BASW FIELD EDUCATION STUDENT HANDBOOK

SCHOOL OF SOCIAL WORK 2018-2019

June 1, 2018

Office of Field Education
Room 2206 Cathedral of Learning
Pittsburgh, PA 15260
Phone 412-648-5941 • Fax 412-624-6323

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

Summary

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

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

Knowing the number of credits and hours they need to complete for each term of field;

Registering for field before going to a field placement;

Paying the malpractice premium before going to field placement;

Complete the Mandated Reporter Training via Course Web and submit Certificate of Completion;

Signing the Student Agreement/Release of Information form;

Taking the field learning plan and evaluation to their field instructor at the start of the term;

Knowing the dates on the field schedule for field planning and orientation seminars and when field learning plans, evaluations, and requests for field are due;

Knowing school policies and procedures related to field;

Knowing the steps of problem solving and how to contact their assigned field liaison;

Conforming to the NASW Code of Ethics while in field.

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

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Introduction

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

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

BASW PROGRAM

In concert with the School's mission, the BASW Program, built on a strong liberal arts base, prepares its students to be competent entry-level generalist social work practitioners and for graduate education. The program educates students with the knowledge, values, and skills needed to engage in culturally competent practice with diverse populations, promotes critical analysis of environmental factors affecting individuals, families and communities, and promotes advocacy for those who confront structural barriers, thus preparing students for service and leadership.

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

PREPARING FOR FIELD PLACEMENT

rientation for New Students held for incoming students. Part of the Orientation is set aside for a member of the field staff to review the field placement process and distribute information. Students are advised to review the BASW Field Information at: HYPERLINK "HTTP://WWW.SOCIALWORK.PITT.EDU/DOWNLOADS/FAQS.PDF"http://www.socialwork.pitt.edu/downloads/FAQs.pdf AS WELL AS RESOURCES FOR STUDENTS AVAILABLE AT as well as resources for students available at: http://www.socialwork.pitt.edu/academics/field-education/resources . Students are reminded of their upcoming field practicum in many of the BASW classes and are asked to reference the above-mentioned materials on-line prior to the start of the official matching process. Students are also informed that the BASW Field Handbook is always available on-line for their review at: http://www.socialwork.pitt.edu/sites/default/files/Updated%20MSW%20Handbook-%20June%202017%20-%20Final.pdf . In the spring of the year preceding their senior Practicum, the Office of Field Education holds a "Preparation for Field" meeting for students. This meeting, which is included in the School's calendar and is discussed in the BASW Field Education section of the BASW Student Handbook, reviews with the students the BASW Field Information Packet, FAQs, and resources available to assist them as listed above. This meeting also introduces students to the resources and procedures used to match them with available field placements. Field education policies such as request for field placement, interview confirmation forms, and expectations for field placements are reviewed. Students begin the process by viewing appropriate field setting opportunities organized by CSWE categories via the School's web based directory at www.fieldedlink.pitt.edu.

Matching students with a potential field placement continues after the field planning meeting when the BASW student completes and submits a Request for Field Placement form, a resume, and Student Agreement/Release of Information form to the Office of Field Education . BASW students are not permitted to "shop" for their own placements and although they are asked to provide information about sites in which they are interested, we ask that they narrow it down to their top three areas of interest. As discussed in Standard AS B2.1.8, a separate, but comparable, form is completed by those students considering field placement at their place of employment. This form can be found at: http://www.socialwork.pitt.edu/sites/default/files/Word_Files/MSW%20Employment-Based%20Placement%202014.doc . Both forms request information on the student's prior work or volunteer experiences, current interests, and factors that might impinge on the selection of a field placement, such as availability of a car, distance from home or school, and the like. Completed forms, along with two copies of a current resume, and the Student Agreement Form are submitted to the Administrative Assistant in the Office of Field Education who then schedules the student for an individual appointment with one of the professional field staff. Office of Field Education staff who are engaged in the process of matching students to field placement sites are referred to as "field advisors".

