or concerns, when implemented, the above problem solving steps are reactivated.
6) If a student terminates a placement on their own without utilizing the problem solving process, the situation will be referred to the Program Director and the Associate Dean of Academic Affairs.

**Section 1.04**

**Section 1.11  Student Field Placement Activities During a Strike – Approved by Faculty: November 12, 1975**

(a) Students who are in field placement at the time when the agency is being struck by its employees may or may not cross the picket lines, depending upon the student’s orientation or conscience. In no case, shall the student be forced to cross a picket line against his/her own will.

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

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

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

Section 1.12  Recommended Procedures on Withdrawal from Field Agency Placement - Effective Date: October 21, 1987 – Revised January 1989 (Revised April 2007) (February 2015)

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

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

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

(d) Withdrawals occurring after the first day of the field placement has designated on the academic calendar and before the drop/add period must be noted as "Assignment Changed" in the student's academic folder. The consequences, if any, for field clock hours will be determined on the basis of the amount of elapsed time between withdrawal and reassignment.

(e) Withdrawals occurring after the end of the drop/add period and involving unanticipated dynamics which may disadvantage the student must be noted simply as "Withdrawn" in the student's academic folder. The consequences, if any, for field clock hours will be determined by the Faculty Advisor and Administrative Officer.

(f) Withdrawals occurring after the end of add/drop period and involving a mismatch of the student and the field instructor and/or agency may or may not result in an "NC" grade depending upon the circumstances of the withdrawal. A letter of agreement outlining the terms and conditions to be replaced at another site will be created by the Director of Field Education and signed by the student. No student will be replaced without the signed agreement on file. A copy of this agreement will be provided to the student's field coordinator and faculty advisor.

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

(h) Medical withdrawals occurring after the end of drop/add period. Students will be required to submit appropriate documentation to support a medical withdrawal. Where a student later seeks to return to the Program, and a continuing health condition exists which impacts the student's ability to perform the essential functions of the field placement or other program requirements with or without reasonable accommodation, the student may be required to provide additional medical information. The School will provide the health care provider information about the field placement and job duties at issue so that an informed determination can be made. Agencies cannot be held responsible for not accommodating a student if no disability is disclosed before the start of a field placement and a undisclosed disability should not be used by the student at a later date as a reason for poor performance.

(1) After one approved withdrawal from the field placement, any additional requests for withdrawal made through the remainder of the student's tenure in the degree program will automatically invoke the academic review process. The consequence for field clock hours will be determined during the academic review process and will involve either full or partial loss of prior field placement clock hours for that registered field placement. The review of the student's performance in the field should occur no later than the end of the first term of the student's second trial period.
Section 1.13  Termination of Field Instruction

a) If a student’s field work is terminated due to unsatisfactory performance occurring after the end of the add/drop period the student’s grade will be assigned as “NC” in the student’s academic folder. Such terminations will automatically fall within the purview of mandatory academic review and will invoke the academic review process. The consequences for field clock hours shall be full loss of prior field hours for that registered placement.

Section 1.14  Termination from MSW Program

a) In the instance of student removal from two field instruction placements for unsatisfactory performance (two NC grades), no further field instruction placements shall be made, and the student will be terminated from the social work program. As Outlined in the MSW Student Handbook Field education is graded on a satisfactory/unsatisfactory (S/NC) basis. Students are expected to demonstrate satisfactory performance in their field-based learning assignments. Should a student receive a grade of "NC" in a field placement, the field credits for that placement will not be counted towards the number needed to satisfy MSW degree requirements. The option of re-doing a field placement in which a grade of "NC" was earned can be exercised once only. A student will be dismissed without expectation of re-admission from the MSW Program if he or she does not demonstrate satisfactory performance in a second field placement opportunity. Field placement grades are not included in the calculation of student's GPA.

Section 1.15  University of Pittsburgh Policies Relating to Field Education


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

(f) School of Social Work Clearance Statement

I, ________________________________ am a student in the School of Social Work at the University of Pittsburgh. I understand and agree in accordance with the curriculum requirements outlined in the School of Social Work student handbook for the MSW student http://www.socialwork.pitt.edu/downloads/MSWHandbook.pdf that in order to complete the program in social work in which I am enrolled, I will be required to compete a field placement or placements with an agency, organization or facility external to the University, and such facilities will or may require a criminal background check, an act 33/34 clearance (if applicable) and perhaps a drug screen to determine whether I am qualified to participate in the field placement. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. I understand that it is my responsibility to secure the necessary background checks required and submit them to the facility of interest for field placement for their review and determination. Should I fail a check, clearance and/or drug screen, I understand that the School of Social Work cannot guarantee that it will be able to place me in an agency for a field internship, and that these results may affect my ability to complete the program requirements for which I am enrolled and my future ability to be licensed.

