

August 17, 2012



School of
**Social
Work**

**MSW Program
Student Handbook**

2012-2013

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Preface

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 To the extent any policy contained in this Handbook is inconsistent with the Law, such policy is superseded by Law.

The online handbooks aim to provide the most current information possible; sites are updated regularly. However, information contained in the MSW Handbook 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.

School of Social Work Mission

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

MSW Mission

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 Administration - that reflects the social work profession's values, traditions and philosophy.

Welcome Message from the Dean

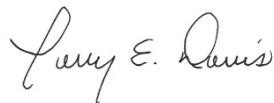
As the Dean of the School of Social Work at the University of Pittsburgh I welcome you to our School. Founded in 1918, this School has a long and distinguished history of service, research, and scholarship. We are very proud of our legacy for being a school which values activists and organizers, as well as scholars and thinkers. Our graduates and faculty are continuing in the 21st century to build on this legacy.

At the same time, while proud of our past, we are not resting on our laurels, but are forging ahead addressing old problems and facing new challenges that confront today's society and the world. The quality of our BASW, MSW, and PhD programs are among the very best in the country, and we continue to enhance the programs. The School has an average enrollment of 600 students with 500 students in practicum sites throughout the greater Pittsburgh region. We continue to have substantive depth in both direct practice with individuals, families, and groups as well as in intervention and practice in community organization and social administration.

All members of our faculty are engaged in teaching and scholarship. They are highly qualified experts in their fields who are enthusiastic and engaged in a multitude of projects ranging from child welfare, mental health, community development, substance abuse, work with the elderly, domestic violence, diagnosis and treatment of families and their children, issues related to incarceration, reducing educational disparities, and empowering youth and communities, just to name a few.

As we continue to take on new initiatives, we are very fortunate to have the broad support of the larger University, community institutions, philanthropic foundations, and public and private agencies. All these factors have come together to create among the faculty and students a new sense of excitement, exhilaration, and commitment. Unquestionably, these are exciting times for our school! We look forward to preparing practitioners who will have the knowledge, skills, and commitment to make ours a better world for everyone.

Sincerely,

A handwritten signature in cursive script that reads "Larry E. Davis".

Larry E. Davis, PhD
Dean
Donald M. Henderson Professor

Administrative Structure

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

Dean:	Larry E. Davis
Associate Dean for Academic Affairs:	Lambert Maguire
Associate Dean for Research:	Catherine Greeno
Director of Admissions & Student Affairs:	Philip Mack
Administrative Assistant to the Dean:	Rosie Rinella
Business Manager:	Megan Soltesz
Director, B.A.S.W. Program:	Keith Caldwell
Director, M.S.W. Program:	Lynn Coghill
Director, Ph.D. Program:	Valire Copeland
Director, Field Education:	John Dalessandro
Director, Continuing Education Program:	Tracy Soska
Director, Career Services and Alumni Affairs	T.B.A.
Director, Constituent Relations	Liz B. Cooper
Director, Strategic Planning & Quality Assurance	Hidenori Yamatani

MSW Concentration Chairpersons

Direct Practice:	Christina Newhill
COSA:	Tracy Soska

Contact Persons for Certificate Programs

Children, Youth & Families:	Helen Cahalane
Home & School Visitor (Interim):	Amy DeGurian
Human Services Management Certificate:	Tracy Soska
Gerontology:	Rafael Engel
Mental Health:	Christina Newhill

Liaison Persons for Joint Degree Programs

School of Social Work MSW/Ph.D.:	Valire Copeland
School of Social Work (MSW)/	
Graduate School of Public and International Affairs:	Daniel Rosen
School of Social Work (MSW)/	
Graduate School of Public Health (MPH):	Valire Copeland
School of Social Work (MSW)/	
Pittsburgh Theological Seminary Program:	John Wallace
School of Social Work (MSW)/School of Law (JD):	Jeffrey Shook

Faculty Biographies

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

Committees of the School

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

Following are the standing committees of the School:

- Academic Affairs Committee
- Academic Integrity and Academic Review Committee*
- Admissions Committee*
- Affirmative Action Committee*
- B.A.S.W. Program Committee*
- Budget and Policy Planning Committee
- Community Organization and Social Administration Committee*
- Data Management Committee
- Direct Practice Committee*
- Dual and Joint Degree Committee
- Educational Policies Committee
- Faculty Executive Committee
- Library Committee
- M.S.W. Foundations Committee*
- M.S.W. Program Committee*
- Ph.D. Program Committee*
- Promotion and Tenure Committee
- Public Relations and Marketing Committee
- Research Advisory Committee

*In addition, each concentration holds occasional meetings that students in the concentration are welcome to attend. Student participation in these meetings is encouraged.

Participation of Students in Faculty Candidate Reviews

Occasionally, the School has faculty vacancies and interviews a number of candidates for possible employment. Students are encouraged to attend the public colloquium of faculty candidates and are provided with the opportunity to submit written feedback. Time is allotted for each faculty candidate to meet with interested students. The Office of the Dean will post notices of faculty

candidate reviews on the bulletin boards on the 22nd floor of the Cathedral of Learning and will notify the Student Executive Council as soon as interview appointments have been arranged with the candidates.

Master of Social Work Program

The University of Pittsburgh's School of Social Work, successor to the Division of Social Work in the Department of Sociology, was founded in September 1918 and accepted its first class of Master of Social Work (MSW) students that year. During the MSW Program's more than half century of existence, there have been significant social, economic, and political changes in the U.S. and around the world. The MSW Program takes pride in its history and in the commonalities that remain as it looks to the future. The MSW curriculum has been developed to competently meet the needs of the 21st century problems and situations.

The MSW Program expects students to play an active role both in their own education and in the life of the program. To this end, MSW students are encouraged to participate in student-run groups (See Student Organizations section of this Handbook) as well as in School committees. MSW students are also expected to adhere to the policies of the program, School, and University, as well as demonstrate behavior consonant with the NASW Code of Ethics. Many of the administrative and academic policies relevant to MSW students are presented later in this Handbook. Finally, students in the MSW Program are encouraged to make use of the University's rich resources (see Items of Special Interest to Students in this Handbook).

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

Graduates of the MSW Program are expected to practice in a manner consistent with social work traditions, values, and ethics, as expressed in the NASW Code of Ethics. Specifically, graduates of the MSW Program will be able to competently engage in advanced social work practice. As such, it is our goal that by completion of the program, students will be prepared to:

1. "Engage in evidence-based advanced social work practice with individuals, families, groups, communities and organizations within a multicultural society (EP 2.1.1, EP 2.1.3, EP 2.1.6, EP 2.1.8, EP 2.1.10).
2. Practice according to the principles, values, and ethics that guide the social work profession (EP 2.1.2, EP 2.1.3).
3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.8).
4. Identify and improve the bio-psycho-social, spiritual, and cultural functioning (EP 2.1.7, EP 2.1.9).
5. Demonstrate practice from a culturally-competent perspective which recognizes and appreciates diverse cultures, particularly those that differ from one's own (EP 2.1.4)."

The MSW curriculum is designed to achieve the Program's mission and goals by providing students who enter with a liberal arts base a professional education that includes both breadth and depth in knowledge and skill development. The foundation curriculum addresses the acquisition of knowledge, skills, and values that embody generalist social work practice. Upon this foundation, required

of all MSW students, rests the two skill concentration curricula: Direct Practice with Individuals, Families, and Small Groups (Direct Practice); and Community Organization and Social Administration (COSA). Each of the skill concentrations provides for the development of in-depth specialized competencies that prepares students for autonomous practice at an advanced level of professional social work practice.

Advising

On orientation day, students meet with their advisor. In most instances, the advisor follows the student throughout the MSW Program. Each advisor will work with student advisees to clarify educational options, to answer questions about the MSW program, to identify career opportunities, and to serve as a primary contact person. (See School of Social Work Policy #10:1-Policy in Advising.)

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

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

In addition, the advisor may serve as the liaison to the student's field placement, particularly during the concentration field experience. Grades for fieldwork are submitted by the field liaison/advisor (in consultation with the field instructor).

Please consider your advisor as the person with whom you discuss your experiences as a student in the School. Do not hesitate to telephone or e-mail for an appointment. While other faculty members are also available for consultation, these discussions should supplement (not replace) the advisory relationship.

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

MSW ADMISSION POLICY

The School's Admissions Office processes all MSW applications. The School's Director of Admissions makes all admission decisions when the applicant's undergraduate grade point average is 3.0 or higher, while the School's Admissions Committee makes all admission decisions when the grade point average is 2.99 or less.

All accepted MSW applicants are notified by e-mail and by an official acceptance letter of their offer of admission to the School of Social Work. Only applicants who are rejected by the School are notified solely by an official letter. Applicants who are either provisionally accepted or have yet to take a 3-credit course in descriptive statistics are notified of the special circumstances to their admission in both their e-mail acceptance letter and their official acceptance letters (see section below MSW Program requirements for further explanation).

MSW Program Requirements

The MSW degree requires the completion of a minimum of 60 credits - 42 class and 18 field practicum. Students who complete the MSW Program's full-time course of study can earn their MSW degree in two years. Students enrolled on a part-time basis have a maximum of four years to complete all degree requirements (see School of Social Work Policy 26:1 in the academic policy section of this Handbook).

Full-time students who are admitted to the MSW Program with provisional status have one semester to demonstrate satisfactory academic performance. Part-time students admitted provisionally must demonstrate satisfactory academic performance by the end of their second semester of enrollment (i.e., at the completion of four foundation courses: Social Welfare; Foundations of Research, Human Behavior and Social Environment; and Foundations of Social Work and Diverse Populations). All students admitted provisionally are notified both in their e-mail acceptance letter and their official acceptance letter of their provisional status. It is the official acceptance letter that informs full-time students that they have one semester and part-time students that they have two semesters to demonstrate satisfactory academic performance of maintaining a minimum GPA of 3.0.

Students admitted to the MSW Program must possess a bachelor's degree (School of Social Work Policy 15:7), a minimum of a four-year 3.0 grade point average, 30 college credits in both the social sciences and liberal arts, and a three (3) credit course in descriptive statistics. Students who are admitted to the program in the Fall Term are strongly encouraged to complete the statistics course requirements before enrolling in Fall Term courses. Students who fail to complete the statistics course requirement prior to the Fall Term will have to enroll in a statistics course during the Fall Term in addition to taking their required social work courses. SW 2021-Foundations of Social Work Research is offered during the spring Terms only and the 3-credit statistics requirement is a prerequisite for this course. Students who have not completed this requirement prior to the beginning of the Spring Term will not be allowed to continue in the program.

Students in the MSW Program must take required courses for a letter grade. Field education must be taken for an S/NC grade. No student will be permitted to graduate with a grade of C+, C, C-,

D+, D, D-, or F in a required course or a grade of NC in field education. A student who has received a failing grade in a required course has one opportunity only to repeat the course and the second grade received will be used in calculating the student's GPA, provided that the student has completed a Course Repeat Option form. The option of re-doing a field placement in which a grade of NC, or not satisfactory, was earned can be exercised only once. In addition, students must maintain a minimum overall GPA of 3.00. Should a student's overall GPA fall below 3.00, the student shall be placed on academic probation. See *School of Social Work Policy 9:3* in the academic policy section of this Handbook for a fuller description of these requirements and standards.

Both the class and field requirements include foundation and skill concentration curricula. The MSW foundation curriculum is the same for all MSW degree students. Students who possess an undergraduate degree in social work awarded in the past seven academic calendar years by a social work program may be granted advanced standing credits for a maximum of four foundation courses and six foundation field credits. In addition, such students may be granted an exemption from the fifth foundation course. Students who do not have advanced standing may take exemption examinations in research and human behavior and the social environment if they have strong academic backgrounds in these areas (see *School of Social Work Policy on Advanced Standing, Transfer Credit, or Exemption [25:2]* in the academic policy section of this Handbook).

All students must complete the School's designated class and field requirements for one of the two skill concentrations: Direct Practice with Individuals, Families, and Small Groups (Direct Practice) or Community Organization and Social Administration (COSA). In each skill concentration, students complete required skill courses; skill electives; second-level HBSE, research, and policy having content relevant to the concentration; general electives; and field education related to the concentration (*School of Social Work Policy 5:5*). Students interested in changing their concentration after beginning the MSW Program must be able to show that the change would contribute directly to the student's educational goals and career plans. They should discuss this matter first with their advisor and subsequently with the two concentration chairs. The MSW Program Director will then approve the change in concentration and assign a new academic advisor. The procedures for changing concentration are presented in more detail in *School of Social Work Policy 5.3*, which can be found in the academic policy section of this Handbook.

Credit for Life, Volunteer, or Employment Experience (#25:4)

Academic or field education credit shall not be granted in the MSW Program for life, volunteer, or employment experience.

Policy on Provisional Admission (#15:11)

This policy codifies the intent and language of acceptance letters (i.e., current practice).

Definition

An applicant whose cumulative undergraduate Grade Point Average (GPA) is below the 3.00 level required for admission to the MSW Program may be admitted on provisional status. Admission on

provisional status is at the discretion of the Director of Admissions and the Admissions Committee, based on a review of application materials.

Requirements

A student admitted on provisional status must demonstrate satisfactory academic performance in the MSW Program in order to be removed from that status. Satisfactory academic performance is defined as:

- A. Students who enter the MSW Program without advanced standing (i.e., do not have a bachelor's degree in social work awarded by a CSWE - accredited undergraduate social work program within the seven academic calendar years prior to MSW Program admissions), must achieve a minimum cumulative GPA of 3.0 in the first four (4) foundation courses (HBSE, Social Welfare, Foundations of Social Work Practice with Diverse Populations, and Generalist Foundations of Social Work Practice and Field Seminar). These courses are normally completed in the first semester of full-time study or during the first two semesters of part-time study.
- B. Students who enter the MSW Program with advanced standing (i.e., have a bachelor's degree in social work awarded by a CSWE - accredited undergraduate social work program within seven academic calendar years prior to MSW Program admissions) must achieve a minimum GPA of 3.00 in their first three (3) or more courses if not taking field courses during their first semester. These courses typically include the first required concentration skill course, second-level HBSE, a general elective, and concentration field work. These courses are normally completed in the first semester of full-time study or during the first two semesters of part-time study.

Procedures

Any student admitted on provisional status who fails to demonstrate satisfactory academic performance (3.00 GPA), at the end of one (1) full-time semester or two (2) part-time semesters, will be dismissed from the MSW Program.

Transfer Credits

Students who within the past seven academic calendar years have completed graduate level course work can have their transcript evaluated to determine if these credits can be transferred. A maximum of 12 class credits can be transferred for post-baccalaureate course work completed in a field or discipline other than social work. Transfer credits are not given for internships performed during graduate studies in a field or discipline other than social work.

Students who have begun but have not completed a full year of graduate social work education at another CSWE-accredited master's program can receive up to 12 class credits and six (6) field education credits. Those who have completed a full year at another CSWE-accredited MSW program can receive a maximum of 24 class and six (6) field education credits.

Students interested in having their transcripts evaluated for transfer credit should contact the MSW Program Director. For further information on the requirements for obtaining transfer credit, please consult the School of Social Work Policy on Advanced Standing, Transfer Credit, or Exemption (25:2), which is included in the academic policy section of this Handbook.

The MSW Program does not grant academic or field education credit for life, volunteer, or employment experience (School of Social Work Policy 25:4).

Directed Study

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

Enrollment Options

Full- Time Enrollment

Students who enter the MSW Program without advanced standing can complete all their course and field education requirements in two years of full-time matriculation. The MSW Program defines full-time enrollment status as registration for 9 to 15 credits in the Fall and Spring semester of each year. A student can complete the MSW Program by registering for fifteen (15) credits each in Fall and Spring for two consecutive academic years. During the Fall Semester of the first year, students take four (4) three-credit courses and three (3) credits of foundation field for a total of 15 credits. In the Spring Semester, they also enroll in four (4) three-credit courses and three (3) credits of foundation fieldwork. Students complete their first field experience during the Fall and Spring Semesters of their first year for a total of six (6) credits over two semesters. During their second year, students take three (3) academic courses and six (6) credits of concentration field placement for a total of fifteen (15) credits each term.

Part- Time Enrollment

Part-time students who do not have advanced standing complete the five MSW foundation courses during the Fall, Spring, and Summer Semesters of their first year. Only after these Foundation courses are completed, are part-time students permitted to take concentration courses; second-level HBSE, Policy, or Research courses; or skill electives. Part-time students begin their first field placement in conjunction with Generalist Practice in their third semester. Part-time students must initiate their field education on completion of twenty-one (21) credits of course work.

To maintain their part-time status, students must register during at least two of the three terms in the academic year. Students can exercise the following options during each of the semesters in which they register:

- Two courses (3 credits per course); or
- One course (3 credit) plus a minimum of 3 field credits; or
- A minimum of 6 field credits (equivalent to 2 courses).

Part-time students have four (4) years to complete all of the requirements for their MSW degree (see School of Social Work Policy 26:1 in the academic policy section of this Handbook).