The interview with the field advisor is designed to elicit additional information about the student's learning goals and career plans. Based on the interview, the field advisor contacts potential field agencies that can provide opportunities congruent with the program's goals and core competencies, and arranges to send a copy of the student's resume. The student is then given the name of the contact person at the agency and is told to arrange an appointment with him or her. If, after interviewing with the agency, there is agreement by both the field instructor and the student regarding the suitability of the match, the student and the Field Instructor submit a Confirmation of Field Placement Form to the Office of Field Education. At this point, a letter of confirmation is sent out to both the student and field instructor.
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There are School of Social Work policies based on the Council on Social Work Education standards regarding most of these aspects of field placement. Students are required to read and to follow all policies and guidelines related to field placement. Please refer to the section on "Policies and Guidelines Related to Field Placement" for further information.

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

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

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

MANDATED REPORTER TRAINING

BASW Students

1) All students enrolled into the BASW program are required to complete a mandated reporter training before entering their field placement in their senior year.

2) The Mandated Reporter training will be available to all BASW students via Course Web. Students will be able to locate the training in the My Course Web tab in the My Organization section under the heading ARTSC_SOCWRK MANDATED REPORTING.

3) Non-compliance will be reported and the BASW Program Director and to the Director of Field Education as needed.

4) All certificates of completion are submitted to the Administrative Assistant of Field Education on the 21st floor of the CL and logged in as received. The certificates will then be forwarded to the Recorder's office to be filed into the student's permanent academic file.

REQUESTING FIELD PLACEMENT

1. All students complete and submit a REQUEST FOR PLACEMENT FORM. The Forms are available in the forms display outside Room 2128 C.L., are included in the information packets distributed at the required field placement planning programs and individual meetings with BASW students, Finally, these forms are available from the school's web site for all students that may be accessed at any time. These forms are specifically reviewed in the BASW planning seminar. The dates and deadlines for submitting the form each term are also identified on the BASW Field Education Schedule later in this section. The dates for the field placement planning programs are also identified on the BASW Field Education Schedule later in this section.

   BASW forms are submitted from February 1-15 of the student's junior year; BASW students planning sessions occur in the spring. Students are provided with request forms, learning goals, practice behaviors, core competencies, confirmation forms, and other materials through the planning session.

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

   As part of the admissions process BASW students complete a student agreement/release of information form A copy of this form can be found at BASW students - http://www.socialwork.pitt.edu/sites/default/files/Word_Files/Release%20of%20Info%20-%20BASW.doc

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

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

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

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

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

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

   The student should return both confirmation forms (the student interview confirmation form and the field instructor confirmation form) to their field seminar instructor, field advisor or to the administrative support person for field in Room 2206 C.L. as soon as possible. The confirmation form is necessary to verify the final information on the name and address of the field instructor, agency, etc. Without these completed forms, the field placement will not be confirmed. Students should expect to receive a confirmation letter regarding their field placement assignment. Once a student signs and submits a completed confirmation form they have formally committed to the field site and cannot change placements unless the problem solving process has been fully utilized.

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

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

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

Students are not "to shop" for their own field placement, just as agencies are not permitted “to shop” for students. Larger agencies and organizations usually will not respond to a student request for an interview; interviews are granted only when a field advisor has consulted with an agency representative prior to the student call. Some agencies may not be able to accommodate students during a particular term. There are settings that will accept only second year MSW students.

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

A particular field site may have additional requirements such as a physical exam or Mantoux test (for tuberculosis), or require clearance from the Commonwealth of Pennsylvania for Act 33 (relating to history of child

abuse offense) or Act 34 (relating to criminal history). To obtain this additional personal information is the responsibility of the student. Students can access these forms The links to these forms may also be found via the School of Social Work's website at http://www.socialwork.pitt.edu/academics/field-education/resources .