I also understand and agree that while I am in field placement, that I am not covered by workman’s compensation for any accident/injury that may occur during my time on site doing agency/field placement business. I understand that I, or my medical insurance plan, will be responsible for all expenses incurred while I am working in my field placement and that the University of Pittsburgh and the University of Pittsburgh School of Social Work assumes no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, trustees, and employees from any such responsibility or liability. Students agree that they are not employees of the University of
Pittsburgh or the Field Education Organization and are not covered by Workers’ Compensation, Unemployment Compensation, or any other laws, government regulations or ordinances related to employees. More information on how to obtain these clearances can be found at http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php. For more information on this process, the FBI website is http://www.fbi.gov/hq/cjisd/fprequest.htm.

(g) Sexual Harassment Policy – Revised February 1, 2002

(i) The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors and visitors of the University.

(ii) It is also a violation of the University of Pittsburgh’s policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

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

1) Definition

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

i) Submission to such conduct is an explicit or implicit condition of employment or academic success;

ii) Submission to or rejection of such conduct is used as the basis for an employment or academic decision; or

iii)Such conduct has the purpose or effect of: a) Unreasonably interfering with an individual’s work or academic performance, or b) Creating an intimidating, hostile or offensive work or academic environment.

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

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

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

i) All complaints will be given serious, impartial, and timely consideration. When an administrator or supervisor receives a complaint, oral or written communication with the person whose action the complainant found offensive may resolve the problem. If that does not resolve the matter, an investigation will be undertaken. The complainant and the accused will be informed of the findings of the investigation. While every effort will be made to protect the privacy rights of all parties, confidentiality cannot be guaranteed.

c) If an individual is found to have violated the University’s policy against sexual harassment, steps will be taken to stop the harassment and the violator will be subject to disciplinary sanctions, including, but not limited to, oral or written warning, required education program, mandatory counseling reprimand, suspension, reassignment or responsibilities, termination of employment or expulsion from the University. If it is found that the complaint is without reasonable Generalist, the parties
...will be so informed and will also be informed that no further action is warranted. A record of the findings and the action taken must be kept in the unit that handled the complaint.

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

**Section 1.16 Field Instructor Benefits (Revised November 1988, August 1999, and April 2014)**

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

- A straight 50% discount on all Continuing Education Programs sponsored by the School of Social Work, as space is available.
- Ability to earn up to 15 free Continuing Education Units (CEU) by attending a 6-hour Orientation and three 3-hour trainings.
- Free attendance at one 3 credit Continuing Education Program during the academic year that you are supervising a student. (Dependent upon classroom space and availability).
- Entered into a drawing to attend the Annual Recognition Luncheon and Awards program.
- Entered into a drawing to attend the School of Social Work Alumni Recognition Event held in the fall term.

During the period of field placement, field instructors have the responsibility to provide regular and structured supervisory and instructional meetings with their assigned student. A minimum of at least one hour per week is required. Field instructors are responsible for completing a Field Learning Plan and end of term Field Evaluation of the student for each term the student is in field placement. Students are responsible for bringing these documents to you; forms can be downloaded from the School of Social Work website ([http://www.socialwork.pitt.edu/academic-programs/field-education/](http://www.socialwork.pitt.edu/academic-programs/field-education/)). Field instructors unfamiliar with the expectations of the School of Social Work are encouraged to attend the Field Instructor Orientation and Seminar in Field Instruction Series conducted in the Fall, Spring, and Summer terms. New field instructors or agency task supervisors from related disciplines are required to attend field instructor orientation and training before supervising a student, or at a minimum, successfully complete the Seminar in Field Instruction available on-line via Courseweb. For more information on this training, please contact, Administrative Assistant-Office of Field Education at 412-648-5941.