Advanced Standing Enrollment

Students who have received a social work degree within the past seven academic calendar years from an undergraduate program are eligible for advanced standing. Those granted advanced standing during the admission process can receive up to 12 academic credits. The number of advanced standing credits granted depends on the comparability of the student's undergraduate courses to this Program's Foundation courses and on the grades obtained in those undergraduate courses (i.e., must be a "B-" grade or higher). Such students also may be granted an exemption from a Foundation course. Eligibility for a course exemption is contingent upon the comparability of the students undergraduate course(s) to this Program's Foundation course and on the grade(s) obtained (i.e., "B-" grade or higher). If an exemption is granted, the student must fulfill the three academic credits through additional coursework, typically by enrolling in another elective course. In addition, students entering with advanced standing can receive six (6) field education credits. The six (6) credits of field education is granted based on the number of hours of field experience completed at the undergraduate level provided that the undergraduate social work practicum totals 400 or more clock hours and the student has achieved a passing grade or at least a "B-" grade or better.

Students who enter the MSW Program with advanced standing begin their studies in the Fall Semester. If they are full-time and are not provisionally admitted, they typically register for three (3) academic courses and six (6) credits of field education in both the Fall and Spring Semesters. In the Fall Semester of their second year, students with advanced standing register for their remaining four (4) courses. Full-time students who have advanced standing graduate in December of their second year (see School of Social Work Policy 25:2 in the academic policy section of this Handbook).

Students who have been granted advanced standing at the point of admission are allowed to pursue their MSW degree on a part-time basis. As described above, part-time students must register during at least two of the three academic terms each year and must take an approved number of academic and/or field education credits during each term of enrollment. Part-time students with advanced standing must complete all of the requirements for the MSW degree in four (4) years (see School of Social Work Policy 26:1 in the academic policy section of this Handbook).

Course of Study Example for Fall 2012

**Sample MSW Degree - Direct Practice Course of Study Plan for
Full-Time Students Without Advanced Standing
(42 Class and 18 Field Credits Required)**

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	<i>Credits</i>
2099	Foundation Field and Seminar	3
2063	Human Behavior in the Social Environment (HBSE)	3
2081	Social Welfare	3
2098	Generalist Foundations of Social Work Practice	3
2034	Foundations of Social Work Practice with Diverse Populations	<u>3</u>
		15
<u>Spring Term</u>	<i>January - April</i>	
2021	Foundations of Social Work Research	3
	Second-level Policy Course	3
2082	Models of Intervention	3
2099	Foundation Field Work	3
	Second-level Human Behavior	<u>3</u>
		15
<u>Second Year</u>		
<u>Fall Term</u>	<i>August - December</i>	
	Advanced Direct Practice	3
	General Elective	3
	Second-level Research/Skill Elective	3
2099	Concentration Field Work	<u>6</u>
		15
<u>Spring Term</u>	<i>January - April</i>	
	Skill Elective	3
	Skill Elective/Second-level Research	3

	General Elective	3
2099	Concentration Field Work	<u>6</u>
		15

Course of Study Example for Fall 2012

**Sample MSW Degree - Direct Practice Course of Study Plan for
Full-Time Students With Advanced Standing***

(30 Class and 12 Field Credits Required)

(with 12 Class + 6 Field advanced standing credits granted)

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	Credits
2082	Models of Intervention	3
	Second-level Human Behavior**	3
	General Elective	3
2099	Concentration Field Work	<u>6</u>
		15
<u>Spring Term</u>	<i>January - April</i>	
	Advanced Direct Practice	3
	Second-level Research Course**	3
	General Elective	3
2099	Concentration Field Work	<u>6</u>
		15
<u>Second Year</u>		
<u>Fall Term</u>	<i>August - December</i>	
	Second-level Policy**	3
	Skill Elective	3
	Skill Elective	3
	Skill Elective/General Elective	<u>3</u>
		12

* Students may be admitted as Advanced Standing with less than 12 class credits.
 ** Gerontology Certificate students will take second-level Policy/second-level Human Behavior (SWWEL 2039) in Spring Term instead second-level Research or General Elective.

Course of Study Example for Fall 2012

Sample MSW Degree - Direct Practice Course of Study Plan for Part-Time Students Without Advanced Standing (42 Class and 18 Field Credits Required)

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	Credits
2063	Human Behavior in the Social Environment (HBSE)	3
2034	Foundations of Social Work Practice with Diverse Populations	<u>3</u>
		6
<u>Spring Term</u>	<i>January-April</i>	
2021	Foundations of Social Work Research	3
2081	Social Welfare	<u>3</u>
		6
<u>Summer Term</u>	<i>May-August</i>	
2098	Generalist Foundations of Social Work Practice	3
2099	Foundation Field and Seminar	<u>3</u>
		6
<u>Second Year</u>		
<u>Fall Term</u>	<i>August-December</i>	
2082	Models of Intervention	3
2099	Foundation Field Work	<u>3</u>
		6
<u>Spring Term</u>	<i>January-April</i>	
	Second-level Policy	3
	Second-level Human Behavior	<u>3</u>
		6
<u>Summer Term</u>	<i>May-August</i>	
	General Elective/Advanced Direct Practice	3
2099	Concentration Field Work	<u>3</u>
		6
<u>Third Year</u>		
<u>Fall Term</u>	<i>August -December</i>	
	Advance Direct Practice/General Elective	3
	Concentration Field Work	<u>3</u>
		6
<u>Spring Term</u>	<i>January - April</i>	
	Second-level Research/Skill Elective Course	3
2099	Concentration Field Work	<u>3</u>
		6

<u>Summer Term</u>	<i>May-August</i>		
	Second-level Research/Skill Elective		3
2099	Concentration Field Work		<u>3</u>
			6
		<u>Fourth Year</u>	
<u>Fall Term</u>	<i>August - December</i>		
	Skill Elective		3
	General Elective		<u>3</u>
			6

Course of Study Example for Fall 2012

**Sample MSW Degree-Direct Practice Course of Study Plan for
Part-Time Students With Advanced Standing*
(30 Class and 12 Field Credits Required)
(with 12 class and 6 field advanced standing credits granted)**

<u>First Year</u>		
<u>Fall Term</u>	<i>August-December</i>	Credits
2082	Models of Intervention	3
	General Elective	<u>3</u>
		6
<u>Spring Term</u>	<i>January-April</i>	
	Second-level Human Behavior	3
	Second-level Policy	<u>3</u>
		6
<u>Summer Term</u>	<i>May-August</i>	
	General Elective/Advanced Direct Practice	3
2099	Concentration Field Work	<u>3</u>
		6
<u>Second Year</u>		
<u>Fall Term</u>	<i>August-January</i>	
	Advanced Direct Practice/General Elective	3
2099	Concentration Field Work	<u>3</u>
		6
<u>Spring Term</u>	<i>January-April</i>	
	Skill Elective/Second-level Research	3
2099	Concentration Field Work	<u>3</u>
		6
<u>Summer Term</u>	<i>May-August</i>	
2099	Concentration Field Work	3
	Second-level Research/Skill Elective	<u>3</u>
		6

Third Year

<u>Fall Term</u>	<i>August-December</i>	
	Skill Elective	3
	Skill Elective	<u>3</u>
		6

* Students may be admitted as *Advanced Standing* with less than 12 class credits.

Course of Study Examples for Fall 2012

**Sample MSW Degree -COSA Course of Study Plan for
Full-Time Students Without Advanced Standing
(42 Class and 18 Field Credits Required)**

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	<i>Credits</i>
2099	Foundation Field Work and Seminar	3
2063	HBSE	3
2081	Social Welfare	3
2098	Generalist Foundations of Social Work Practice	3
2034	Foundations of Social Work Practice with Diverse Populations	<u>3</u>
		15
<u>Spring Term</u>	<i>January - April</i>	
2021	Foundations of Social Work Research	3
2087	Second-level Policy Course-Organizations and Public Policy	3
2088/2084	CO or SA*	3
2099	Foundation Field Work	3
2008	Second-level HBSE-Human Behavior: Urban Environment	<u>3</u>
		15
<u>Second Year</u>		
<u>Fall Term</u>	<i>August - December</i>	
2009/2047	Organizational Research/Community-Based Participatory Research**3	
	CO or SA*	3
	General Elective***	3
2099	Concentration Field Work	<u>6</u>
		15
<u>Spring Term</u>	<i>January - April</i>	
	Skill Elective	3
	Skill Elective	3
	General Elective***	3
2099	Concentration Field Work and Capstone	<u>6</u>
		15

* Community Organization (CO) and Social Administration (SA) - Students must take both the required specialization core courses (CO and SA).

** Student takes second-level research course that coordinates with their specialization (CO or SA).

*** General Electives course offerings can include other Social Work courses, other professional school offerings (GSPIA, Public Health, Business, Law), or other University affiliates.

Note: Students seeking the Human Services Management Certificate must take the following four courses: Social Administration, Grant and Proposal Writing, Financial Management, Human Resource Management and Supervision

Course of Study Examples for Fall 2012

**Sample MSW Degree - COSA Course of Study Plan for
Full-Time Students with Advanced Standing*
(30 Class and 12 Field Credits Required)
(with 12 class and 6 Field advanced standing credits granted)**

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	<i>Credits</i>
2088/2084	CO or SA**	3
2008	Second-level HBSE-Human Behavior: Urban Environment	3
2009/2047	Organizational Research/Community-Based Participatory Research***	3
2099	Concentration Field	<u>6</u>
		15
<u>Spring Term</u>	<i>January - April</i>	
2087	Second-level Policy-Organizations and Public Policy	3
	CO or SA**	3
	Skill Elective	3
2099	Concentration Field and Capstone	<u>6</u>
		15
<u>Second Year****</u>		
<u>Fall Term</u>	<i>August - December</i>	
	Skill Elective	3
	Skill Elective	3
	General Elective*****	3
	General Elective*****	<u>3</u>
		12
<p>*Students may be admitted as Advanced Standing with less than 12 class credits.</p> <p>** Community Organization (CO) and Social Administration (SA) - Students must take both required specialization core courses (CO and SA).</p> <p>***Student takes second-level research course that coordinates with their specialization (CO <u>or</u> SA).</p> <p>****Advanced Standing COSA students may opt for summer and fall part-time terms 6+6.</p> <p>***** General Electives course offerings can include other Social Work courses, other professional school offerings (GSPIA, Public Health, Business, Law, or other University affiliates).</p>		

Note: Students seeking the Human Services Management Certificate must take the following four courses: Social Administration, Grant and Proposal Writing, Financial Management, Human Resource Management and Supervision

Course of Study Examples for Fall 2012

Sample MSW Degree - COSA Course of Study Plan for Part-Time Students without Advanced Standing* (42 Class and 18 Field Credits Required)

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	<i>Credits</i>
2034	Foundations of Social Work Practice with Diverse Populations	3
2063	HBSE	<u>3</u>
		6
<u>Spring Term</u>	<i>January - April</i>	
2021	Foundations of Social Work Research	3
2081	Social Welfare	<u>3</u>
		6
<u>Summer Term</u>	<i>May-August</i>	
2098	Generalist Foundations of Social Work Practice	3
2099	Foundation Field and Seminar	<u>3</u>
		6
<u>Second Year</u>		
<u>Fall Term</u>	<i>August - December</i>	
2088/2084	CO or SA**	3
2099	Foundation Field	<u>3</u>
		6
<u>Spring Term</u>	<i>January - April</i>	
2008	Second-level HBSE-Human Behavior: Urban Environment	3
2087	Second-level Policy-Organizations and Public Policy	<u>3</u>
		6

*Students may be admitted as Advanced Standing with less than 12 class credits.

<u>Summer Term</u>	<i>May - August</i>	
	CO or SA**	3
2099	Concentration Field	<u>3</u>
		6

Third Year

<u>Fall Term</u>	<i>August -December</i>	
2008/2047	Organizational Research/Community-Based Participatory Research***	3
2099	Concentration Field	<u>3</u>
		6

<u>Spring Term</u>	<i>January-April</i>	
	CO or SA**	3
2099	Concentration Field	<u>3</u>
		6

<u>Summer Term</u>	<i>May-August</i>	
	General Elective****	3
2099	Concentration Field	<u>3</u>
		6

Fourth Year

<u>Fall Term</u>	<i>August-December</i>	
	General Elective****	3
	Skill Elective	<u>3</u>
		6

** Community Organization (CO) and Social Administration (SA) - Students must take both required specialization core courses (CO and SA).

***Student takes second-level research course that coordinates with their specialization (CO or SA).

****General Electives course offerings can include other Social Work courses, other professional school offerings (GSPIA, Public Health, Business, Law, or other University affiliates).

Note: Students seeking the Human Services Management Certificate must take the following four courses: Social Administration, Grant and Proposal Writing, Financial Management, Human Resource Management and Supervision

Course of Study Examples for Fall 2012

**Sample MSW Degree - COSA Course of Study Plan for
Part-Time Students with Advanced Standing*
(30 Class and 12 Field Credits Required)
(with 12 class and 6 Field advanced standing credits awarded)**

<u>First Year</u>		
<u>Fall Term</u>	<i>August - December</i>	<i>Credits</i>
2088/2084	CO or SA**	3
	General Elective	<u>3</u>
		6
<u>Spring Term</u>	<i>January - April</i>	
2008	Second- level HBSE-Human Behavior: Urban Environment	3
2087	Second- level Policy-Organizations and Public Policy	<u>3</u>
		6
<u>Summer Term</u>	<i>May-August</i>	
	CO or SA**	3
2099	Concentration Field	<u>3</u>
		6
<u>Second Year</u>		
<u>Fall Term</u>	<i>August - December</i>	
2009/2047	Organizational Research/Community-Based Participatory Research***	3
2099	Concentration Field	<u>3</u>
		6
<u>Spring Term</u>	<i>January - April</i>	
	CO or SA**	3
2099	Concentration Field	<u>3</u>
		6
<u>Summer Term</u>	<i>May - August</i>	
	General Elective****	3
2099	Concentration Field	<u>3</u>
		6

Third Year

<u>Fall Term</u>	<i>August-December</i>	
	Skill Elective	3
	General Elective****	<u>3</u>
		6

*Students may be admitted as Advanced Standing with less than 12 class credits.

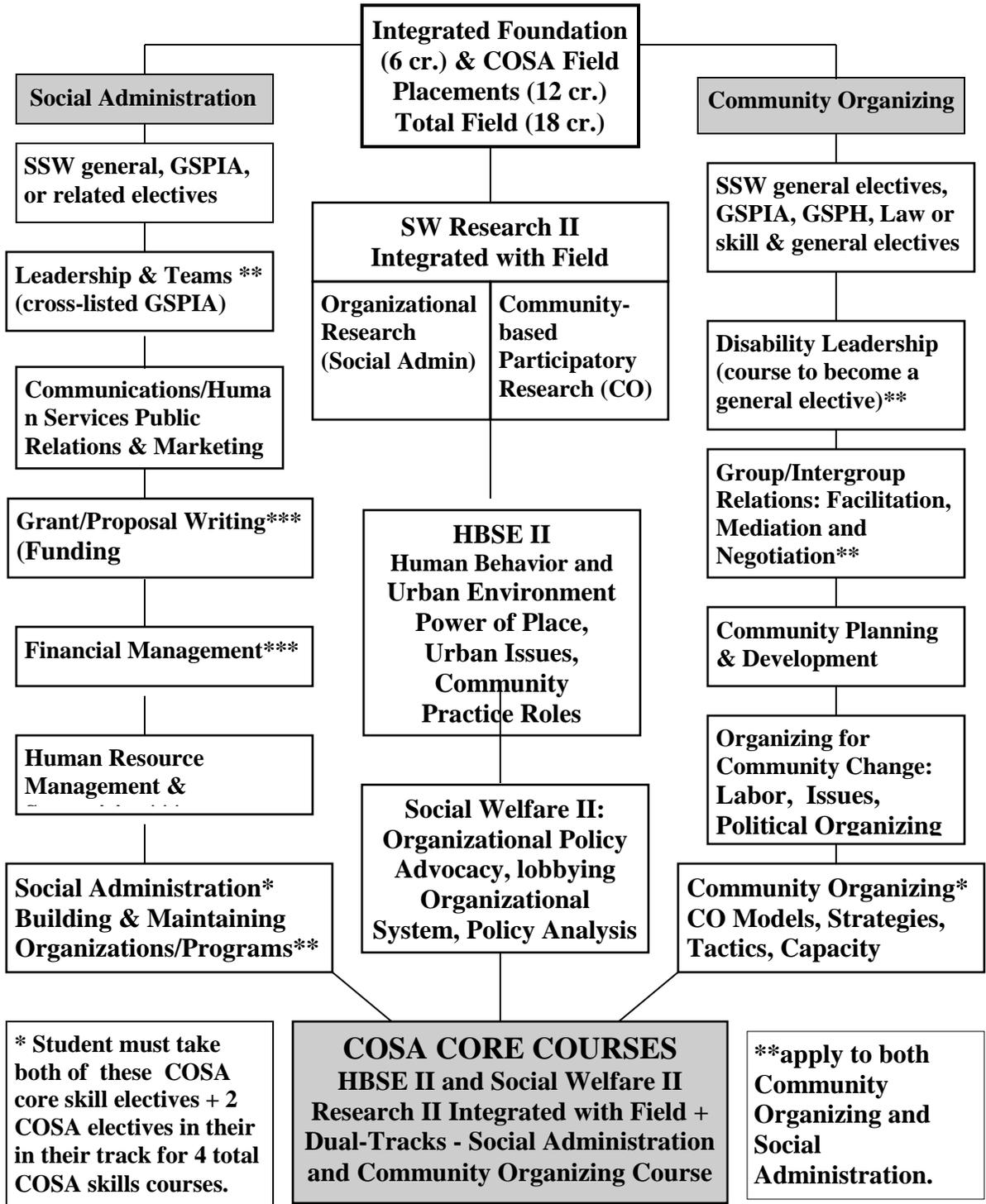
** Community Organization (CO) and Social Administration (SA) - Students must take both required specialization core courses (CO and SA).