- - http://www.diversity.pitt.edu/affirmative-action
- Updated PA links on FBI and Act 151 and 34 clearances (pg. 9/10 and 109/110) - http://keepkidssafe.pa.gov/resources/clearances/index.htm

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

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

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

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

Student Agreement to Participate in Field Education
Release of Information Form

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

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

Release of Information

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

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

My signature on this agreement indicates that I have read and understand this agreement and represents that I meet all criteria listed above.

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

A new site, or one not previously used by the School of Social Work may not have an Affiliation Agreement with the School of Social Work, University of Pittsburgh. The Affiliation Agreement is a legal document that establishes the contractual relationship that exists between the field site and the School of Social Work. A new field instructor must also meet qualifications and should be available to attend field instructor orientation and training, training is mandatory for instructors who do not hold a CSWE accredited BASW or MSW degree.

RESOURCES AVAILABLE TO STUDENTS

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

1. Field Education maintains an On-Line Directory of Affiliated Agencies. The Directory can be accessed at www.fieldedlink.pitt.edu.

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

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

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

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

ASSIGNMENT OF FIELD PLACEMENT AND INTERVIEW WITH THE FIELD INSTRUCTOR

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

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

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

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

- Prepare for your interview. Seek information about the agency beforehand. Many agencies have web sites. Review the questions list available in the Welcome Packet that was mailed to you and is also available on the web site.
- Be on time for your interview. Demonstrate your ability to be dependable and punctual.
- Plan to talk about you: work experience, volunteer experience and life experiences that reflect on your choice of social work as a career, *but do not tell your life story*.
- Take along a list of courses that you have successfully completed.
- Ask questions about the site, what kind of learning experiences will be available, what other students have completed while in placement, if there will be additional students or if you will be the only student.
- Inquire about the style of supervision, how often, and when supervision will occur. Discuss your learning style, that is, how you best learn.
- At the close of the interview, request an answer about whether you are accepted for the placement. If other staff needs to be involved in the decision, ask for a date when you may call back to get the answer.
- Remember to thank the interviewer and any other staff person who may have spent time with you during the visit.
- While you are visiting the field site, please remember to observe confidentiality. During a tour, you may observe a confidential record on a desk or you may recognize a name on a chart or sign-in roster, etc. Even though you are not yet in placement, it is important that you demonstrate your ability to respect the privacy of others.
- Let the field education advisor who sent you on the interview know that you completed the process by promptly completing and returning the BASW Student Interview Confirmation Form. Remind the field instructor who interviewed you to complete and return their Field Instructor Interview Confirmation Form. These forms may be downloaded http://www.socialwork.pitt.edu/academic-programs/field-education/

.PROFESSIONAL PERFORMANCE – THE PITT PROMISE

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

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

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

PROFESSIONAL PERFORMANCE EXPECTATIONS REGARDING FIELD EDUCATION

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

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

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

PROFESSIONAL BEHAVIOR

Upon entrance into the program and into field education, the student is expected to commit to learning what is required for professional behavior-

Professional behavior includes but is not limited to:

1) Honoring duties and responsibilities.

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

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

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

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

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

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

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

9) Social work students are expected to conduct themselves according to the National Association of Social Workers (*NASW, 2008 Revised*) *Code of Ethics (Appendix A).*
Violations of this code may also be reason for disciplinary action and possible dismissal from the School under the SSW Academic Integrity Guidelines or other designated process, such as the University's Student Code of Conduct. Some further examples of violations include but are not limited to:

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

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

   c) Consistent pattern of unprofessional behavior.

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

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

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

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

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

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

   j) Use of computer hardware, software, network access, information and data provided for personal or non-agency business related purposes.

Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to attain the NASW Standards outlined in *Cultural Competence in Social Work Practice* (Appendix B).