**Section 1:17 Stipend Process Approved by Faculty, November 11, 1970 (Revised April 2014)**

1) **Policy and Procedures - Stipend Process**

   i) During the matching process, once an agency confirms acceptance of a student for field work, the student's field coordinator will discuss with the agency if they are planning to pay the student a stipend, and if so, the field coordinator will assist the field agency in completing the student training and enrollment form. Once completed, this form will be forwarded to the Administrative Assistant in the Office of Field Education to be placed in a file and recorded on the field stipend report for that academic year.

   ii) If the agency indicates that they are unable to pay at this time, if appropriate, the field coordinator will insert their name and phone # as the contact person for future questions and will forward a copy of the general stipend letter to the field agency contact person.

   iii) If the agency would like to pay the student a stipend and would like to be billed by the School of Social Work for this stipend, the student's field coordinator will assist the agency in completing the enrollment form, confirm that the agency has signed off on this form, signs the form and also gets the Director of Field Education signature.
iv) Once this form is completed, the field coordinator will make two copies of this form- one will be forwarded to the Administrative Assistant to the Office of Field Education to be keep on file and entered onto the field stipend report for that academic year, and one copy will be forwarded to the Administrative Assistant to the Director of Finance School of Social Work.

v) The original enrollment form will then be given by the field coordinator to the student along with a pre-packet of training fellowship enrollment forms and information (previous provided by the Finance Office School of Social Work).

vi) Once the student completes all necessary steps to be awarded the stipend- the Financial Manager of the Finance Office will inform the student’s field coordinator that an award letter will be produced.

vii) The Dean’s office will produce and distribute the award letter, and a copy forwarded to the Administrative Assistant in the Office of Field Education to be kept in the field education office files.

2) Tracking of Stipends

i) The Field Education Office is responsible for tracking the following types of stipends:
   a) Hartford
   b) Agency-Direct Payment

ii) The Office of Finance is responsible for tracking the following types of stipends:
   a) CRSP
   b) Admissions (School sponsored field placement stipends)
   c) BSW Pathway to Pitt

iii) Both Offices:
   a) Agency Billed through the School of Social Work

3) Biannual Meeting

i) The Office of Field Education and Office of Finance will meet twice per year, ideally once in December and once in April to compare stipend data to produce a comprehensive stipend report for the Dean of the School of Social Work.

4) Changes to Student Status

i) If a student status changes while receiving a stipend, i.e., (Leave of Absence, Withdraw, etc.) the BASW program director will inform the Office of Field Education and the Office of Finance to ensure that the stipend be suspended during the change in status.
August
28  Classes begin. Generalist Field Integrative Seminar begins for first year Non-Advanced Standing Students.

September
7  Orientation for Field Instructors, 2017 Cathedral of Learning, 9:00-4:00 pm
4  Labor Day (University closed).
5  Field placement begins for MSW Second Year and Advanced Standing students and for all Continuing Students who started field work over the summer.
12,13,14  Required Orientation Seminar: MSW Advanced Standing Students starting a placement must attend one of the following: 9/12, 12:00 Noon-3:00 PM, 9/13, 6:00-9:00 PM, or 9/14, 9:00 AM-12 Noon. Faculty /Staff Lounge Room 2101 CL.

(c) October
9  Spring Term Request for Field Placement Forms Due.
   Full time Non-Advanced Standing students begin field placement.
   Deadline for Student Interview and Field Instructor Interview Confirmation Forms for first year Non-Advanced Standing students starting field placement this date.
TBD  Fall Break (no classes)
23  Field Learning Plans for students in new field placements that started September 6th are due. Field Learning Plans – a link will be sent to all students to their PITT e-mail address

November
22 – 26  Thanksgiving Recess for students (no classes or field).

December
4 Evaluations/Time Sheets are due for Advanced Standing, Part-Time, and Second Year Students in placement for the entire fall term.

**Week of Dec 11th**

Last Generalist Field Seminar session for full time first year Non-Advanced Standing Students.

Field Learning Plan/Time Sheets due for full time First Year Non-Advanced Standing Students in placement since October 9th.

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

17 - Jan 2 Winter Recess for all students.
MSW FIELD EDUCATION SCHEDULE
Spring of 2018 (TERM 2184)

January

 3  First day of field placement for all students.

Week of 4th

  Required attendance at one of the following: Orientation to Field Placement Seminars for all Advanced Standing MSW students starting field placement- (individual meetings with Field Advisor)

  15  Dr. Martin Luther King’s Birthday Observance (University closed).  (NO FIELD)

February

  14 - Mar 15  Summer Term Request for Field Placement Forms Due.  
  First Year Part-Time MSW Students register for Generalist Integrative Field Seminar.

  19  Field Learning Plans are due for students in new field placements.

Week of 19th

  Required Planning Seminar: Students planning to start a new field placement summer term.  (individual meetings with Field Advisor)

March

  4-11  Spring Recess for all students.

  15 – 31  Continuing MSW Students submit request for Fall field placement.  
  Field placement assignments will be made from April through August.