***Student takes second-level research course that coordinates with their specialization (CO or SA).

****General Electives course offerings can include other Social Work courses, other professional school offerings (GSPIA, Public Health, Business, Law, or other University affiliates).

COSA CURRICULUM STRUCTURE

Tracks (2): Community Organizing & Social Administration



Foundation Curriculum

The foundation curriculum is designed to provide all incoming master's students with the basic values, knowledge, and skills needed to gain competence in application of the generalist social work to practice. An understanding of the profession's values orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the advanced and specialized curricula of the MSW Program. All MSW students must complete the MSW Foundation requirements listed below unless they are exempted via advanced standing credit or testing (see School of Social Work Policy on Advanced Standing, Transfer Credit, and Exemption [25:2] in the academic policy section of this Handbook).

Required Foundation Courses

SWRES 2021	Foundations of Social Work Research (offered Spring Term only)	3 crs.
SWGEM 2034	Foundations of Social Work Practice with Diverse Populations (offered Fall Term only)	3 crs.
SWBEH 2063	Human Behavior and the Social Environment (offered Fall Term only)	3 crs.
SWWEL 2081	Social Welfare (offered Fall and Spring Terms)	3 crs.
SWGEM 2098	Generalist Foundations of Social Work Practice (offered Fall and Summer Terms)	3 crs.
SWGEM 2099	Foundation Field Work	6 crs.

Concentration Curriculum

The two skill concentration curricula are designed to prepare students for autonomous social work practice at an advanced level of specialization. Building upon the foundation curriculum, the concentrations promote the acquisition of an advanced level of competencies relevant to students' particular practice areas. Each concentration exposes students to: concentration-specific practice roles; the uses and applications of research for practice; practice with and on the behalf of the welfare of the poor and oppressed; practice with diverse populations; policy, organizational, and environmental influences on practice; and advanced practice theories, methods, and strategies.

Direct Practice with Individuals, Families, and Small Groups (Direct Practice)

The Direct Practice concentration is designed to develop students' advanced direct practice skills that will prepare them for autonomous practice, grounded in the values and traditions of the social work profession. Through course work and field practicum, students are equipped with the knowledge and skills needed to engage in direct practice with diverse populations of individuals, families, and small groups. Practice approaches include psychodynamic-psychosocial, cognitive-behavioral, and social systems. The range of modalities to which students are exposed includes, for example, family counseling, couples therapy, and group treatment skills. Consistent with an emphasis on client strengths, students become skilled at mobilizing a variety of formal and informal support systems to assist clients in addressing their needs and realizing their potential.

Curriculum

Students must take a human behavior course, a policy analysis course, and a social work research course that have content specific to direct practice. Two direct practice skill courses are required, along with two direct practice skill electives. All twelve (12) credit hours of concentration field practicum are completed in the second year .

Required Courses

Direct Practice Skills:

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

Second-Level HBSE:

SWBEH 2062	HB: Children & Families At-Risk	3 crs.
	OR	
SWBEH 2065	HB: Mental Health	3 crs.
	OR	
SWBEH 2066	HB: Health	3 crs.
	OR	
SWBEH 2077	HB: Adult Development & Aging	3 crs.

Second-Level Policy:

SWWEL 2039	Social Policy & Gerontology	3 crs.
	OR	
SWWEL 2056	Health Care & Public Policy	3 crs.
	OR	

SWWEL 2057	Mental Health & Public Policy	3 crs.
	OR	
SWWEL 2059	Child & Family Policy	3 crs.
<u>Second-Level Research:</u>		
SWRES 2033	Evaluative Research in the Social Services	3 crs.
	OR	
SWRES 2051	Single Subject Research	3 crs.
	OR	
SWRES 2045	Qualitative Research	3 crs.
Direct Practice Skill Electives		6 crs.
General Electives		6 crs.
SWINT 2099	Direct Practice Concentration Field Placement	12 crs.

Direct practice students can elect to pursue either a specialization or a certificate program to acquire greater depth of knowledge and skills in a particular practice area. They are encouraged to work actively with their advisor to plan their course of study in order to select courses that best address their career goals and meet their special interests. They should also work with Field Education staff to facilitate the identification of appropriate field placement alternatives.

Direct Practice Specializations

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

Specialization in Health Care

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

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

SWBEH 2066	HB: Health (HBSE II) (offered in Fall Term only)	3 crs.
SWWEL 2056	Health Care & Public Policy (Policy II) (offered in Fall Term only)	3 crs.
SWINT 2025	Social Work Practice in Health Care (offered in Fall Term only)	3 crs.

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

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

For further information, please contact:

Faculty Coordinator: Valire Copeland, Ph.D. sswvcc@pitt.edu

Direct Practice Certificates

Students in the Direct Practice concentration can elect to obtain a certificate in one of four practice areas: gerontology, home and school visitor/school social worker, mental health, or children, youth and families. As with the health care specialization, the certificate programs available to direct practice students involve a specific "package" of courses and field placement experiences that foster greater depth of competence in specific areas of advanced social work practice.

Students are not required to pursue a certificate. Students who choose to pursue the Gerontology, Mental Health, or the Children, Youth and Families certificate must declare their intention no later than the end of the first term of full-time study. Those intending to pursue the Home and School Visitor certificate must declare their intent in their application for admission to the MSW Program. Students should be aware that all certificate courses may not be available every semester or during evening hours. Students who decide not to complete all of the specific courses for a certificate are not penalized.

Mental Health Certificate Program

The Mental Health Certificate is designed to prepare graduates from the MSW Program for professional practice with individuals, families and/or groups with mental/behavioral health challenges through a wide range of social and human services agencies. Students in the MSW Program take a series of required and elective courses leading to the *Certificate in Mental Health* within the normal MSW requirements and need not exceed the length of the degree program.

REQUIRED COURSES

SWBEH 2065	Human Behavior: Mental Health (HBSE II)
SWWEL 2057:	Mental Health and Public Policy (Policy II)

ELECTIVE COURSES:

In addition to the two required courses, students pursuing the *Certificate in Mental Health* must complete **all** of the direct practice concentration requirements **plus two elective mental health related skills courses** from the following approved list:

SWINT 2018:	Clinical Skills and Psychopathology
SWINT 2007:	Introduction to Psychopharmacology in Social Work Practice
SWINT 2042:	Social Work Practice in Drug and Alcohol Services
SWINT 2046:	Short Term Treatment
SWINT 2049:	Direct practice with Children and Adolescents
SWINT 2016:	Interpersonal Psychotherapy
SWINT 2031:	Advanced Direct Practice: Cognitive-Behavioral - <u>in addition to required ADP class</u>
SWINT 2032:	Advanced Direct Practice: Social Systems - <u>in addition to required ADP class</u>
SWINT 2033:	Advanced Direct Practice: Psychodynamic - <u>in addition to required ADP class</u>

REQUIRED FIELD PLACEMENT WORK:

Mental Health Certificate students must have their concentration field placement (12 credit hours - 720 clock hours) in a mental/behavioral health setting working with individuals, families and/or groups who suffer from mental health or other behavioral health problems. This may be a public agency or a private provider agency, excluding private practice type settings.

Faculty Coordinator: Christina E. Newhill, Ph.D., LCSW newhill@pitt.edu

Gerontology Certificate (University of Pittsburgh Certificate)

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

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

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

SWBEH 2077	HB: Adult Development & Aging (HBSE II) (offered in Spring Term only)	3 crs.
SWWEL 2039	Social Policy & Gerontology (Policy II) (offered in Spring Term only)	3 crs.
SWINT 2030	Direct Practice with the Elderly (offered in Fall Term only)	3 crs.
SWINT 2004*	Intervention in Death and Dying with Patients and Families	3 crs.
	OR	
SWINT 2009	Introduction to Psychopharmacology and Social Work Practice	3 crs.

Field Placement: The second, concentration field placement (12 credits) is completed in a program, unit, or agency that has a primary focus on direct practice with older adults.

*Another elective relevant to practice in aging can be taken if approved by the advisor.

For further information, please contact:

Faculty Coordinator: Ray Engel, Ph.D.

rengel@pitt.edu

Home and School Visitor/School Social Worker (H&SV/SSW) Certificate (PA Department of Education Certificate)

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

MSW students must indicate their interest in obtaining the H&SV/SSW certificate in their application for admissions to the MSW Program. Advanced standing students should contact the H&SV Director and complete the *Declaration of Intent* during the summer registration period before their first fall semester in the MSW Program. MSW students who do not have advanced standing will complete a *Declaration of Intent* during their first semester of enrollment.

In order to satisfy the certification requirements of the Pennsylvania Department of Education as well as the Master's Degree in Social Work, students will have to complete 66 credits which may necessitate registering for courses during the Summer Term. Students should consult with the Director of the program to plan their course of studies.

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

All are required:

SWBEH 2062	HB: Children & Families At-Risk (HBSE II)	3 crs.
SWWEL 2059	Child & Family Policy (Policy II)	3 crs.
SWINT 2058	Social Work in Educational Settings	3 crs.
I & L 2500*	Foundations of Special Education	3 crs.
ADMPS 2101*	Pennsylvania School Law	3 crs.
SWINT 2099**	Field Placement in an approved school setting	12 crs.

*Education courses can fulfill MSW students' general elective requirements.

**Advanced Standing students who are doing a single concentration field placement will complete 12 credits of field education in an approved school setting.

I&L 2257	Teaching English Language Learners	3 crs.
Choose one of the following:		
I&L 2501	Students w/disabilities in Elementary Classroom	3 crs.
OR		
I&L 2501	Students w/Disabilities in Secondary Classroom	3 crs.

Please note: MSW students who present transcript evidence of successful completion of any of the listed certificate-related courses taken no more than seven academic calendar years prior to application to the MSW Program will be considered for exemption and/or transfer credit, as described in the School of Social Work Policy on Advanced Standing, Transfer Credit, or Exemption (25:2), which is included in the academic policy section of this Handbook.

For further information, please contact:
Interim Director: Amy Degurian, MSW, LSW; aad62@pitt.edu

Certificate in Children, Youth, and Families

Children and youth can be vulnerable for a number of reasons. For some young persons, family experiences can be harmful, parents can be non-supportive and overwhelmed by interpersonal issues, or family life can be chaotic or unresponsive to their needs. Public child welfare agencies exist by federal law in every county in the United States. However, child and family protective activities are not only the province of government agencies; private agencies play important roles as service providers, service coordinators, and advocates. Positions abound in family services, child protective services, foster and kinship care, adoptions, group and residential care, community-based treatment programs, parenting programs, family preservation and support programs, child custody and family court settings, hospitals, early intervention programs, programs for juvenile offenders, and many other such settings.

The Certificate in Children, Youth, and Families prepares MSW students to work with children, youth, and families who are experiencing, or who are vulnerable to experiencing, poverty, racial oppression, and other forms of discrimination, family stress, parent-child conflict, or maltreatment. The curriculum prepares students to implement appropriate interventions, to conduct and assess relevant research, and to develop effective policies and programs for at-risk children served through public and private child welfare agencies.

The sequence of courses provides students with the competencies needed to ensure the well-being of children, youth, and their family members, with particular attention given to building upon individual and family strengths and to advocate for necessary environmental changes. Students must complete all foundation, concentration and certificate requirements. Therefore, in addition to taking Models of Intervention (SWINT 2082); an Advanced Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamic (SWINT 2033) approaches; a second-level research course; and electives, students complete the following required courses:

Required Courses (6 credits):

SWBEH 2062	HB: Children and Families At-Risk (HBSE II)	3 crs.
SWWEL 2059	Child and Family Policy (Policy II)	3 crs.

Advanced Elective Courses (6 credits):

In addition to the two required courses, students must take at least two (2) elective courses selected from the following current offerings or courses relevant to children, youth and families that become available in the future. Courses outside of the School of Social Work are permitted within the limits of School policy and with the prior approval of the certificate administrator or program director.

SWINT 2009	Family Group Decision Making	3 crs.
SWINT 2011	Social Work with Families	3 crs.
SWINT 2012	Family-Based Interventions	3 crs.
SWINT 2035	Intimate Partner Violence	3 crs.
SWINT 2042	Social Work with Drug & Alcohol Abuse	3 crs.
SWINT 2047	Child Permanency	3 crs.
SWINT 2049	Direct Practice with Children & Adolescents	3 crs.
SWINT 2063	Issues in Child Maltreatment	3 crs.
SWINT 2096	Clinical Social Work with African-American Families	3 crs.

The following courses, while not fulfilling the certificate requirements, are recommended to supplement student knowledge with children, youth and families.

SWGEM 2007	Social Work and the Law	3 crs
SWWEL 2020	Child and Family Advocacy	3 crs.
PSYED 2504	Development: Middle Childhood/Adolescence	
PSYED 2505	Developmental Pathways: A Service Model	
PSYED 2510	Assessment of Children's Development & Interventions	
LAW 5219	Family Law	

Field Education: The second, concentration placement (12 credits) must be completed in a program, unit, or agency that has a primary focus on direct practice with at-risk children, youth, and families. This may be a public agency or a private provider agency.

Faculty Coordinator: Helen Cahalane, Ph.D., ACSW, LCSW hcupgh@pitt.edu

Human Services Management Certificate (School of Social Work Certificate)

MSW students in the Direct Practice Concentration who aspire to be direct service practitioners that move on to positions of leadership within their agency can now also earn the Human Services Management Certificate. This is a new hybrid option available to Direct Practice students beginning 2008⁵. Direct Practice students will use their two (2) general electives and take two (2) additional courses (for an additional cost) to fulfill requirements for the certificate. (See Human Services Management Certificate on page 44.)

For further information, please contact:

Faculty Coordinator: Tracy Soska, M.S.W. tsssw@pitt.edu

Community Organization and Social Administration (COSA)

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

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

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

COSA Curriculum

Students must take a second-level human behavior course, policy analysis course, and social work research course that have content specific to COSA. Both COSA skills courses are required along with at least two COSA skills electives.

COSA offers concentration courses in Human Behavior and the Urban Environment, Organizational Policy Analysis, and a social work research course related to either of the two COSA specialization tracks from which students may choose: Community Organization or Social

Administration. Students must take both of the required core skills courses. Students fulfill their remaining credits from a range of COSA skill elective courses. Students may also pursue elective courses in other related professional schools that will advance their skill development.

All students complete six credits of foundation field work followed by twelve credits of concentration field work in a range of organizational settings across an array of social work issues and program areas.

Required Courses

COSA Skills:

SWCOSA 2088	Community Organization and	3 crs.
SWCOSA 2084	Social Administration	3 crs.

Second-Level HBSE:

SWBEH 2008	HB: Urban Environment	3 crs.
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Second-Level Policy:

SWWEL 2087	Organizations and Public Policy	3 crs.
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Second-Level Research:

SWRES 2009	Community and Organizational Development Research (SA)	3 crs.
	OR	
SWRES 2047	Community-Based Participatory Research (CO)	3 crs.

COSA Electives		6 crs.
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General Electives		6 crs.
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SWCOSA 2099	COSA Concentration Field Placement	12 crs.
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COSA's curriculum strives to offer opportunities for students to diversify their education, and several options can be considered as a means of individualizing a student's academic plan. For example, a student may wish to intensify her or his work in either community organization or social administration through careful selection of electives and choice of field agency. Or, a student may wish to pursue the existing COSA certificate program.

Community Organization and Social Administration (COSA) Certificate

MSW students in the COSA concentration can elect as part of their graduate studies to obtain a certificate in Human Service Management. This certificate program entails a specific "package" of courses and field placement experience that permits students to tailor their education and professional preparation. Students are not required to pursue the certificate program, but those who choose to do so must declare their intention no later than the end of the first term of full-time study. Students

should be aware that not all certificate courses may be available every semester or during evening hours. Students who do not complete all the specified courses for the certificate are not penalized.

Human Services Management Certificate (School of Social Work Certificate)

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

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

SWCOSA 2084	Social Administration (offered Fall and Spring)
SWCOSA 2038	Supervision and Personnel Management (offered Fall and alternate Summers)
SWCOSA 2085	Financial Management (offered Spring and alternate summers)
SWCOSA 2040	Grants, Proposals and Funding Development (offered Spring and Summer)

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

For more information on the Human Services Management Certificate, please contact the Community Organization and Social Administration Concentration, Tracy M. Soska, Chair. 412-624-3711 or tsssw@pitt.edu.

MSW Dual, Joint, and Cooperative Degree Programs

Some students seek to complement their social work education and training by earning a degree in another discipline or profession. Others wish to further their education within the field of social work. The dual, joint, and cooperative degree programs offered by the University of Pittsburgh, School of Social Work, afford students a unique way to complete their MSW studies while also pursuing another graduate degree. However, no student will be permitted to enroll or engage in more than one (1) dual, joint, or cooperative degree program within the School of Social Work or between the School of Social Work and any other School or Program during the course of earning that dual or joint degree.