PROFESSIONAL COMMITMENT

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

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

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

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

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

OFFICE OF DISABILITY RESOURCES AND SERVICES

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

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

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

Recommended Procedures on students seeking accommodations for field work through the University's Office of Disability Resources.

a) Students who have a disability for which they are or may be requesting an accommodation related to their field placement are encouraged to contact both their field coordinator who will inform the Director of Field Education and Disability Resources and Services (DRS) in 140 William Pitt Union, 412-648-7890 as early as possible before the term.

b) Accommodations related to field placement are determined based on an interactive process among the student, DRS, the Director of Field Education and the field placement site to determine if the requested accommodations are reasonable and do not alter an essential feature of the program requirements. As such, accommodations previously established for didactic coursework may not apply.

c) Once accommodations are determined, DRS will forward a copy of the Letter of Accommodation specific to field placement to the Director of Field Education who will communicate the accommodations directly with the appropriate field coordinator who will discuss the accommodations directly with the field placement site.

d) If an agency is unable to provide a reasonable accommodation, the School will request a written statement from the agency indicating the reasons why they are unable to provide reasonable accommodations and the Office of DRS and the School of Social Work will review the written statement and will re-engage interactive process and/or identify an alternative field placement site.

e) Accommodations that are deemed reasonable in one field placement may not apply in other required field settings, therefore students are responsible for engaging with DRS, their field coordinator and the Director of Field Education for each field placement.

f) Letters of Accommodation will be maintained in a secure filing cabinet within the Director of Field Education's Office and the respective field coordinator will be granted access as needed.

g) Should the student's request for accommodations change during the duration of the field placement, DRS will re-engage with the student, the Director of Field Education, field coordinator and the field placement site in the interactive process to determine reasonable accommodations.

h) Should the field placement site be unable to meet the previously approved accommodations, the Director of Field Education will request a written statement from the agency indicating the reasons why they are unable to continue to provide the accommodation and the Office of DRS and the School of Social Work will review the written statement and will re-engage interactive process and/or identify an alternative field placement site.

SOCIAL NETWORKING

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

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

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

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

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

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

Please address any questions to your field advisor.

- For further information please consult the University's Code of Conduct at http://www.studentaffairs.pitt.edu/wp-content/uploads/2017/10/2017_Code_of_Conduct_Clean.pdf

(Academic Performance is addressed in the BASW Student Handbook pages 37-55).

FACTORS INFLUENCING PLACEMENT CONFIRMATION

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

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

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

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

PLACEMENT AND MONITORING OF STUDENTS

In the BASW Program, full-time faculty assigned to the BASW Program that teach the Practicum Seminar and Lab courses serve as the field liaison for the students enrolled in their section of the seminar and lab each term. (Students remain with the same faculty member's section of Practicum Seminar and Lab during both terms of field their senior year). Field liaison contact represents the vital link between the School and the agency. It is through the liaison's efforts that the quality of field-based learning and the mastery of the core competencies is assured and that student performance is monitored. The Practicum Lab instructor, serving in the capacity of field liaison, provides a bridge between the BASW Program curriculum and the student's experience in the field. The Practicum Lab instructor/ field liaison offers this connection not just to the student but to the field instructor as well. Should difficulties arise, the faculty member is available to both the field instructor and the student to engage them in the process of problem solving. Students learn about the role and function of the field liaison in their Practicum Seminar and Lab courses as well as from the BASW Student Handbook and the section of the BASW Field Education Handbook, both available at: http://www.socialwork.pitt.edu/academic-programs/policies_dwnlds.php . The importance the School attaches to the performance of this role is reflected in the fact that field liaison responsibility is taken into consideration in the determination of faculty workload. Finally, the field liaison consults with the Director of Field Education and his staff as needed.