  15  Last day for requesting MSW summer field placement.

April

  15  Evaluations are due for all MSW students.

  28  Last day of field placement for Spring term for MSW students.
MSW FIELD EDUCATION SCHEDULE
Summer 2018 (Term 2187)

May

7  Field placement resumes for Part-Time- Second Year and Advanced Standing MSW students in field for the summer.

Week of May 7th  Generalist Integrative Field Seminar begins for First Year Part-Time Students. Seminar meets for 1 hour for 14 weeks.

Week of May 7th  Required Orientation Seminar: Advanced Standing MSW Students starting a new field placement May 8th. (individuals meetings with field advisor)

On-line orientation available at: http://courseweb.pitt.edu

28  Memorial Day (University Closed). (NO FIELD)

July

4  Independence Day (University Closed). (NO FIELD)

August

6  End of term evaluation/time sheets due for students who began field placement in May or January.

Field Learning Plans/Time Sheets are due for Part-Time Students in placement since June 8th

Week of Aug 6th  Last Generalist Field Seminar session for Part-Time Non-Advanced Standing Students in placement since June 8th

11  Last day of field placement for the Summer Term.
**Student Observance of Holidays**

Each student is expected to follow the University calendar in observance of designated holidays. In agency situations where a student observance of a University holiday would pose a hardship or problem in the organization’s program, the student may negotiate a compensatory time arrangement satisfactory to all parties: student, field instructor, administrative officer, and advisor. A statement of this change or agreement should be placed in the student’s file. Students are not required to make up agency holidays that are not observed by the School. In any event, (inclement weather etc...) the minimum number of field hours for each credit registered for must be met and no student may end field placement more than two weeks before the end of the term.

**Student’s Satisfactory Completion of Field Requirements**

Students must have a field learning plan/time sheet and an evaluation/time sheet submitted electronically by the due date to indicate they have satisfactorily completed field learning requirements. Students need to complete the required number of hours for each term in field placement.
Code of Ethics of the National Association of Social Workers
Approved by the 1996 NASW Delegate Assembly; the following revisions were approved in 2008:

1.05 Cultural Competence and Social Diversity

(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.

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.

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.

6.04 Social and Political Action

(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.
Preamble

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

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the Generalist 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 selfdetermination. 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 Labor Management 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’ wellbeing, 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.
Handout A

STUDENT RESPONSIBILITIES AND RIGHTS IN THE FIELD PLACEMENT

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

1. Active participation in the learning process,
2. An open attitude towards learning,
3. Performance of all activities in consonance with social work values.

In addition, students are more specifically expected to:

1. Take the field learning plan to the field instructor and assist the field instructor in formulating learning tasks that will satisfy the learning objectives which are reflected in the Field Learning Plan;
2. Systematically pursue each learning objective through the tasks identified with achieving that objective; become increasingly skillful in delivering services to clients or completing administrative or organizing assignments;
3. Follow the practices and policies of the agency or organization seeking to make improvements through recognized organizational mechanisms;
4. Develop professional self-reflective skills through the review of field placement experiences with the field instructor;
5. Demonstrate responsibility and professionalism by completing all agreed upon tasks.
6. Perform in a manner consistent with the NASW Code of Ethics and standards of professional practice;
7. Assure that the completed field learning plan/time sheet, the student field evaluation/time sheet, and the evaluation of the field experience are received on time by their field advisor or taken to room 2129 Cathedral of Learning.

Students also have rights in field placement. These rights include the:

1. Right to a field instruction assignment that meets the requirements of the student’s educational program.
2. Right to meet the field instructor prior to confirming the assigned field placement.
3. Right to expect that no task that violates the ethics and values of the profession will be assigned.
4. Right to due process if a problem arises related to the student’s performance or behavior in the field. The field advisor is responsible for guiding the problem-solving activities.
5. Right to participate in, to see, and to have a copy of her/his field evaluation. The student also has the right to expect that the field instructor discuss the evaluation with her/him. When substantial differences exist in an evaluation between student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.
Handout B

IMPORTANT MESSAGES: FIELD EDUCATION in the MSW PROGRAM

1. DO take the field placement planning process seriously.

2. DO use EMAIL to facilitate communication with your field advisor. The School requires you to use Pitt’s email.

3. Make an appointment when you need to consult with your field advisor.

4. Check the school’s web site at http://www.socialwork.pitt.edu/academics/fielded/overview.html for information related to field education; check the courseweb for additional support.

5. DO review the written material in the Field Handbook http://www.socialwork.pitt.edu/ and field materials on the school’s web site http://www.socialwork.pitt.edu/fielded/overview.html before coming to your field advisor with questions.