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

Each year, a small number of applicants express interest in pursuing both an MSW and a Ph.D. in social work. These individuals often already possess a graduate degree in a related academic field, but find that their personal and professional interests lie more fully in the field of social work. Such applicants typically are interested in grounding themselves in the practice base of the social work profession, while also seeking to develop their advanced research and intellectual skills.

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

For further information, please contact:

Faculty Coordinator: Valire Copeland, Ph.D. sswvcc@pitt.edu

Master of Social Work/Juris Doctorate

The School of Social Work and the School of Law offer a joint Master of Social Work-Juris Doctor (MSW-JD) degree.

The MSW-JD degree program focuses on the variety of areas in which social work and law converge, such as child welfare, aging, health, mental health, juvenile and criminal justice, family issues, and housing. Increasingly, social work professionals are working with attorneys to promote the well-being of their clients. These areas of convergence exist in social work practice with individuals, families, and groups as well as with communities and organizations. For example, child welfare social workers frequently collaborate with lawyers to secure the best interests of their child clients and to protect the rights of birth, foster, or adoptive parents. Similarly, social workers who serve as agency executives often work closely with attorneys in carrying out their fiduciary duties.

The intersection of legal and social work concerns is also evident at the policy level, and research from both professional disciplines has been used to inform these activities. It is not uncommon for practitioners from both fields to work in concert to draft, implement, and/or advocate for legislation at the local, state, and federal levels.

Admissions

Students interested in the MSW-JD program must apply to and be admitted to each program separately. Students must complete two separate applications and meet the separate requirements of each school. Ideally, applicants should apply to each program simultaneously. However, the School of Social Work will accept applications from law students during the first year of law school and full-time MSW students who are in the process of completing first year courses may apply to the Law School.

For further information and applications, please contact:

School of Social Work
University of Pittsburgh
Office of Admissions
2104 Cathedral of Learning
Pittsburgh, PA 15260
(412) 624-6302
www.socialwork.pitt.edu/admissions.html

School of Law
University of Pittsburgh
Office of Admissions
208 Law Building
Pittsburgh, PA 15260
(412) 624-1400

Attention: Philip Mack
Director of Admissions

Attention: Charmaine McCall
Director of Admissions

Attention: Dr. Jeff Shook
Program Advisor

Attention: Kevin Deasy, MSW, JD
Program Advisor

Master of Social Work/Graduate School of Public and International Affairs

Two unique joint degree programs are offered by the School of Social Work, through its COSA concentration, and the Graduate School of Public and International Affairs. The joint programs provide students with a broad professional education to prepare them for eventual service in urban non-profit and government organizations, community development policy, social and urban planning, and international development and non-governmental organization. They provide experienced students with opportunities to expand their knowledge base and enable other students to develop more marketable professional skills than are usually acquired through single-degree programs. Students in these joint programs earn a Master of Social Work from the School of Social Work and a Master of Public Administration (MPA) or a Master of Social Work and a Master of International Development (MID).

Students must be admitted to both programs in order to qualify for admission to the joint degree program. Degree candidates must meet the minimum foundation, concentration, and specialized requirements of both schools. Depending upon which joint degree program the student elects, the total number of credits required for graduation ranges up to 88 credits. For most students, this means that individual programs can be completed within six to seven terms of full-time residency. Students electing to terminate the joint degree program before its completion must complete all the work required by the respective schools for either degree in order to receive that degree separately.

For further information and application materials:

Contact Person: Danny Rosen, Ph.D. dar15@pitt.edu

Office of Admissions
Graduate School of Public
and International Affairs
University of Pittsburgh
3601 Posvar Hall
Pittsburgh, PA 15260
(412) 648-7640
www.gspia.pitt.edu

Office of Admissions
School of Social Work
University of Pittsburgh
2104 Cathedral of Learning
Pittsburgh, PA 15260
(412) 624-6302
www.socialwork.pitt.edu/admissions.html

Master of Social Work/Master of Public Health

Many practitioners in public health settings are facing major changes and considerable unpredictability in their practice environments at both the State and Local levels. At the same time, the risks encountered by individuals, families, and communities have become more challenging, demanding ever higher levels of knowledge and skill to address effectively. The dual MSW/MPH degree program has been developed to prepare students in both Social Work and Public Health to more accurately intervene in the complex psycho-social problems affecting the health and social functioning of all populations.

Public health social workers are employed in outpatient and primary care settings. Others who work in community health agencies, are part of the voluntary organizations providing public health services, such as HIV/AIDS prevention, family planning, substance abuse prevention programs, community-based services for the aging, and services for families with a disabled child. These practices focus on prevention-based interventions and health promotion.

Social work students who intend to pursue careers in non-health settings can also benefit from some of the curricula offerings in this program. Those in mental health, for example, can benefit from understanding the distribution of mental disorders in the population. Community-level prevention interventions are meaningful in child welfare, maternal and child health (MCH), palliative care, services for the aged, and mental health. Epidemiological competence is a functional tool to assess many types of psychosocial conditions, and can be used across a variety of social work settings.

Faculty Coordinator
Dr. Valire Copeland, Director
Doctoral Program - School of Social Work
University of Pittsburgh
2228 Cathedral of Learning
Pittsburgh, PA 15260

Requests for further information concerning the Graduate School of Public Health may be addressed to <http://www.publichealth.pitt.edu> or directly to:

Dr. Mark Friedman, Director
Behavioral/Community Health Sciences
Graduate School of Public Health
Room 229 Crabtree/Parran Hall
Pittsburgh, PA 15260

Master of Social Work/Master of Divinity

Social work and theology have many historical, philosophical, and applied commonalities. In an effort to integrate the two educational experiences and prepare professionals competent to integrate their practice skills, the School of Social Work, in cooperation with the Pittsburgh Theological Seminary, has developed a cooperative degree program leading to the Master of Social Work and Master of Divinity degrees.

This program provides a full social work and theological education that may be completed in four years by virtue of mutual and reciprocal educational planning between the institutions. Candidates for the degrees normally enter the Seminary and concentrate on theological studies during the first two years of the program. The third and fourth years are spent primarily in the School of Social Work with approximately one course each term being taken at the Seminary.

Students must be admitted to both programs in order to qualify for admission to the cooperative degree program. Degree candidates must meet the minimum foundation, concentration, and specialized requirements of both schools, except where substitutions are appropriate and approved by the faculty advisors. Students electing to terminate the cooperative degree program before its completion must complete all the work required by the respective institutions for either degree in order to receive that degree separately. Applications for admission are processed independently by each School.

For further information and application :

Director of Admissions
Pittsburgh Theological Seminary
616 North Highland Avenue
Pittsburgh, PA 15206
www.pts.edu

Office of Admissions
School of Social Work
University of Pittsburgh
2104 Cathedral of Learning
Pittsburgh, PA 15260
(412) 624-6302
www.socialwork.pitt.edu/admissions.html

Further information concerning the Pittsburgh Theological Seminary and its various programs may be addressed to the Director of Admissions, Pittsburgh Theological Seminary, 616 North Highland Avenue, Pittsburgh, PA 15206. Faculty coordinator: John Wallace, PhD., M.Div; johnw@pitt.edu.

Field Education

Introduction: Field Education in the MSW Program

Field Education is commonly described as that part of the curriculum where the integration of theory and practice occurs. The opportunity for this "integration" or "hands-on" learning to take place occurs when the student is assigned to a field instructor or task supervisor in an agency or organization that is affiliated with the School of Social Work. Broadly speaking, the learning is structured through the identification of a variety of educational objectives. The field instructor translates these

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

In the MSW Program, field placement constitutes 18 credit hours or 1080 hours over four terms (concurrent with classes). The first or *foundation* field placement (6 credits / 360 hours) usually occurs in the Fall and Spring terms. 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. Non-advanced standing students attend a 1 hour per week Foundation Field Integrative Seminar during their first term of field.

Students with advanced standing are approved for 6 credits from their undergraduate field work provided that the undergraduate school is CSWE accredited and there are at least 400 actual hours of field work. Advanced standing students usually go into field placement during their first two terms (usually Fall and Spring) of the first year or may defer field placement until the Spring term of the first year. The learning objectives for these field placements are equivalent to the third and fourth term of the full time student.

There are some variations to this suggested cycle for field placement, which are not mentioned here. It is always best to check with the field office or with your faculty advisor / field advisor especially if you are a part time student or have questions about the actual timing of your field placement. Part time students should begin the first field placement after four foundation courses are completed and concurrently with *Generalist Practice of Social Work (SWGEM 2098)* but not later than eighteen credits.

Upon admission to the School of Social Work, the MSW student identifies a skill concentration. The first and second terms of field practicum are spent in core foundation skill preparation. In the third term of field placement, the focus of learning is to develop and practice competencies specific to the student's concentration. In the fourth term, the learning objective is to further expand the skill level that results in mastery of the advanced competencies specific to the student's concentration in preparation for professional practice.

Students are expected to review the Field Education Handbook (available online) to obtain more in-depth information about field education policies and procedures; field education expectations and learning objectives for MSW students; and important field education processes.

MSW Program Policies and Procedures

Administrative Policies

Time Schedule of Classes

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

Registration Dates

Fall Term ADD/DROP PERIOD	<u>ends</u> Friday, September 7, 2012
Fall Term monitored withdrawal	<u>ends</u> Friday, October 26, 2012
Spring Term Registration	<u>begins</u> Thursday, October 29, 2012
	<u>ends</u> Friday, December 7, 2012
Spring Term Add/Drop Period	<u>ends</u> Tuesday, January 18, 2013
Spring Term monitored withdrawal	<u>ends</u> Friday, March 8, 2013
Summer Term Registration	<u>begins</u> Monday, March 18, 2013
	<u>ends</u> Monday, May 6, 2013
Fall Term Registration	<u>begins</u> Thursday, March 25, 2013
	<u>ends</u> Wednesday, July 10, 2013

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

Registration Procedures

1. Check when the university has your enrollment appointment listed (your "enrollment appointment" is the date and time when you can begin to enroll online). To do this, go to www.my.pitt.edu and click the Link to "Student Center Login". Then, click Self Service; then, click Student Center. Once in your Student Center, your enrollment appointment will be listed in the box entitled Enrollment Dates on the right-hand side of the page.
2. Schedule an appointment with your advisor prior to your online enrollment date and time. During the appointment, your advisor will review with you your program, interests, and career goals. You and your advisor will develop a course schedule both to meet your needs and to satisfy the curriculum requirements. Once you have met with your advisor and planned your schedule, the "Academic Advisement Service Indicator" will be removed by your advisor. This will allow you to complete self-registration on your enrollment appointment date. Please note: You will not be able

to enroll for classes until you have met with your advisor and the academic advisement service indicator is removed.

3. Complete **2 copies** of the Enrollment Form in BALLPOINT PEN. Make sure that your registration information is legible. PLEASE NOTE: Do not put the title of the course in the SUBJECT area of the Enrollment Form. This space is for the Department Abbreviation listed on the Social Work Schedule of Classes under the SUBJECT Heading. PLEASE NOTE: When registering for Field credits, be sure to choose the exact number of credits for Field once you have entered the class number (5 digit number). If you do not choose the exact number of credits, the system will default to 1 credit.
4. You will use 1 copy of the Enrollment Form to complete self-registration on your scheduled enrollment appointment date and the other copy will be retained by your advisor. To complete the online self-registration, take the following steps:
 - Log in to your Student Center through the my.pitt.edu Web portal.
 - Once you have navigated to your "Student Center", click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. The "Select Classes to Add" page displays after you have chosen the term. Add all classes to your enrollment shopping cart by entering the 5-digit class number in the "enter Class Nbr" box and clicking on the "enter" box after each entry. Click the "Next" button to enter additional class numbers. When registering for field credits, be sure to choose the exact number of credits (units) for field. Once you have entered the class number, click the "enter" button before clicking the "next" button. After entering all class numbers, click the "Proceed to Step 2 of 3" button to confirm all the classes in your cart. The Promissory Note displays above the shopping cart. After you have finished reading the agreement to pay, scroll down to the shopping cart. After you have finished reading the agreement to pay, scroll down to click on the "Accept Terms & Register" button. A **green** checkmark in the status column means that you have successfully enrolled. A **red X** shows there was an error during the enrollment process.
5. Students planning to graduate in **this academic year** should complete a "**GRADUATION APPLICATION**" when registering for their final term. If you are fulfilling requirements for the Gerontology certificate program, you must include the certificate information on the Graduation Application (pg. 2) for the Certificate. Failure to submit an application by the deadline will result in the assessment of a late fee or will prevent you from graduating at the anticipated time. You will also need to have any incomplete grades changed to reflect the completion of course or field work.

Add/Drop Procedures:

1. To **ADD** classes, Log in to your Student Center through the my.pitt.edu Web portal. Once you have navigated to your "Student Center", click the "Add a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Follow the same steps you took to register initially for the term to add classes to your schedule.
2. To **DROP** classes, Log in to your Student Center through the my.pitt.edu Web portal. Once you have navigated to your "Student Center", click the "Drop a Class" link. Select the term for which you wish to enroll and then click the "Continue" button. Click the box next to the class or classes you would like to drop; then click the "Drop Selected Classes" button. Review the information on the "Confirm your Selection" screen. Click the "Finish Dropping"

button to drop the classes you have selected. On the "View Results" screen, a **green** checkmark will display next to the classes you successfully dropped.

Financial Penalties

A number of "penalty" fees are assessed upon students for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available in the Office of Student Accounts, 68 Thackeray. Students are urged to become acquainted with this information.

Cross Registration

Students in the School of Social Work are permitted to take courses in other departments of the University of Pittsburgh, such as Sociology, Graduate School of Public and International Affairs, Psychology, Law, and in other universities. Procedures followed should be: (1) discussion with advisor about relevance of course to desired goal and (2) obtaining permission from the course instructor. There is a cooperative program in operation between the University of Pittsburgh and other universities and colleges in Pittsburgh (Carnegie-Mellon, Pittsburgh Theological Seminary, Duquesne). Students who wish to take courses in other universities should, after discussion with their advisors, obtain a cross-registration form from the Office of Student Records (2110 CL).

Transcript Review

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

Official University Record: GPA Calculation

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

Course Repeat Option

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

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

Student Evaluation of Courses

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

Application for Graduation

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

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

Application forms for graduation are available from the Office of Student Records (Room 2110 CL) and must be returned to that Office.

Failure to apply for graduation before the deadline date will either result in the assessment of a late fee or will prevent you from graduating at the anticipated time.

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

All graduates should receive a final transcript which shows conferral of the degree approximately between 6-8 weeks after the graduation date. If you do not receive this transcript within two months after graduation, please contact the Records Section of the University in Room G3, Thackeray Hall.

Resignation

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

If, after the end of the add/drop period, a student wishing to resign from all of the courses registered, must notify Student Accounts by mail, phone or in person to have registration and term charges adjusted in accordance with the official University Termination of Registration Policy. This must be done even if the student is registered for one course. The student should notify their faculty advisor, program director, and each instructor via email of their resignation. There is a special

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

Students who resign after the last day of the add/drop period are liable for a percentage of their charges and will be issued "R" grades, denoting resignation, on their transcripts. If a student resigns by mail, the percentage reduction of term charges will be determined by the postmark date on the envelope, considered to be the notification date of resignation. For further information go online to www.bc.pitt.edu/students/resignation.html. **Insert deadline date: 9 weeks into the term; check page 90 (W grade policy) - two separate issues; word, withdraw, used interchangeably; needs corrected somehow!!!**

Refund Processing

Students are encouraged to use the direct deposit activity in *PittPay* in order to process all financial transactions.

All questions regarding other available options should be directed to the Cashier's section of the Student Registration and Financial Services (SRFS) guide or go to www.bc.pitt.edu/students/refunds.html.

Financial Holds

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

A late fee of \$50.00 will be charged to a student's account if payment is not made by the first due date. If payment is not received by the second due date, in addition to the placement of the financial hold, \$50 will be charged to the account. Once the account is forwarded to Collections, an additional \$100 will be charged.

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

No- Smoking Policy

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

Academic Policies

The online handbooks aim to provide the most current information possible; sites are updated regularly. However, information contained in the MSW Handbook 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.

Bachelor's Degree Requirement for MSW Program Entry (# 15:7)

An individual must possess a bachelor's degree from a college or university **accredited by a recognized regional accrediting association** to matriculate in the MSW Program. Applicants admitted to the MSW program prior to completion of their undergraduate degree must, before the first day of Fall Semester classes, submit to the School's Office of Admissions an official transcript from the undergraduate institution that shows the degree awarded. An individual will not be permitted to begin classes unless the official final transcript is received.

Credit for Life, Volunteer, or Employment Experience (#25:4)

Academic or field education credit shall not be granted in the MSW Program for life, volunteer, or employment experience.

Policy on Provisional Admission (#15:11)

This policy codifies the intent and language of acceptance letters (i.e., current practice).

Definition

An applicant whose cumulative undergraduate Grade Point Average (GPA) falls below the 3.00 level required for admission to the MSW Program may be admitted on provisional status. Admission on provisional status is at the discretion of the Director of Admissions and the Admissions Committee, based on a review of application materials. Applicants with a GPA below 3.00 may be asked to submit additional materials to further evaluate readiness for graduate study.