BASW students submit a Field Learning Plan as required course work each term in the Practicum Seminar and Lab course. The Practicum Lab instructor/field liaison is responsible for reviewing and signing the Field Learning Plan that is negotiated between the field instructor and the student. Practicum Lab instructors, in their capacity as field liaisons, will contact the field instructor if there are concerns about the proposed specific learning tasks and how they relate to the core competencies. When indicated, the Practicum Lab instructor/field liaison might arrange

a site visit (with the field instructor and the student) to discuss alternative or additional learning tasks that would support achievement of the field learning objectives, expected learning outcomes, and the core competencies.

As noted in the Practicum Seminar and Lab syllabi, Practicum Lab instructor/field liaisons conduct a minimum of one in-person visit each semester with the student and his or her field instructor. If the field instructor does not possess and MSW, two in-person visits are to be conducted each term to assure that a social work perspective is transmitted. Typically, these meetings occur at the agency site. In such situations, the Practicum Lab instructor/field liaison is expected to provide supportive information and discussion about the systems and the person in the environment perspectives, social work ethics and values, diversity, populations-at-risk, and social and economic justice, as these content areas relate to the particular field setting and the student's learning opportunities to demonstrate the program's core competencies and related practice behaviors. In addition to the required meetings, the Practicum Lab instructors/field liaisons supplement contact with field instructors by telephone and e-mail to address questions or concerns that field instructors or students may have. Again, in the BASW Program, students also have weekly contact with their field liaison through participation in their required Practicum Seminar and Lab course. To reiterate, each term of Practicum, BASW students negotiate their Field Learning Plans with their field instructor and then submit the plan to their Practicum Seminar and Lab Instructor via Qualtrics. The evaluation of a student's learning in a field placement is a collaborative process involving the field instructor, the student, and the faculty field liaison. The learning objectives and specific activities in a student's Field Learning Plan are consistent with the criteria for the evaluation of performance at the end of the term. The Practicum Seminar and Lab instructors, in their role as field liaison, teacher, and student advisor, review the Field Learning Plan to ensure that it meets the educational learning objectives and core competencies of the program. When these objectives and opportunities demonstrating that core competencies are met, the Practicum Lab instructor signs the student's Field Learning Plan (Faculty Liaison Review Sheet that is completed on-line)and submits this review sheet to the Office of Field Education so that a copy is made and placed in each student's academic file. The Practicum Seminar and Lab instructors also review the Student Evaluation and timesheet submitted via Qualtrics and sign off on the Faculty Liaison Evaluation Review Sheet at the end of each term and submits this review sheet to the Office of Field Education so that a copy is made and placed in each student's academic file.

ABOUT FIELD INSTRUCTORS AND FIELD INSTRUCTION

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

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

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

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

SELECTION OF FIELD INSTRUCTORS

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

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

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

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

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

The Application for Field Instructor Status form includes an academic and employment history. It also asks for information related more specifically to the role and process of field instruction, such as whether the individual has served as a field instructor for other schools of social work and whether he or she has had experience in staff training and/or supervision. Additionally, the applicant is asked if he/she has obtained a degree from a CSWE-accredited MSW program. If not, the potential field instructor must agree to attend a live training session or complete an on-line training course before accepting a student. The form also requests that the potential field

instructor detail their familiarity with the core competencies and related practice behaviors of the program.

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

As needed, the School of Social Work permits the use of field instructors that have a master's degree in a related discipline and who have appropriate experience. In some organizations, there is not an MSW available. In other instances, an experienced MSW is the program administrator or clinical program director; he/she supervises other master's level professional who have direct service delivery and/or project implementation responsibilities. These master's-level professionals, who have ongoing student contact and who provide day-to-day supervision, are referred to as the task supervisor. The agency-based person is designated as the field instructor. The field instructor is expected to work with the task supervisor in developing the field learning plan, monitoring the student's performance, and evaluating the student's attainment of field education goals and mastery of the core competencies. Most importantly, the field instructor is expected to ensure that a social work perspective grounds the student's field learning experience.