6. Do NOT shop around for field placements. This is not a retail experience!

7. DO inform your field advisor during the planning process of any special assistance that you may need to complete successfully your field placement. When requesting accommodation, you are required to present a letter from the Disability Resources Office that is specific to field placement.

8. DO your second field placement in your concentration (and specialization) in order to fulfill the graduation requirements of the MSW Program. The planning process for the second field placement is similar to your first field assignment.

9. Part time students MUST do at least eight (8) hours per week of their field placement during the normal daytime working hours.

10. DO contact the potential field instructor within three (3) days after the referral has been made for field placement.

11. DO confirm the results of your interview for field placement with your field advisor within ten (10) days of the interview.

12. Current students are NOT permitted to serve as field instructors.

13. It is your responsibility to obtain child abuse and criminal history clearances and/or FBI fingerprinting required by the agency in a timely manner so that the start of your field placement is not delayed.

14. Clearances will identify misdemeanors and felonies for which you have been found guilty. This identification of legal violations may impede your ability to be placed. You are responsible to alert your field advisor in the planning process if your clearances will identify this information.

15. It is your responsibility to expeditiously obtain any medical screening or test that is required by the agency prior to the start of the field placement.

16. Do NOT begin field placement unless you have verified on your e-bill that your malpractice premium has been paid.

17. Do NOT begin field placement unless you have registered for field credits for the term.

18. DO keep a log of your hours at the field placement. MSW students are required to keep and to submit a time and activity sheet with their evaluation.

19. Students CANNOT substitute employment for field. This is an accreditation standard.

20. If you are NOT matched to a field placement after three consecutive interviews, your situation will be reviewed by the Program Director and Associate Dean for Academic Affairs.
21. DO review the problem solving guidelines as written in the Field Handbook.

22. DO notify your field instructor, faculty advisor or field advisor PROMPTLY about any problem occurring in your field placement.

23. DO inform your field advisor of any stipend provided by an agency.

24. The focus of your field placement is learning, NOT employment.

25. DO inform your field advisor of any changes in status while in the field placement. This includes, but is not limited to:
   - employment within the agency
   - change of field instructor
   - change of assignment
   - absence more than 3 days
   - frequent tardiness

26. DO inform your field liaison if you are not receiving regular supervision and field instruction.

27. DO inform your field liaison if you have received approval from your field instructor to accelerate your hours and plan to end field placement earlier than scheduled.

28. You are responsible for obtaining a Field Learning Plan at the start of the term, and a student evaluation at least 4 weeks prior to the end of the term. Additionally, at the end of your field experience you are responsible for completing an evaluation of the field experience which will be sent to you. Learning plans and evaluation forms will be distributed in the field seminar and are available from the school’s website and in the hall receptacles across from Room 2127 C.L.

29. Make sure your completed field learning plan/time sheet and student evaluation/time sheet are returned by the deadline so that you can receive your grade otherwise your grade will be submitted as Incomplete.

30. Field liaisons are REQUIRED to visit you and your field instructor during the course of your field placement. If a visit has not been scheduled at least 3-4 weeks prior to the end of the term, please call the appropriate person and request a visit. Be prepared to discuss what you have been and are learning.

31. Any change in the agreed upon terms of the field placement once the field placement has been confirmed should be made in consultation with your field liaison and field instructor. The student should submit a letter to the field advisor and field instructor for approval and documentation of this change.

32. You are NOT permitted to terminate or change your field placement on your own. This could result in an unsatisfactory grade. If a problem arises, contact your field liaison immediately.

33. You MUST complete the required hours for your field credits. If the start of the field placement is delayed you are responsible to make up the missing hours. No student is permitted to end a field placement more than two weeks early in any term without written authorization from the Director of Field Education.

34. Do NOT do anything illegal or unethical in field placement. Make sure you know the rules and procedures of the agency. Whenever you don’t know or are unsure, ASK your field instructor or your field liaison. Use your university-based support system while in field.

35. Do NOT misrepresent yourself as a graduate of the program either orally or in writing until you have graduated.

36. Stipends – Please be advised that paid field placements are not commonly available. Lack of a stipend is not an appropriate reason to decline a field placement. Students should base their decision upon interests and learning opportunities.

37. Private Practice – Please be aware that private practices are not approved field sites-only on the rare occasion will this be considered if the private practice work is a part of a larger agency setting, with proper supervision and agency milieu for student learning the appropriate competencies and practice behaviors of social work.