Requirements

A student admitted on provisional status must demonstrate satisfactory academic performance in the MSW Program in order to be removed from that status. Satisfactory academic performance is defined as:

- A. Students who enter the MSW Program without advanced standing (i.e., do not have a bachelor's degree in social work awarded by a Council on Social Work Education accredited undergraduate social work program within the seven academic calendar years prior to MSW Program

admissions), must achieve a minimum cumulative GPA of 3.00 within the four foundation courses and field credits, a total of 12-15 credits. These courses are normally completed in the first semester of full-time study or during the first two semesters of part-time study.

- B. Students who enter the MSW Program with advanced standing (i.e., have a bachelor's degree in social work awarded by a Council on Social Work Education accredited undergraduate social work program within seven academic calendar years prior to MSW Program admission) must achieve a minimum GPA of 3.00 in their first 12 credits. If awarded full advanced standing credit, these courses typically include the first required concentration skill course, second-level HBSE, a general elective and concentration field. These courses are normally completed by the end of the first semester of full-time study or by the end of second semester of part-time study.

Procedures

The course work to be completed and other conditions for enrollment will be determined by the MSW Program Director. 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. However, in no case will the period of enrollment be permitted to extend beyond the four-year limit on earning the MSW degree.

Failure to demonstrate satisfactory academic performance within one (1) semester of full-time study (12 or 15 credits) or two (2) semesters of part-time study (12 credits) by a provisionally-admitted student will result in dismissal without possibility of re-admission to the MSW Program.

Prerequisites in the MSW Program (#15:8)

Definition

The MSW Program has one (1) admission prerequisite: satisfactory completion of an undergraduate (or graduate) three (3) credit course in descriptive statistics.

Procedures

It is required that all admitted students complete a three (3) credit course in descriptive statistics before their matriculation into the MSW Program. Students admitted who fail to submit an official transcript showing satisfactory prerequisite completion (defined as a "D-" or better) to the Admission's Office before the first day of Fall Term classes will need permission from the Director of Admissions in order to begin MSW classes.

All students have the responsibility to submit an official transcript that shows satisfactory completion of the prerequisite. Such documentation must be submitted to the Admission's Office in the School of Social Work. No student will be permitted to continue in MSW courses or field

placement if documentation of satisfactory completion of the prerequisite is not received by the Admission's Office by the beginning of the Fall Term. The MSW Program Director will be informed of the student's failure to meet the prerequisite requirement by the Admissions Office and will be administratively dropped from all courses and field placement until notification of successful completion of the prerequisite has been fulfilled.

Advanced Standing, Transfer Credit, or Exemption in the MSW Program (#25:2)

Definitions:

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

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

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

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

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

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

400 and above hours of undergraduate supervised field experience will lead to a reduction of six credits. Under 400 hours of supervised field experience will lead to no credit reduction.

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

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

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

- C. Persons who have completed one full year of Master's level work within the last seven academic calendar years at another master of social work program and who are admitted to the University of Pittsburgh School of Social Work for completion of their Master of Social Work degree will be granted a maximum of one full year (30 credits: 24 class and 6 field work) of transfer credit by this School. The specific transfer credits granted will be determined by the MSW Program Director (or his or her designate), who, in consultation with the Associate Dean for Academic Affairs, will review the student's transcript. The student will be required to complete before graduation all distribution requirements of this MSW Program's curriculum.

For the purposes of granting transfer credit under this paragraph, the definition of a master of social work program in paragraph B above will apply. International students who have taken graduate-level social work courses from a program and who are interested in obtaining transfer credit must submit their transcript to the Council for a determination of equivalency.

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

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

Affairs. Exemptions for MSW foundation courses will be determined via available examinations only.

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

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

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

E. Limitations

1. Advanced standing credit, transfer credit, or exemption for prior baccalaureate or post-baccalaureate work carried into the Masters Program will be limited to course and field work taken within seven academic calendar years prior to the students beginning this Masters Program. Except in the case of a person covered in paragraph C above, no student may have academic requirements reduced by more than a total of 12 course credits or field education requirements reduced by more than 6 field credits. There are no limitations to the number of exemptions that may be granted to a student.
2. Advanced standing, transfer credits, and exemptions will be granted after a review of the student's prior course work, the student's knowledge and mastery of that content, the course's correspondence to the School's course for which advanced standing, transfer credit, or exemption is being requested, and the consent of the school officials as outlined in paragraphs A through D above. All final decisions regarding advanced standing, transfer credit, or exemption are the sole discretion of the School of Social Work.
3. In the event of a negative decision regarding the granting of advanced standing, transfer credit, or exemption, the student may ask the Associate Dean for Academic Affairs to reconsider the decision. The decision of the Associate Dean for Academic Affairs is final.
4. Academic work or field education completed at an social work program or other academic institution will be considered toward advanced standing, transfer credit, or exemption only if the grade earned in the course (or course sequence) is equivalent to the grade A, A-, B+, B, B-, or S as defined by the University of Pittsburgh.

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

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

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

Concentration Requirements in the MSW Program (#5:5)

There are two skill concentrations offered by the MSW Program: Direct Practice with Individuals, Families, and Small Groups (Direct Practice) and Community Organization and Social Administration (COSA). Students are required to take at least four skill courses in their concentration to complete their MSW degree requirements. Additional elective course work must be completed to fulfill the credit requirements for the MSW degree.

Direct Practice with Individuals, Families, and Small Groups (Direct Practice): The required courses include: Models of Intervention and an Advanced Direct Practice course. Two additional skill electives are required from among a list of available electives offered each term. Second-level HBSE, Research, and Policy courses that have content relevant to Direct Practice must also be completed. Finally, a concentration-relevant field placement must be completed.

Community Organization and Social Administration (COSA): The required courses include: Community Organization and Social Administration and two additional skill electives from among a list of available COSA electives offered each term. Second-level HBSE, Research, and Policy courses that have content relevant to COSA must also be completed, along with a concentration-relevant field placement.

Policy on Change of Concentration (#5.3)

Definition

Students indicate in their application to the MSW Program the concentration they intend to complete. To request a change of concentration after beginning the MSW Program, students must show that the change would contribute directly to their educational goals and career plans. Students also must be able to demonstrate in a projected plan of study that they will be able to complete all classes and field requirements in the new concentration within four years of their date of entry into the MSW Program, as specified by the Council on Social Work Education. Such requests should be made and finalized no later than the end of the Drop/Add period of the second semester of matriculation for full-time students and the third semester of matriculation for part-time students.

If both concentration chairpersons approve the student's request, they will forward their decision in writing to the MSW Program Director. A Change of Concentration form, signed by both concentration chairpersons and the MSW Program Director, will be placed in the student's folder.

Procedures

Students seeking to change their concentrations should first discuss the matter with their faculty advisor. After meeting with the faculty advisor, the student can make formal written requests to the two concentration chairpersons. The student should discuss his or her intentions with each concentration chair. Among the concerns to be addressed at these meetings are:

- a. Is the student presently being supported by a grant or funding source that limits the concentration that can be pursued?
- b. Is there a field placement available in the new concentration that would foster the student's educational goals and career plans?
- c. Is there anything in the student's background, experience, or prior education that mitigates against or supports the request for a change?
- d. Is there any indication (from the advisor, the present or the new concentration chairperson) that the request for change is not educationally sound or is being made for a non-educational purpose?
- e. Regardless of enrollment status (i.e., full or part time), can the MSW degree requirements be completed within a four-year time period starting with the date of entry into the MSW program (i.e., when the student started taking classes in the MSW program)?

Criteria for Directed Study (#27:1)

A. Definition

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

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.
2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:

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

B. Statement of Purpose

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

Directed study should:

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

MSW students considering a Directed Study in Research in place of the second-level research course:

1. Should have received a grade at least "A-" in the foundation research course or been exempt from the foundation research course via examination. Those entering with advance standing should have received a grade of at least "A-" in the undergraduate research course.
2. Should not be in their last term of the study and anticipating graduation.

The rationale for the first restriction reflects the level of performance needed to undertake an independent research project under a faculty member's supervision. The rationale for the second restriction is based on the fact that research projects can result in "I" grades because of unavoidable delays in data collection and/or analysis, and the intent is to avoid delaying a student's graduation because of the vicissitudes of data collection projects.

C. Faculty Participation

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

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

D. Directed Study Plan

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

1. Brief but concise statement of educational objectives of the directed study.
2. Clear statement of the issues or problems under analysis and the rationale for selecting them.
3. Selected bibliography or other similar documents to be examined.
4. Statement of the methodology the student will follow in implementing the directed study project.
5. Statement identifying the products (e.g., paper, report, literature review, presentation, computer-aided formats) of the directed study project and their due dates.
6. Statement describing how the Directed Study grade will be computed.

E. Directed Study Evaluation

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

1. There be a tangible product resulting from the study.
2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.
3. The work clearly demonstrates the student's mastery and comprehension of the subject.

F. Procedures

1. Students wishing to pursue a directed study should identify the subject and discuss with their faculty advisor the appropriateness and feasibility of doing a directed study given their overall course of study plan for their degree.
2. Students should then consult with members of the faculty with whom they would like to work and who they believe have expertise in the proposed subject area.
3. After a faculty member and student have agreed to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure), a final one to two page summary of the entire plan must be signed by the faculty member and student. Copies of the signed summary must be submitted to the Student Records Office for inclusion in the student's folder and to the relevant Program Director.

Statute of Limitations for School of Social Work Degrees and

Leaves of Absence (#26:1) - MSW Program

There is a four-year limitation on the earning of the MSW degree. The four-year period is counted from the date of entry into the program for four full academic calendar years. Under extenuating circumstances (listed below), an advisor can recommend an extension of time to the MSW Program Director and the Associate Dean for Academic Affairs. If approved the period of extension and conditions for completing the program will be recorded in the student's folder, with a copy sent to the student. Extenuating circumstances include the following:

- a. extended illness of the student
- b. extended personal emergency
- c. involuntary mobilization into the US military unit
- d. death of a close family member or extended personal emergency

Under special conditions, MSW students may be granted one leave of absence. A maximum leave of one full academic year may be granted to master's students. A student wishing to take a leave of absence must submit in advance to the MSW Program Director a written request that indicates the length and rationale for the leave. The MSW Program Director and the Associate Dean for Academic Affairs will review the request. If approved, the time of the leave will not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

Academic Standards in the MSW Program (#9:3)

- A. In the MSW Program, required courses must be taken for a letter grade (see Grading Policy). Should a student receive a grade below a "B-" in any required course, the course must be taken again. The option of re-doing a required course in which a grade of "C+," "C", "C-" or "F" was

earned can be exercised once only per course. The second grade earned is the grade that will be counted in the student's QPA, provided a Course Repeat Option form has been completed. A student will be dismissed, without expectation of readmission, from the MSW Program if he or she does not receive a grade of "B-" or higher in a required course on the second attempt.

- B. Some courses in the MSW Program build directly on others and can be thought of as constituting a sequence. Typically, these sequences involve required skill and substantive courses. Thus, Community Organization or Social Administration and Models of Intervention, the first required COSA and Direct Practice skill courses, are premised on students having achieved basic competence in the two foundation skill courses (Generalist Foundations of Social Work Practice and Foundations of Social Work Practice with Diverse Populations). Similarly, the more advanced required skill courses in each concentration build on the first required skill course in the concentration. Sequences exist as well with research, human behavior and social environment, and social welfare/policy courses, wherein the second-level courses build on the foundation courses in each of these areas. For courses offered as part of a sequence, students must receive a grade of "B-" or better in an earlier course (or courses) in order to register for a more advanced course.
- C. 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.
- D. Students in the MSW Program must maintain a minimum cumulative GPA of 3.00. If, after completing at least nine (9) quality point credits, a student's cumulative GPA falls below 3.00, the student will be placed on academic probation. Students will be allowed to register for nine (9) to twelve (12) additional quality point credits, typically completed in one term by full-time students, to achieve a cumulative GPA of 3.00. Part-time students will be allowed to register for a total of twelve (12) credits over two (2) consecutive academic terms to achieve a cumulative GPA of 3.0. Failure to do so in both of the above will result in dismissal without possibility of readmission to the MSW Program.
- E. To qualify for graduation, students must have a final cumulative GPA of 3.00 or higher. No student will be permitted to graduate from the MSW Program with a final grade of "C+," "C", "C-", "D+", "D", "D-" or "F" in a required course or an "NC" in field placement. A student will be permitted to graduate from the MSW Program with a "C+," "C", "C-" in an elective course (not including required elective courses¹) as long as the student's cumulative QPA is 3.00 or higher.

Academic Probation in the MSW Program (#9:6)

A student in the MSW Program will be placed on academic probation if:

1. after completing at least nine (9) grade-point credits, his or her cumulative GPA falls below 3.00;
2. he or she receives a grade lower than a "B-" in a required course*: or
3. he or she receives an NC grade for field placement (SWGEM 2099, SWINT 2099, or SWCOSA 2099).

The MSW Program Director will send a letter to the student and his or her advisor notifying them of the student's placement on academic probation. The letter will advise the student and his or her advisor of the date and location of an academic review meeting, to be convened by the MSW Program Director, to discuss the terms of the student's academic probation. A copy of this letter will be placed in the student's folder. Depending on the outcome of the meeting, a student placed on academic probation may be required to modify his or her course of study in the MSW Program, including changing the academic courses for which the student is registered and/or delaying entry into or suspending field placement.

Academic Review (#12:1)

SECTION I. Statement of Purpose and Definition

- A. The purpose of Academic Review is to provide a mechanism for insuring qualitative standards of achievement for degree students in the School of Social Work. Achievement embraces field-based performance and learning, grades in academic courses, and reasonable rates of progress toward completion of degree requirements.
- B. Academic review is a problem solving and decision making process that seeks to establish just procedures for reaching decisions on those matters defined herein.

SECTION II. Types of Academic Review

A. Mandatory Review

Under certain conditions, consistent with the educational responsibilities of the School, academic review proceedings are required. For the Master's Program, this would be obtained in instances where:

1. a student's cumulative GPA falls below the 3.00 level on a 4.00 scale;
2. a student receives a grade below a "B-" in a required course;
3. a student receives a grade of NC in field.

*A required elective course is defined as one that fulfills concentration, specialization, or certificate requirements. Required courses are defined as the five foundation courses, the required concentration skill courses, the second-level human behavior, policy, and research courses, and any specific courses needed to fulfill specialization or certificate requirements.

B. Discretionary Review

This pertains to academic matters not specified above such as the accumulation of "G" or "I" grades, a term GPA of less than 3.00 for an MSW student, two or more grades below "B" for an MSW student, and/or other instances as set forth in Section I, paragraph A. Discretionary review is not meant to by-pass the relationship between the student and her or his faculty advisor (or field liaison). Nor is it meant to preclude problem solving by these parties. Rather, discretionary review offers a formal venue for addressing and attempting to resolve impediments to a student's academic performance and progress.

SECTION III. Process

- A. The director of the program in which the student is enrolled shall send written notification of the academic review to the student and to her or his advisor. The notification shall indicate the reason for the review, the parties being asked to attend, and the date, time, and location of the meeting. Notification and scheduling of reviews shall occur as soon after the start of the following term as possible. A copy of the notification shall be placed in the student's folder.

The director of the program in which the student is enrolled, or his or her designate, shall convene the academic review meeting. The meeting shall include the student and his or her advisor. As appropriate, course or field instructors, Office of Field Education staff, or other relevant parties may be asked to attend.

The discussion shall seek to arrive at a plan that will permit the student to improve his or her academic performance and to make reasonable progress toward his or her degree. Such a plan may entail:

1. modification of the student's current registration.
2. delay or suspension of field placement.
3. specification of a course of study to be followed to complete the degree.
4. use of academic support services.
5. use of other supportive services or a short-term leave of absence when significant personal issues are impeding the student's academic performance and progress.

The time frame, consistent with the length of time specified in the Policy on Academic Probation, for demonstrating satisfactory performance and progress shall be noted in the plan.

A written copy of the recommended plan shall be sent to the student no later than three working days after the meeting. A copy of the plan shall be placed in the student's folder.

- B. Referral to the Academic Review and Academic Integrity Committee

The matter shall be referred to the Academic Review and Academic Integrity Committee, except in those instance where failure to demonstrate satisfactory academic performance results in dismissal, if:

1. it is not possible to develop a plan during the academic review meeting;
2. subsequent to accepting the plan, the student does not abide by its provisions or fails to demonstrate satisfactory performance and progress.

The director of the program in which the student is enrolled shall submit a request to the Chair of the School's Academic Review and Academic Integrity Committee that the Committee be convened. The rationale for the request should identify:

1. a statement of the problem;
2. efforts at resolution by the faculty advisor, other involved parties, and the Program Director;
3. a summary of the academic review meeting, including the plan accepted, if appropriate;
4. the Program Director's recommendation to the Associate Dean for Academic Dean.

The Chair shall schedule a meeting of the Academic Review and Academic Integrity Committee within 15 working days of his or her receipt of the Program Director's request. He or she shall notify Committee members of the scheduled meeting and shall make available for their review, no later than three days before the meeting, a file to be kept in a central location that contains:

1. the Program Director's request;
2. other documents considered during the academic review;
3. materials provided by the student, if any.

The Chair shall inform the student by certified special delivery mail of the scheduled Academic Review and Academic Integrity Committee meeting and shall request that the student attend the Committees meeting, if he or she chooses. The student will be informed that she or he can submit materials for the Committee's consideration; The Chair must receive such materials no later than three working days before the meeting. The student shall be advised that she or he may invite up to two faculty members and/or students to attend the meeting with her or him; however, a student shall not be permitted to bring as a representative an attorney or law student. The letter shall include a copy of the School's Policy on Academic Review.