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

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

STUDENT RESPONSIBILITIES IN THE FIELD PLACEMENT

The primary responsibilities for students in field placement include:

- Active participation in the learning process;
- **Attend and participate in the Field Planning Seminar and Practicum/Lab**;
- An open attitude towards learning;
- Performance of all activities in consonance with social work values and ethics;
- Complete all required hours and submit all field learning plans and evaluations by the due date.

In addition, students are more specifically expected to:

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

STUDENT RIGHTS IN FIELD PLACEMENT

The student has the right to:

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

BEGINNING THE FIELD PLACEMENT

Confirm your starting date and your schedule prior to actually beginning the field placement. There may be some schedule variations in hours and credits for part-time students. When registered for field placement credits, part time students must complete no less than 12 hours each week in placement; further, no student can end a field placement more than two weeks early without written approval from the Director of Field Education. Ideally, at least 8 hours must be completed during daytime hours. No full time student is to do more than 24 hours per week; further, no student can end a field placement more than two weeks early without written approval from the Director of Field Education. Students are required to clock as close as possible the # of hours representing the # of credits for each term- for example 4 credits over a term (each field credit is equal to 60 clock hours) so the # of hours that should be clocked that term is 240 hours.

The duration of the field placement is then extended to meet the required number of hours. All variations in field placement schedules must be approved by the field advisor, and by the Director of Field Education. Carryover of hours from term to term, students are allowed to carry over up to two weeks of hours from one term to another within the same field placement if approval from the agency field instructor and the Practicum Lab Instructor is granted. In all situations regarding carry over- the policy of no student ending the field placement more than two weeks early is applicable.

The recommended schedule is 20-24 hours per week for BASW students.

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

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

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

Developing the Field Learning Plan and completed examples (available at: http://www.socialwork.pitt.edu/academic-programs/field-education/. is a joint responsibility of the field instructor and the student. When a field instructor is new, the field liaison may choose or be invited to be involved in establishing the Learning Plan. The University of Pittsburgh, School of Social Work uses an "articulated" set of educational goals, practice behaviors and competencies.

That means that the learning goals are identified by the student's educational program; the role of the student and field instructor is to further define how those goals and competencies can be translated into practice and learning tasks. The Field Learning Plan specifies the educational objectives, the practice and learning tasks to be completed by the student, the targeted time period for completion of the tasks and the method of evaluating the student's performance for each task. Basically, each practice/learning task will outline who, will do what, by when and how will it be measured.

The School of Social Work has guidelines or expectations about what the focus of the placement. These include: field placement goals, behaviors and competencies to be interpreted by the field instructor through practice/learning tasks to fit the experiences available at that particular site.

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

There are 9 core competencies that considered by the Council on Social Work Education (CSWE) to be core knowledge, skills and values that every social worker, regardless of field of practice, should possess. They serve as a base or foundation for concentration skills for the MSW student. In this first term, the placement will have a generalist practice focus but students and field instructors may weigh assignments in the student's skill concentration area.

EDUCATION POLICIES AND STANDARDS FOR SOCIAL WORK COMPETENCIES 2015

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

use technology ethically and appropriately to facilitate practice outcomes; and

use supervision and consultation to guide professional judgment and behavior.

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

present themselves as learners and engage clients and constituencies as experts of their own experiences; and

apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
use practice experience and theory to inform scientific inquiry and research;

apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

assess how social welfare and economic policies impact the delivery of and access to social services;

apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

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

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

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

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

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
select and use appropriate methods for evaluation of outcomes;

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

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

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

BASW students are provided generalist practice opportunities to demonstrate the core competencies.
Please note: A list of competencies and practice behaviors for field placement for the BASW educational program is included within this handbook.

ONGOING LEARNING IN FIELD PLACEMENT

BASW students attend a Practicum Seminar and Lab concurrent to the field placement.