No later than three working days prior to the meeting, the Chair shall send the student by certified special delivery mail a copy of the materials made available to the Committee for review.

The Academic Review and Academic Integrity Committee proceedings (exclusive of the Committee's deliberations to arrive at a decision) must be recorded. The meeting should proceed in five (5) major phases identified below:

Phase 1: Statement of Problem

The director of the program in which the student is enrolled should offer a clear statement of the problem(s) under consideration. Discussion during this phase should be limited to a charting of the historical development of the problem(s) and prior attempts at resolution and to defining the specific problem(s) to be addressed by the Committee.

Phase 2: Identification of Facts

All pertinent information regarding the problem(s) under consideration should be presented to the Academic Review and Academic Integrity Committee. Such information may be provided in the form of written statements submitted to the Committee via the Chair and/or in the form of direct information that may be given at the request of the Chair.

Only those persons who have been identified prior to the date of the proceedings to provide direct information may appear before the Academic Review and Academic Integrity Committee. These individuals must appear separately and are not to remain to hear information from other persons scheduled to appear. Exceptions can be made when the information to be provided by two (2) or more persons is so closely related that separate appearances would seriously diminish the value of the information to be provided. The Chair shall determine the order in which persons who are to provide direct testimony are to appear before the Committee. Any member, and each of the parties present, shall be permitted to question each person providing direct information.

Phase 3: Student Responses

If present, the student and the maximum of two (2) representatives as previously designated (faculty member and/or student) must have an opportunity to address the Committee.

Phase 4: Committee Deliberations

Only the members of the Academic Review and Academic Integrity Committee are to be present for the deliberations. All persons who are not members of the Committee are to be excused and the tape recorder must be turned off prior to the beginning of the deliberations.

Phase 5: Voting

The Committee must arrive at a decision. A minimum of five (5) concurring votes is required for a Committee decision. The Committee can uphold the recommendations of the academic review, accept the student's recommendations in place of those of the academic review, or formulate its own recommendations.

If the student is available, she or he will be informed of the Committee's decision immediately upon completion of the meeting.

The Committee via the Chair shall submit the following material to the Dean, who shall make an independent review of the hearing proceedings.

1. the complete file as available to the Committee;
2. a summary of the proceedings;
3. the tapes of the proceedings intact;
4. the signed recommendations of the Committee

The Dean may affirm or overrule the Academic Review and Academic Integrity Committee on any matter, in whole or in part, or may remand the matter for further consideration. Upon completion of such additional proceedings, if any, and within a reasonable time the Dean shall issue a final decision.

SECTION IV. Academic Review and Academic Integrity Committee

A. Permanent Members

The Academic Review and Academic Integrity Committee is to be composed of seven (7) permanent members of whom four (4) are faculty persons appointed by the Dean and three (3) are degree students selected by the Student Executive Council. It is required that the student representation consist of one (1) individual from each degree level (undergraduate, master's, and Ph.D.).

B. Alternate Members

There are to be a total of seven (7) alternate members of the Academic Review and Academic Integrity Committee. Four (4) of the alternates are to be faculty persons appointed by the Dean and are to be designated as 1st, 2nd, 3rd, and 4th Alternate. Three (3) of the alternates are to be students selected by the Student Executive Council and are to be designated as 1st, 2nd, and 3rd Alternate. If a vacancy occurs, a replacement shall be immediately appointed.

The Academic Review and Academic Integrity Committee can be convened only when there are seven (7) members present of whom four (4) are faculty and three (3) are students. In the event that permanent member(s) cannot attend the initial Committee session for any given review proceeding, the Chair must contact the appropriate alternate (faculty or student) in the sequence in which they were designated. The Alternate(s) would then serve on the Committee for the duration of those proceedings.

All appointments to the Academic Review and Academic Integrity Committee are to be for a twelve-month term. The Dean is to submit a written request for identification of student members and student alternates to the Student Executive Council. This request should specifically mention the requirement set forth above.

C. Chairperson

The Associate Dean for Academic Affairs shall serve as the Chair of the Academic Review and Academic Committee without the benefit of vote. In the extended absence of the Associate Dean for Academic Affairs, the person appointed by the Dean to perform the Associate Dean's functions shall serve as Chair of the Academic Review and Academic Integrity Committee. If the Associate Dean for Academic Affairs is not available, the Dean shall appoint an alternate chair from among the Administrative Officers.

D. Conflict of Interest

Any faculty member, class or field, with a current academic relationship with the student under review may be included in the discussions, but will not be included in the formal deliberations and vote.

In the event that circumstances involving conflict of interest results in the elimination of permanent members and the three (3) alternates in either category, the Dean shall appoint faculty replacements and the Student Executive Council shall identify student replacements.

SECTION V. Review and Appeal

A student may seek to have a Dean's final decision reviewed by the Provost, who may seek the advice of the University Review Board, or the student may appeal to the University Review Board, whose recommendation shall be made to the Provost. The action of the Provost, taken with or without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

SECTION VI. Timeliness

It is the responsibility of all parties, including administrative officers, to take prompt action in order that grievances may be resolved quickly and fairly. While no explicit time limit could apply to all cases, failure to use diligence in seeking redress may constitute grounds for denial of a hearing or other relief, especially if prejudice results. Parties have the right to seek review of the Provost or to petition the University Review Board for an appeal from a decision of the Academic Review and Academic Integrity Committee within five (5) working days of the date of the decision letter.

SECTION VII. Retention of Materials

The Dean is to be responsible for safeguarding the materials given to him or her by the Academic Review and Academic Integrity Committee. All materials should be retained no less than two (2) years and may be retained longer at the Dean's discretion.

Academic Integrity (#11:1)

A. Student Obligations

A student has an obligation to exhibit honesty and to respect the ethical standards of the social work profession in carrying out his or her academic and field placement assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she*:

1. Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
3. Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
4. Engages in unauthorized possession, buying, selling, obtaining, or using any materials intended to be used as an instrument of academic evaluation in advance of its administration.
5. Acts as a substitute for another person in any academic evaluation process.
6. Utilizes a substitute in any academic evaluation proceeding.
7. Practices any form of deceit in an academic evaluation proceeding.
8. Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, or publication of work to be submitted for academic credit or evaluation.
9. Provides aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, performing, or publication of work to be submitted for academic credit or evaluation.
10. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
11. Submits the work of another person in a manner which represents the work to be one's own.

*There may be instances where the charging party may more appropriately invoke the University of Pittsburgh Student Code of Conduct and Judicial Procedures. This may occur where the alleged wrong mainly involves factual determinations and not academic (including field placement) issues.

12. Knowingly permits one's work to be submitted by another person without the faculty member's authorization.
13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.
14. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
15. Indulges, during a field placement in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the field instructor, other staff, or clients.
16. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to a fellow student.
17. Violates the canons of ethics of the National Association of Social Workers. Students are expected to demonstrate appropriate decorum and ethical behavior in class and field situations as well as in their contacts with the broader community. Specific agency policies concerning professional conduct may also be applicable for students in fieldwork, especially in those host settings where another profession is predominant.

B. Statement on Plagiarism

In order to help students avoid problems in infractions against academic integrity, the statement below will describe plagiarism and its interpretation within the School of Social Work and the University.

According to Webster's International Dictionary, plagiarism is the act or instance of stealing or passing off as one's own the ideas or words of another, or presenting as one's own the idea or product derived from an existing source. When submitting a paper or written work to a faculty member, appropriate acknowledgment must be given in the paper as to whose work is being directly quoted, paraphrased, or used as the source of ideas or data. This means using correct citations and referencing according to an accepted academic style manual. Most social work classes require students to follow the referencing style set out in the most current APA manual.

It is also inappropriate and unacceptable (without prior approval by the faculty members involved) to submit a paper written for one class as a completed assignment for a different class. At times, a student may wish to study a subject in depth from varying viewpoints and to meet requirements for different courses. However, consultation with and approval of both faculty members is necessary.

C. Procedures for Adjudication

No student should be subject to an adverse finding that he or she committed an offense related to academic integrity, and no sanction should be imposed relating thereto, except in accordance with procedures appropriate for disposition of the particular matter involved. The degree of formality of proceedings, the identity of the decision maker or decision makers, and other related aspects properly reflect such considerations as the severity of the potential sanction, the probable impact upon the student, and the extent to which matters of professional judgment are essential in arriving at an informed decision. In all cases, however, the objective is to provide fundamental fairness to the student as well as an orderly means for arriving at a decision, starting first with the individual faculty member and then with designated administrative officers or bodies.

These Guidelines are not meant to address differences of opinion over grades issued by faculty* in exercising good faith professional judgments of student work. They are meant to address matters in which a faculty member intends to penalize a student based upon an alleged breach of academic integrity. In matters of academic integrity the succeeding procedural steps must be followed:

1. Any member of the University community who has evidence may bring to the attention of the faculty member a complaint that a student has failed, in one or more respects, to meet faithfully the obligations specified in the above Section A. Acting on his or her own evidence, and/or on the basis of evidence submitted to the faculty member, the faculty member will advise the student that he or she has reason to believe that the student has committed an offense related to academic integrity, and the student will be afforded an opportunity to respond. If the accused student and the faculty member accept a specific resolution offered by either of them, the matter will be considered closed if both parties sign a written agreement to that effect, and submit it to the Office of the Dean. The Office of the Dean will maintain a written record of the agreement, signed by the student and the faculty member. These records are not to be added to the student's individual file, and they are to be destroyed when the student graduates or otherwise terminates registration. The Office of the Dean may provide such information identifying an individual student for the following use.
 - a. to a faculty member who is involved with a student integrity violation at the initial stage and who wishes to use this previous record in determining whether a resolution between the faculty member and the student or an Academic Review and Academic Integrity Committee hearing may be most appropriate, especially in the case of repeat offenders; and, to the School's Academic Review and Academic Integrity Committee after a decision of guilt or innocence has been made in a case, but before a sanction has been recommended.

*Faculty, for the purposes of this policy, includes those who are full-time and part-time as well as doctoral student TAs.

- b. If an agreed upon resolution between the faculty member and the student cannot be reached, the faculty member will file a written statement of charges with the Associate Dean for Academic Affairs (hereafter the Academic Dean). Such statement should set forth the alleged offenses which are the basis of the charges, including a factual narrative of events and the dates and times of occurrences. The statement should also include the names of persons having personal knowledge of circumstances or events, the general nature and description of all evidence, and the signature of the charging party. If this occurs at the end of a term, and/or the last term of enrollment, the "G" grade should be issued for the course until the matter is decided. In situations involving the student's last term, before graduation, degree certifications can be withheld, pending the outcome of the hearing, which should be expedited as quickly as possible.
2. The Academic Dean will transmit these charges to the student, together with a copy of these regulations.
3. The letter of transmittal to the student, a copy of shall will also be sent to the charging party, will state a time and place, when a hearing on the charges will be held by the School's Academic Review and Academic Integrity Committee.
4. In proceedings before the School's Academic Review and Academic Integrity Committee, the student shall have the right:
 - a. to be considered innocent until found guilty by clear and convincing evidence of a violation of the student obligations of academic integrity;
 - b. to have a fair disposition of all matters as promptly as possible under the circumstances;
 - c. to elect to have a private or public hearing;
 - d. to be informed of the general nature of the evidence to be presented;
 - e. to confront and question all parties and witnesses except when extraordinary circumstances make this impossible;
 - f. to present a factual defense through witnesses, personal testimony and other relevant evidence;
 - g. to decline to testify against himself or herself;
 - h. to have only relevant evidence considered by the Academic Review and Academic Integrity Committee; and
 - i. to a record of the hearing (audio tape), at his or her own expense, upon request.

5. The hearing should provide a fair inquiry into the truth or falsity of the charges, with the charged party and the faculty member or charging party afforded the right to cross-examine all adverse witnesses. At the level of the School's Academic Review and Academic Integrity Committee, legal counsel shall not be permitted, but a non-attorney representative from within the University community shall be permitted for both faculty and students. A law student can not be used as a representative at the Academic Review and Academic Integrity Committee hearing.
6. Any member of the University community may, upon showing of relevancy and necessity, request witnesses to appear at the hearing. Witnesses who are members of the University community will be required to appear, and other witnesses may be requested to appear at a hearing. When necessitated by fairness or extraordinary circumstances, the Chair of the Academic Review and Academic Integrity Committee may make arrangements for recorded or written testimony for use in a proceeding.
7. **HEARING PROCEDURE:** The hearing will be conducted as follows:
 - a. the Chair of the Academic Review and Academic Integrity Committee will not apply technical exclusionary rules of evidence followed in judicial proceedings nor entertain technical legal motions. Technical legal rules pertaining to the wording of questions, hearsay, and opinions will not be formally applied. Reasonable rules of relevancy will guide the Chair of the Academic Review and Academic Integrity Committee in ruling on the admissibility of evidence. Reasonable limits may be imposed on the number of factual witnesses and the amount of cumulative evidence that may be introduced;
 - b. the alleged offense or offenses upon which the complaint is based will be read by the Chair of the Academic Review and Academic Integrity Committee;
 - c. objections to procedure shall be entered on the record, and the Chair of the academic Review and Academic Integrity Committee shall make any necessary rulings regarding the validity of such objections;
 - d. the charging party will state his or her case and shall offer evidence in support thereof;
 - e. the accused or representative(s) for accused shall have the opportunity to question the charging party;
 - f. the charging party shall be given the opportunity to call witnesses;
 - g. the accused or representative(s) for accused shall be given the opportunity to question each witness of the charging party after he or she testifies;
 - h. the charging party shall inform the Chair of the Academic Review and Academic Integrity Committee when his or her presentation is completed, at which time, the Academic Review and Academic Integrity Committee members shall be given an opportunity to ask questions of the persons participating in the hearing;

- i. the Academic Review and Academic Integrity Committee shall recess, and the Chair of the Academic Review and Academic Integrity Committee shall make a determination as to whether the charging party has presented sufficient evidence to support a finding against the accused if such evidence is uncontroverted. The parties may be required to remain in the hearing room during the recess or may be excused for a time period set by the Chair of the Academic Review and Academic Integrity Committee;
 - j. depending upon the determination of the Chair of the Academic Review and Academic Integrity Committee, the matter will be dismissed or the accused shall be called upon to present his or her case and offer evidence in support thereof;
 - k. the accused may testify or not as he or she chooses;
 - l. the charging party shall have the opportunity to question the accused if the accused voluntarily chooses to testify;
 - m. the accused or a representative for the accused shall have the opportunity to call witnesses;
 - n. the charging party shall have the opportunity to question each witness of the accused after he or she testifies;
 - o. the accused shall inform the Chair of the Academic Review and Academic Integrity Committee when his or her presentation is complete, and the Academic Review and Academic Integrity Committee members shall have an opportunity to ask questions of the accused as well as the accused witnesses;
 - p. the Chair of the Academic Review and Academic Integrity Committee will have an opportunity to address the Academic Review and Academic Integrity Committee on University regulations or procedure in the presence of all parties, but shall not offer other comments without the consent of all parties; and,
 - q. the hearing shall be continued and the members of the Academic Review and Academic Integrity Committee shall deliberate in private until a decision is reached and recorded.
8. A suitable record (audio tape) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.
9. The proposed decision, which shall be written, shall include a determination whether the charges have been proven by clear and convincing evidence, together with findings with respect to the material facts. If any charges are established, the proposed decision shall state the particular sanction or sanctions to be imposed. Prior violations or informal resolutions of violations may be considered only in recommending sanctions, not in determining guilt or innocence. Once a determination of guilt has been made, and before determining sanctions, the Chair of the Academic Review and Academic Integrity

Committee should find out from the Office of the Dean whether prior offenses and sanctions imposed have occurred.

10. The proposed decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further proceedings whenever he or she deems this to be necessary. Upon completion of such additional proceedings, if any, and within a reasonable time the Dean will issue a final decision. The Dean may reject any findings made by the Academic Review and Academic Integrity Committee adverse to the student, and may dismiss the charges or reduce the severity of any sanction imposed, but the Dean may not make new findings adverse to the student, and may dismiss the charges or increase the severity of a sanction, except in the case of repeating offenders of Academic Integrity Guidelines.
11. The Chair of the Academic Review and Academic Integrity Committee shall then transmit to the charged party and the faculty member copies of all actions taken by the Academic Review and Academic Integrity Committee and the Dean. If a sanction is imposed, the notice to the student will made reference to the students opportunity, by petition filed with the Provost, to appeal to the University Review Board.

D. Timeliness

It is the responsibility of all parties, including administrative officers, to take prompt action in order that charges can be resolved quickly and fairly. Failure of the faculty member to utilize these procedures diligently may constitute grounds for dismissal of charges. Parties have the right to seek review of the Provost or to petition the University Review Board for an appeal from a decision of the Academic Review and Academic Integrity Committee within five (5) working days of the date of the decision letter.

E. Sanctions

The alternative sanctions which may be imposed upon a finding that an offense related to academic integrity has been committed are the following:

1. Dismissal from the University without expectation of readmission.
2. Suspension from the University for a specific period of time, with no additional conditions.
3. Suspension from the University for a specific period of time, with additional conditions specified by the Committee.
4. Reduction in grade, or assignment of a failing grade, in the course (academic or field) in which the academic integrity violation was committed.
5. Reduction in grade, or assignment of a failing grade, on the paper or examination in which the offense occurred.

F. Review and Appeal

A student or faculty member may seek to have a Dean's final decision (or a determination that the charges are not subject to adjudication) reviewed by the Provost, who may seek the advice of the University Review Board, or the student may appeal to the University Review Board, whose recommendation shall be made to the Provost.

The action of the Provost, taken with or without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

G. Retention of Materials

The Dean is to be responsible for safeguarding the materials given to him or her by the Academic Review and Academic Integrity Committee. All materials should be retained no less than two (2) years and may be retained longer at the Dean's discretion.

Section II: Academic Integrity and Faculty Obligations

A. Faculty Obligations

A faculty member accepts an obligation, in relation to his or her students, to discharge his or her duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the social work profession.

Without limiting the application of the above principle, members of the faculty are also expected (except in cases of illness or other compelling circumstances) to conduct themselves in a professional manner, including the following:

1. To meet their classes when scheduled.
2. To be available at reasonable times for appointments with students, and to keep such appointments.
3. To make appropriate preparation for classes and other meetings.
4. To perform their grading duties and other academic evaluations in a timely manner.
5. To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation.
6. To base all academic evaluations upon good-faith professional judgment.

7. Not to consider, in academic evaluation, such factors as race, color, religion, sex, age, national origin, and political or cultural affiliation, sexual orientation, and life style, activities, or behavior outside the classroom and the field experience unrelated to academic achievement or professional development.
8. To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be required by law.
9. Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which infringes upon such students' freedom of choice.
10. To give appropriate recognition to contributions made by students to research, publication, service, or other activities.
11. To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.
12. To respect the dignity of students individually and collectively in the classroom and other academic contexts.

B. Grievance Procedures

Any member of the University community having evidence may bring to the attention of the Dean a complaint that a faculty member has failed, in one or more respects, to meet faithfully the obligations set forth above. The Dean, in his or her discretion, will take such action by the way of investigation, counseling, or action--in accordance with applicable University procedures--as may appear to be proper under the circumstances. The faculty member's and student's interest in confidentiality, academic freedom, and professional integrity in such matters will be respected.

C. Individual Appeals

In order to provide a means for students to seek and obtain redress for grievances affecting themselves individually, the following procedures should be followed. These are not intended and shall not be used to provide sanctions against faculty members.

D. Procedures

Where an individual student alleges with particularity that the actions of a faculty member have resulted in serious academic injury to the student, the matter shall (if requested by the student) be presented to the School's Academic Review and Academic Integrity Review Committee for adjudication. Serious academic injury includes, but is not necessarily limited to, the awarding of a lower course grade than that which the student has earned or suspension

from a class. However, this is not intended to address normal grading decisions of faculty exercising good-faith professional judgments in evaluating a student's work.

It is the responsibility of the student, before seeking to have a grievance adjudicated, to attempt to resolve the matter by personal conference with the faculty member concerned, and, if such attempts are unavailing, to call the matter to the attention of the appropriate Program Director for consideration and adjustment by informal means. If a matter remains unresolved after such efforts have been made, the following grievance procedures shall be employed:

1. The aggrieved student will file a written statement of charges with the Associate Dean for Academic Affairs.
2. If the Associate Dean for Academic Affairs determines that the charges are subject to adjudication under the terms of the Academic Integrity Guidelines, he or she will transmit the charges to the faculty member, together with a copy of these regulations.
3. The letter of transmittal to the faculty member, a copy of which will also be sent to the student, will state the composition of a committee that has been named to make an informal inquiry into the charge. The purpose of this committee is to provide a last effort at informal resolution of the matter between the student and the faculty member.
4. This committee shall meet with the faculty member, the student, and others as appropriate, to review the nature of the problem in an attempt at reaching a settlement of the differences. This is not a formal hearing, and formal procedural rules do not apply. Upon completion of this meeting, if no mutually agreeable resolution results, the committee may produce its own recommendation for a solution to the conflict.
5. Should the committee recommend that the faculty member take some corrective action on behalf of the student, its recommendations shall be provided to the faculty member. As promptly as reasonable and at least within five (5) working days after the faculty member receives the recommendations of the committee, the faculty member shall privately take that action which he or she elects, and so advise the student and the chair of the committee of that action.
6. Should the committee conclude that the faculty member need not take corrective action on behalf of the student, this finding shall be forwarded to both the faculty member and the student.
7. If the student elects to pursue the matter further, either because he or she is dissatisfied with the resulting action of the faculty member or the conclusion of the committee, he or she should discuss this intent with the chair of the committee, who should review the procedures to be followed with the student. If the student wishes to proceed with a formal hearing, the chair of the committee will advise the Associate Dean for Academic Affairs that the case appears to involve a student's claim of serious academic injury, and that the formal hearing procedure must be initiated.

8. The formal hearing should provide a fair inquiry into the truth or falsity of the charges, with the faculty member and the student afforded the right to cross-examine. At the level of the School's Academic Review and Academic Integrity Committee, legal counsel shall not be permitted, but representatives from within the University community shall be permitted for both faculty and students.
9. A suitable record (audio recording) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.
10. The proposed decision, which shall be written, will include a determination of whether the charges have been proven by clear and convincing evidence, together with findings with respect to the material facts. If any charges are established, the proposed decision shall state the particular remedial action to be taken.
11. The proposed decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further proceedings whenever he or she deems this to be necessary. The Dean may limit the scope of any further proceedings or require that part or all of the original proceedings be reconvened. Upon completion of such additional proceedings, if any, the Dean will issue a final decision. The Dean may reject any findings made by the Academic Review and Academic Integrity Committee, may dismiss the charges or reduce the extent of the remedial action to be taken. If the Dean believes the remedial action to be taken may infringe upon the exercise of academic freedom, he or she will seek an advisory opinion from the Senate Committee on Tenure and Academic Freedom (TAF) before issuing his or her own decision. The decision of the Dean shall be in writing, shall set forth with particularity any new findings of fact or remedies, and will include a statement of the reasons underlying such an action.
12. The Dean will then transmit to the faculty member and to the student copies of all actions affecting them taken by the Academic Review and Academic Integrity Committee and the Dean. Suitable records will be maintained as confidential and retained in the Office of the Dean.

E. Remedial Action

Remedies on a student's behalf should usually be those agreed to willingly by the faculty member. Other remedial action to benefit a student may be authorized by the Dean only upon recommendation of the Academic Review and Academic Integrity Committee and limited to: allowing a student to repeat an examination; allowing a student to be evaluated for work that would otherwise be too late to be considered; directing that additional opportunities be afforded for consultation or instruction; eliminating a grade that had been assigned by a faculty member from the transcript; changing of a failing letter or numerical grade to a pass or satisfactory grade, so as not to adversely affect a student's grade average; allowing a student to repeat a course without paying tuition or any other penalty, schedule and program permitting.

If some action is contemplated that might be deemed to infringe upon the academic freedom of the faculty member, the Dean will seek an advisory opinion from the Senate Committee on Tenure and Academic Freedom (TAF). In such cases, the Senate TAF may identify other acceptable remedies or render such advice as may be appropriate in the particular situation.

No action detrimental to the faculty member will be taken, except as in strict accordance with established University procedures. An adjustment hereunder in the student's behalf shall not be deemed a determination that the faculty member was in any way negligent or derelict.

F. Review and Appeal

A student or faculty member may seek to have a Dean's final decision (or a determination that the charges are not subject to adjudication) reviewed by the Provost, who may seek the advice of the University Review Board, or the student may appeal to the University Review Board, whose recommendation shall be made to the Provost. The action of the Provost, taken with or without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

If any such determination may be deemed to have a possible adverse effect upon the faculty member's professional situation, the faculty member may seek the assistance of the Tenure and Academic Freedom Committee of the University Senate.

G. Timeliness

It is the responsibility of all parties, including administrative officers, to take prompt action in order that grievances may be resolved quickly and fairly. While no explicit time limit could apply to all cases, failure to use diligence in seeking redress may constitute grounds for denial of a hearing or other relief, especially if prejudice results. Parties have the right to seek review of the Provost or to petition the University's Review Board for an appeal from a decision of the Academic Review and Academic Integrity Committee or investigatory committee within five (5) working days of the date of the decision letter.

H. Investigatory Committees and the Academic Review and Academic Integrity Committee

The informal investigatory committees and the formal Academic Review and Academic Integrity Committee shall be composed of both students and faculty. An investigatory committee shall consist of one faculty member appointed by the Dean and one student selected by the Student Executive Council. The faculty member shall chair the investigatory committee. The composition, selection procedures, and terms of members of the Academic Review and Academic Integrity Committee are described above in Part I Section F of this policy.

I. Retention of Materials

The Dean is to be responsible for safeguarding the materials given to him or her by the Academic Review and Academic Integrity Committee. All materials should be retained no less than two (2) years and may be retained longer at the Dean's discretion.

Section III: Grievance Procedures Against Senior Administrators

A student complaint of arbitrary or unfair treatment against the Dean of the School of Social Work should be made to the Provost or appropriate Senior Vice Chancellor. There must be a prompt review and decision on the grievance. Members of the faculty who may be called upon to review and advise on the grievance should be drawn from outside the jurisdiction of the administrator against whom the charge is made.

Definition of Student Status

Continuing Student

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

Inactive Status

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

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

Policy on Re-Admissions

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

Grading Policies

Policy on Grades for Required Courses (#9:1)

- A. All required classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, and F. (D+, D-, D grades are used ONLY for students in the baccalaureate program.)

All required courses in the undergraduate and graduate curriculum must be taken for a letter grade. This includes all the foundation courses, all the concentration-specific required courses, and all the courses which make up the package of a certificate program.

The grading system quality points are:

A+	4.00
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
D+	1.25
D	1.00
D-	0.75
F	0.00

The following grades carry no quality points:

G	Unfinished Course Work - Course work unfinished because of extenuating personal circumstances
H	Honors - Honors (exceptional) completion of course requirements
I	Incomplete - Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars
N	Audit - Non-credit
NC	No Credit
R	Resignation - Student resigned from the University
S	Satisfactory - Satisfactory completion of course requirements
U	Unsatisfactory - Unsatisfactory completion of course requirements
W	Withdrawal
Z	Invalid Grade - Invalid grade reported
**	No Grade - No grade reported

- B. All graduate field instruction courses shall be taken for S/NC(Satisfactory/No Credit) grades only.

Options (#9:1)

Elective Courses

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

"G" Grades

The "G" grade may be assigned for course work which should have been completed within the term in which the course was taken but, for extenuating circumstances, was not.

In order to request such consideration, which may be accepted or rejected by the instructor, the student should:

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

Upon the award of a "G" grade the student will have six weeks into the term following the term for which the "G" grade was awarded to complete the work. This time may be extended by the course instructor for:

- a. extended illness beyond the usual six-week period for completing work.
- b. personal emergency.

The time extension may be up to one year after the "G" grade was recorded. Thereafter, the "G" grade remains permanently on the transcript.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.

"I" Grades

The "I" grade is applicable to courses which, by design, are not time-bound to one term, and for which a final grade can be given upon completion of the stipulated course work.

The time limit for the change of the "I" grade to another grade is one calendar year from the date of the end of the term in which the "I" grade was given. Exceptions to this policy can be made under the following circumstances:

- a. Extended illness beyond the term following the term in which the "I" grade was given;
- b. Death or extended personal emergency - if the student does not return within the next term;
- c. Academic Probation;
- d. Doctoral Student engaged in dissertation writing.

Thereafter, the "I" grade remains permanently on the transcript.

For the above-mentioned grades, the student must request the extension in writing from his/her instructor and this letter, together with a memo from the instructor indicating the granting of the extension, the reasons for the extension, and the length of time for which the extension will be valid will be placed in the student's folder.

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation with registration of a minimum of 1 credit in the term of graduation.

"W" Grades

A student may withdraw from a registered School of Social Work course and a "W" grade be assigned if the withdrawal occurs no later than the 9th week of a full term or the 4th week of a Summer Session.

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

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

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

Completion of this process will result in the entry of a "W" grade on the academic transcript.

A student who stops attending a course and does not initiate and complete the withdrawal procedures may be assigned an "F" grade.

"Audit" (N) Grades for Academic Courses

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

Grade Changes

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

Grades for Courses in Other Departments

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

Grade Assignments: "Z" Grades (#9:1)

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

Field Work Grades in the MSW Program (#9.4)

Students in the MSW Program will be evaluated and graded separately for each of the terms (including Summer sessions) that they are in field. Students will be graded on a "S" (Satisfactory)/"NC" (No Credit) basis. For each term or session during which the student is at a field placement, the field instructor will complete the written Field Evaluation form, including making a recommendation about the student's grade. It is the field liaison's responsibility to submit a student's

field grade to the University. The field liaison's determination of the student's field grade shall be based on:

- a) the field visit completed during that term or session;
- b) the School's receipt of the Field Evaluation form;
- c) the field instructor's recommendation; and
- d) the liaison's review of the Field Evaluation form, which shall be documented by the liaison signing the form.

STUDENT RESOURCES

Libraries

The Buhl Library of Social Work is located on the first floor of Hillman Library. The Buhl Library is staffed by a part-time social work librarian, Mr. Arif Jamal, whose office is located in Buhl Library. You may call 412-648-7759 or email (ajamal@pitt.edu) if you have information needs.

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

1. Lending Services

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

2. Reserve Room Materials

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

3. Computerized Search Services

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

4. Other Library Resources

In addition to library collections in Hillman, there are various departmental and associated libraries on campus. These include the Falk Health Professions Library, the

GSPIA/Economic Library, and the Katz Graduate School of Business Library. Borrowing privileges differ among the various libraries.

For more information, go online to: <http://www.library.pitt.edu/use/>
Select: "Use the Libraries": Our Libraries and Collections

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

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

Student Affairs

Student Lounge and Communication Center

Rest between classes, meet friends, have coffee or tea in the Student Lounge (Room 2202 C.L.). A refrigerator and microwave are available for use.

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

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

Student Mailboxes

Social Work student mailboxes are located in the hall on the 22nd floor Cathedral of Learning near the Student Lounge area. Mailboxes are arranged according to degree programs, i.e., B.A.S.W., M.S.W. and Ph.D. An alphabetical listing of students by degree program and their corresponding mailbox number is posted. These boxes are provided for receipt of student mail. Please check your box for school information and important notices and/or personal mail sent to you via the School address. Mailboxes are not assigned until after Add/Drop period.

Lactation Rooms

There are several lactation rooms around campus. The locations of these rooms are now listed online at <http://www.provost.pitt.edu/pacwc/LactationRoomLocations.pdf>. A list of rooms has been compiled to assist mothers in finding a convenient location to express breast milk on the University of Pittsburgh Oakland campus. Please note that other rooms may be

available within University units. The list was compiled by the Senate Anti-Discriminatory Policies Committee's Gender Discrimination Initiatives (GDI) Subcommittee, with special assistance from the Office of Affirmative Action, Diversity and Inclusion.

Financial Assistance

The University of Pittsburgh School of Social Work recognizes that financing graduate education is extremely important especially because the cost of higher education continues to increase each year. Please note that it is the University's Financial Aid Office that administers the process of awarding loans to graduate students. The School of Social Work awards scholarships and stipends to its master's level students and scholarship and assistantships to its PhD students.

Financial aid is not awarded to any student until admission to the School has been granted. Early application for financial aid is strongly encouraged.

MSW PROGRAM

Students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA) form. Pitt's federal school code is **008815**. The FAFSA form is not available until January for those applying for the next academic year. In addition the University's Financial Aid Office requires all domestic students to submit the **University of Pittsburgh's Financial Aid Application Supplement (FAAS) form if they require loans. Please submit the completed form after January 1 to the School of Social Work's Admissions Office, 2104 Cathedral of Learning, Pittsburgh PA 15260.** We will sign the form and then forward it to the University's Financial Aid Office.

Student Travel To Conferences

- Download the **Request for Funding (RFF)** form from the Student Executive Council (SEC) website <http://www.socialwork.pitt.edu/student-resources/student-executive-council/funding-opportunities.php>. You may also contact the SEC at pitt.sec@gmail.com
- Fill out the form using as much detail as possible; if the exact amount of expenses incurred is unknown, please provide an estimate. **The RFF must be completed at least 30 days prior to the event or conference.** Requests will not be considered if the event has already occurred. The maximum award amount is \$500
- You can submit the RFF electronically by emailing it to sec.funds@gmail.com or hand-deliver the completed form to the SEC office in the Cathedral of Learning, room 2201B (inside the student lounge) and the SEC will review the funding request at their next meeting.
- The applicant will be contacted by our Business Manager with a final decision on their request. Please note: the applicant's presence may be requested at an SEC meeting to further discuss their funding request in person.
- After the RFF has been approved and the student returns from their travel, they must submit a **Request for Reimbursement (RFR)** form within 14 business days unless prior arrangements have been made with the SEC. Any reimbursement requests submitted after the deadline will not be granted, even if the initial RFF was approved. Appropriate documentation must accompany the RFR for all expenses approved under the initial request (i.e. receipts, mapquest directions with proof of mileage, conference registration confirmation, lodging invoice, etc). Any expenses without the appropriate supporting documentation will not be granted.
- You may be asked to also submit a brief description of how the event or conference and/or any photos you may have been taken. We will post this information on this website as a part of our "Student Spotlight" section. This will allow fellow students able to see your accomplishments and experiences. We may also ask that you participate in a panel discussion for travel grantees. Sharing this information will allow fellow students to see your accomplishments and learn from your conferences.
- If there are any further questions regarding this process, please don't hesitate to contact our Business Manager at sec.funds@gmail.com

NOTE: Given the extremely limited amount of the SEC funds available for conference travel, students should request to attend only those conferences which are critical to their professional development. Students should also explore additional funding sources such as the Graduate and Professional Student Association (GPSA).

Any student attending conferences **WITHOUT PRIOR APPROVAL** from the SEC cannot request School reimbursement of expenses. The School will fund only those requests, which were approved in advance.

Student Emergency Loan

University of Pittsburgh - Student Loan

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

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

1. To be eligible, an applicant must be a currently enrolled student carrying 6 credits or more for Fall and Spring Terms. Summer applicants must produce proof of registration for the following Fall Term.
2. Loans are made for emergency purposes only to students who are in good financial standing at the University.
3. The maximum loan is \$300.00. A five-day waiting period is required for processing and approving a maximum loan request. Any loan \$200.00 or less is generally available within two to three days after being approved.
4. Complete payment of any previous loan is necessary for new loans to be approved.
5. Loans are repayable within the term in which they are borrowed. No student will be permitted to reapply for another loan within 90 days of repayment.
6. Loans must be paid in full prior to graduation. Failure to pay your loan as agreed may result in withholding your transcript or diploma and your not being permitted to register for future terms.

Career Services

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

For more information on Career Services, contact the Director of Career Services, School of Social Work, University of Pittsburgh, Pittsburgh, PA 15260, (412) 648-9441 or www.socialwork.pitt.edu

School of Social Work Alumni Society

The Alumni Society serves as a bridge between the University of Pittsburgh School of Social Work and the community of Social Work by providing recognition of alumni excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the school. There are over 10,000 Social Work graduates from the University of Pittsburgh who are members of the School's Alumni Society. The Society operates under the umbrella of and with support from the Pitt Alumni Association. Directed by an Executive Committee of committed alumni volunteers, the Society's activities are carried out through task-based committees, strategically formed and aligned with the missions of both the School of Social Work and the Pitt Alumni Association.

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

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

T.B.A.
Director of Career Services and Alumni Affairs
School of Social Work
University of Pittsburgh
2030 Cathedral of Learning
Pittsburgh, PA 15260
412-_____

www.socialwork.pitt.edu

Are You Connected?: The Pitt Career Network

<http://www.alumni.pitt.edu/networking>

Student Organizations

Student Executive Council (SEC)

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

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

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

The Student Executive Council is working to strengthen its involvement in diversity initiatives to benefit the student body. More information regarding the activities and goals regarding diversity initiatives will be published as they are created.

The Student Executive Council supports the MSW student body and welcomes any feedback from all students. The SEC Office is located in Room 2201B CL. Feel free to drop in. The telephone number is (412) 624-5493 and email address is pitt.sec@gmail.com

Office hours for each officer are posted on SEC's website which can be found at: <http://www.socialwork.pitt.edu/student-resources/student-executive-council/office-hours.php>

Direct Practice Student Committee

The Direct Practice Student Committee is open to all students in the Direct Practice Concentration. The Direct Practice Student Committee strives to foster interchanges among students, faculty, and community members about issues impacting the well-being of individuals and families in our communities. The Direct Practice Student Committee sponsors presentation and sessions on topics identified by students in the concentration. The Direct Practice Student Committee has representatives who participate on School committees and who represent School of Social Work students in the University Graduate Student Association.

COSA Student Committee

The Community Organization and Social Administration (COSA) Student Committee supports and encourages creative collaboration between faculty, administration, the community, and students. COSA Students Committee members work to ensure that the interests of students in this concentration are addressed in the School and that COSA students' professional development is

promoted. To this end, the COSA Student Committee sponsors activities and presentations during the academic year. COSA Student Committee representatives participate on School committees and represent School of Social Work students in the University Graduate Student Association.

Graduate and Professional Student Association (GPSA)

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

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

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

Representation in the governing body of GPSA, the Assembly, will be through representatives chosen by the student organization in each school. The School of Social Work will have one representative and one alternate. Office hours are adjusted per term as students operate the office. Please use the GPSA website to address any questions you may have: <http://www.gpsa.pitt.edu>

For further information, contact the Student Executive Council or:

GPSA
Room 822 - William Pitt Union
(412) 648-7844

The Alumni Association, School of Social Work

There are over 10,00 Social Work and Child Development and Child Care graduates from the University of Pittsburgh. The Alumni Society serves as a bridge between the University of Pittsburgh, School of Social Work and the community of social work by providing recognition of alumni excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the School.

The Alumni Society has provided considerable financial support to the School of Social Work and its students over the years. All income contributed annually through the Annual Giving Fund provides the Dean with unrestricted funds to provide financial grants to students regardless of their station in life.

To recognize and honor outstanding alumni achievement in social work, the Alumni Society annually honors two graduates for the Distinguished Alumni Award. The Distinguished Alumni Awards recognize professional achievement in the following two categories: Outstanding Contributions to Social Work Education and Outstanding Contributions/Career in Social Work Practice. In addition, the School of Social Work Alumni Society recognizes an Outstanding Field Instructor, which honors a social work professional for his or her distinguished service as an educator who prepared students for social work practice in the field, and an Outstanding Alumni, which seeks to recognize an outstanding alumnus as he/she works every day to create better lives for people in the community.

For information on alumni programs, call Liz Cooper at (412) 624-8239 or cliz@pitt.edu.

Professional Organizations

National Association of Social Workers (NASW)

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

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

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

Some of the functions of the organization are as follows:

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

For more information go online: www.nabsw.org

Items of Special Interest to Students

Office of Student Appeals

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

University Student Handbook

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

Identification Card

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

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

Public Transportation

With a current and valid Pitt ID, students may ride any Port Authority of Allegheny County buses, trolleys, or inclines at no charge. For more information, call Campus Transportation at (412) 624-8801; www.pts.pitt.edu

Student Health Services

The Student Health Service, located in the Medical Arts Building, 3708 Fifth Avenue, 5th Floor, provides Pittsburgh campus students with outpatient health care. Services provided include general medicine, allergy injections, dermatology, orthopedics, a pharmacy, x-ray facility, and on-site laboratory. Health educators provide programs and information that emphasize preventive approaches toward health care. Family planning and gynecology services are also offered for students seeking education, counseling, and medical services.

Full-time students are assessed a health fee on their invoice. Part-time students may elect to pay the health fee during the add/drop period each term or session. All others may pay a fee-for-service at the time of the visit. The fee covers all services offered by the Student Health Service except certain elective procedures, injuries, and medication. Students are encouraged to acquire hospitalization insurance for emergency and inpatient medical care. Students interested in purchasing

their own health insurance should contact University Health Plans, at 1-888-499-6885 or (www.upmchealthplan.com/plan/commercial/pitt.html).

Appointments are necessary for all services. Student Health Service hours during Fall and Spring terms are 8:30 AM to 7:00 PM, Monday-Tuesday-Thursday; and 8:30 AM-5:00 PM, Wednesday-Friday; and 10:00 AM-3:00 PM, Saturday. The phone number is (412) 383-1800.

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

Adagio Health Center is located at the corner of Forbes And Stanwix, Town Place, Pittsburgh, PA 15222 (downtown area of the City). Adagio Health Center provides general and gynecological services to persons in need of medical care. The center takes patients by appointment only. An appointment can be made by telephoning (412) 661-2900 between 8:00 AM and 4:00 PM Monday-Wednesday-Friday.

Counseling Center

Counseling services are available for individual and group counseling purposes, for career guidance and other kinds of general advisement. The Counseling Center is located on the 3rd Floor, Room 334, William Pitt Union. The hours are 8:30 AM to 9:00 PM Monday and Wednesday during the Fall and Spring Terms. The telephone number is (412) 648-7930.

Sexual Assault Services, Room 926, William Pitt Union, designed to alleviate the trauma associated with sexual victimization, are available. The hours are 8:30 AM-5:00 PM Monday-Friday. Phone number is (412) 648-7856.

Academic Resource Center

The Academic Resource Center (ARC) offers free assistance with general study skills, math tutoring, writing support as well as other academic services and workshops. It is located in Room G1 Gardner Steel Conference Center. The hours are 8:30 a.m.- 5:00 p.m., Monday through Thursday; and 8:30 a.m. - 5:00 p.m. on Friday during the Fall and Spring Terms. Summer hours may vary. The ARC phone number is (412) 648-7920. Other services provided include the Math Assistance Center (MAC), 215 O'Hara Student Center, (412) 624-5954, and the Writing Center, 317B O'Hara Student Center, (412) 624-6556.

The Office of Veterans Services

The staff of the Office of Veterans assists veterans, war orphans, and veterans' dependents in the obtaining and use of their benefits under the GI Bill. In addition to these services, the office also

arranges for tutorial assistance and VA work study. The coordinator serves as the veterans' representative with the University, the Veterans Administration, and related agencies. Contact may be made in 407 Cathedral of Learning (4th floor) or by calling (412) 648-7884.

Office of Disability Resources and Services

The Office of Disability Resources and Services (DRS) provides a broad range of support services and resources base to assist students with disabilities such as visual impairment, auditory impairment, mobility impairment and hidden disabilities (learning disabilities, ADHD, psychological disabilities). Services include, but are not limited to: tape recorded textbooks, sign language interpreters, adaptive computer technology, Braille copy, non-standard exam arrangements and personal counseling. DRS can also assist students with accessible on campus housing and transportation. Students interested in registering for services should contact DRS to schedule an appointment with the Coordinator and be prepared, if requested, to provide appropriate documentation of their disability. The office is located in 140 William Pitt Union. For more information, call (412) 648-7890 or check out their website: www.drs.pitt.edu

Office of International Services

The Office of International Services offers credential evaluation, advising for foreign students and scholars regarding immigration regulations and general concerns. International I.D. cards are available. The office is located in Room 708, William Pitt Union. For information, call (412) 624-7120. Office hours are 8:30 AM-5:00 PM, Monday-Friday. Email address: www.ois.pitt.edu

Pitt's Dental Clinic

The Oral Hygiene Clinic and the Dental Clinic of the University of Pittsburgh's School of Dental Medicine provide thorough, low-cost services to employees, students of the University and the general public. They are located in the School of Dental Medicine at 3501 Terrace Street. The telephone number for clinics is (412) 648-8616. Office hours are 8:30 AM-4:30 PM, Monday-Friday.

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

The hours for the Oral Hygiene Clinic may vary from term to term and appointments from examinations are usually booked a month in advance. To schedule an appointment, telephone (412) 648-8616.

Specific dental work is provided at the Dental Clinic of the School of Dental Medicine. A full range of dental services are offered. The first appointment is for a screening examination to determine the type of work needed and the level of student required. Students are then contacted for future appointments and a complete diagnosis made and treatment plan developed. Patients may be required to attend one or two sessions of instruction on dental care before beginning actual prescribed treatments.

Student practitioners may require somewhat more time for completion of work, but that work is well supervised and checks are required. However, fees are lower in most cases and, if a patient applies and qualifies, fees may be adjusted. Very few patients are rejected. There are also several clinics designed to help patients with dental-related problems such as the Pain Clinic, Dental Facial Abnormality, Children's Dentistry Department, etc.

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

Book Centers

University Book Center

4000 Fifth Avenue
(412) 648-1451

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

Textbooks may be purchased at the University Book Center. Required books for Social Work are located on the downstairs floor. Look for the signs indicating the Social Work section. In addition to textbooks, the University Book Center handles all school supplies.

Invoices

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

Transcripts

Official transcripts are available in the Office of the Registrar, Room G3, Thackeray Hall upon written request of students. Phone number is (412) 624-7620. Office hours: 8:30 AM-4:30 PM, Monday-Friday.

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

Computing Services

For complete details, go to http://technology.pitt.edu/for_students.html

Student Computer Accounts

To take advantage of the University's information technology resources, you will need a University Computer Account. Your account is created automatically when you enter the University as a

student or when you are hired as a member of the faculty or staff. A letter will be sent to you upon creation of your University computer account with your *username* and an assigned *password*. You should change this password. For full information on your student computer account, go to:

http://technology.pitt.edu/computer_accounts.html

my.pitt.edu

The University of Pittsburgh's Web portal, my.pitt.edu, provides a single point of Web access to the information that students, faculty, and staff use most. Portal users can access their email, news from various sources, account management tools, sports, weather, events, and Internet content through this customizable application from anywhere they have Internet access. You'll need your University Computer Account username and password to log into my.pitt.edu.

Campus Computing Labs

CSSW operates seven Campus Computing Labs located throughout the Pittsburgh Campus. Students wishing to use computers must have an established computer account. All University of Pittsburgh students may use any of the seven computing labs located throughout the Pittsburgh Campus. Each lab is staffed by student consultants and maintains a mix of Windows, Macintosh, Linux and UNIX computers, as well as shared scanners and laser printers.

Nondiscrimination Policy Statement

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

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact: Ms. Carol Mohamed, Director of Affirmative Action, Diversity and Inclusion, Office of Affirmative Action, 412 Bellefield Hall, 315 S. Bellefield Avenue, University of Pittsburgh, Pittsburgh, PA 15260 (412) 648-7860.

Anti-Harassment Policy Statement

No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically or verbally) with the purpose or effect of unreasonably interfering with such person's work or academic performance, or of creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy Statement, this Anti-Harassment Policy includes cases where the conduct is based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or veteran status. This policy will be applied with due respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom.

Faculty- Student Relationship Policy

The University's educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate nature (that is, sexual and/or romantic) compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student. The University prohibits 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.

Definition Note: In this policy, the definition of "faculty member" refers to anyone appointed by the University as a teacher, researcher, or academic administrator, including graduate and undergraduate students so appointed.

Sexual Harassment: Policy

Policy

The University of Pittsburgh is committed to the maintenance of a working and academic environment 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.

It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to appropriate disciplinary action, including, but not limited to reprimand, suspension, termination or expulsion. Any disciplinary action taken will depend upon the severity of the offense.

Definition

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

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

While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status. The University does not prohibit intimate relationships between consenting adults. However, 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.

In all cases, the University considers sexual relations between a teacher and his or her student or between a supervisor and his or her employee to be extremely unwise. This includes relations

between a graduate student and an undergraduate student when the graduate student has supervisory or academic responsibility for that undergraduate student and relations between an administrator, coach, advisor, program director, counselor or residential staff member and a student or employee in a subordinate relationship. Under these conditions, should complaints of sexual harassment be made, the teacher or supervisor bears full responsibility for proving a defense of mutual consent.

Policy: University of Pittsburgh - Ground Transportation

Please be advised that the School of Social Work follows the University Policy regarding liability when using personal cars. Please refer to the following University link for additional information.

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>

***Policy: Request for Graduate Student Parental Accommodation
School of [insert name]***

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

Date of application: _____

Estimated date of birth or adoption: _____

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

Name: _____

Campus address: _____

Email address: _____

Academic program: _____

Department: _____

Date of graduate program entry: _____ Degree intent: _____

Graduate student is a:

- Birth Mother
- Eligible Student (see [guidelines](#) for eligibility)

Funding status during the requested accommodation period:

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

Accommodation to start on ___/___/___ through ___/___/___

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

- Documentation from a health care provider submitted for birth mother.
- International Students with an F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult with the Office of International Studies.

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

_____ and
school/program: _____.

Individuals listed below will receive written notification of the accommodation.

Faculty Advisor

Name: _____ Email: _____

Signature: _____

Director of Graduate Studies

Name: _____ Email: _____

Signature: _____

Department Chair

Name: _____ Email: _____

Signature: _____

School of {insert name}

Name: _____

Title: _____

Date: _____

Graduate School signature: _____

Terms of accommodation (as necessary):

Policy: Family Educational Rights

Family Educational Rights and Privacy Act of 1974 - Public Law 93-380

As a student at the University of Pittsburgh, it is important that you know the rights afforded you under the Family Educational Rights and Privacy Act of 1974.

This act provides you with access to your educational records, the right to challenge the accuracy of the materials contained therein, and protects your privacy by limiting the transferability of your records without your consent.

The act does include special conditions and some exceptions to all of the above. Information regarding this Act is available to you through the Office of the Vice President of Student Affairs, Room 104, William Pitt Union.

Additional Note: Students may have access to the "Folder Summary" (a summary of the student's educational and professional background) which is forwarded to the field agency prior to the beginning of the placement experience. Contact your faculty advisor or Associate Dean Lambert Maguire for details.

Affirmative Action Officer, University of Pittsburgh:

Ms. Carol Mohamed, Director
412 Bellfield Hall
University of Pittsburgh
Pittsburgh, Pennsylvania 15260
(412) 648-7861

Code of Ethics of the National Association of Social Workers

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

Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals

aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the wellbeing 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 SelfDetermination

Social workers respect and promote the right of clients to selfdetermination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to selfdetermination 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 thirdparty 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 thirdparty 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.

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

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National Association of Social Workers, 750 First Street, NE • Suite 700, Washington, DC 20002-4241.