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

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

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

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

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

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

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

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

EVALUATION OF PRACTICE

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

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

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

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

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

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

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

EVALUATION

Throughout the term the student needs to know how he or she is performing. With the student evaluation, there should be no surprises. In preparation for the final evaluation, the student and field instructor need to review the Field Learning Plan and the criteria outlined by the School of Social Work in the Student Evaluation Form. Separately, each is to evaluate using the identified criteria and Likert scale. This is followed by a joint conference in which both student and field instructor share information. The grade for the student is recommended at this time. Forms may be found at www.socialwork.pitt.edu/academic-programs/field-education/ .

Undergraduates receive letter grades for field placement. The scale for the letter grades is outlined on the BASW student evaluation form. The evaluation due date for BASW students is determined by the Practicum Seminar and Lab instructor.

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

Any time a problem develops in the field placement, the student and field instructor are expected to make an attempt towards resolution of the problem. If they are not successful, the field liaison needs to be involved. In extreme situations, the concentration chairperson, Director of Field Education, and the Director of the BASW

program / Associate Dean of Academic Affairs may be involved. The student is expected to engage in problem-solving following established guidelines.

BASW Students are asked to complete a web based survey -**EVALUATION OF THE FIELD EXPERIENCE FORM** prior to or just after the completion of their field experience in a particular organization. BASW students will complete an online survey. This evaluation form assists the Director of Field Education to continue to evaluate the appropriateness of each site and of each field instructor for continued student placement opportunities. Field instructors are additionally sent an Evaluation of Field Processes Form so that they may give feedback on the school's performance of responsibilities related to the student field assignment. This evaluation process provides information to evaluate the student learning and field setting effectiveness congruent with the program's competencies.

Field Learning Plan Guidelines

- **Student will receive a specific link at the beginning of the term (BASW Term 1 or BASW Term 2) to their PITT email account. This link is individualized and cannot be used interchangeably between students (1 student = 1 link).**
- **Student forwards the link Field Learning Plan link to their Field Instructor**
- **For BASW, students, they will also forward the link to their practicum lab instructor.**
- **For BASW students, your practicum lab instructor will inform you of the due date and process required.**
- **Field learning objectives must relate to student's academic level and program**
- **The field learning plan will be reviewed by field liaison / practicum lab instructor and discussed at the field site visit**
- **Must be signed by both field instructor and student and submitted electronically**
- **For BASW students, your practicum lab instructor will be contacted to sign off on your field learning plans from the Office of Field Education.**
- **Please contact Field Office with any questions or concerns at any time!**

Field Evaluation Guidelines

- **All Electronic Evaluations will be sent with a specific link to Student's PITT E-mail Account about 7 weeks before the end of the term**
- **Student forwards the link Field Learning Plan link to their Field Instructor**
- **For BASW, students, they will also forward the link to their practicum lab instructor**
- **For BASW students, your practicum lab instructor will inform you of the due date and process required.**
- **An Evaluation Reminder e-mail will also be sent about 4 weeks prior to end of the term;**
- **Evaluation is to be completed in collaboration *with* the student;**
- **Must be signed and returned by due date for a grade to be issued;**
- **For BASW students, your practicum lab instructor will be contacted to sign off on your field evaluation / timesheet from the Office of Field Education.**
- **Please contact Field Office with any questions or concerns at any time!**

FIELD EDUCATION LIAISON VISITS

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

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

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

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

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

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

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

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

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

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

- demonstrate what the student has learned by way of a verbal summarization, discussion of specific cases, groups, projects, or situations;

- demonstrate that the learning is appropriate to and advances the completion of the student's educational outcomes, practice behaviors and mastery of program competencies;

- demonstrate that the learning has been supervised.

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

ENDING THE FIELD PLACEMENT EXPERIENCE

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

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

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

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

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

FIELD EDUCATION GOALS FOR THE BASW STUDENT

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

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

BASW Program Goals

BASW Students are prepared to competently engage in generalist social work practice. As such, it is our goal that by completion of the program students will be prepared to:

1. Use their liberal arts foundation and their understanding of bio-psycho-social-spiritual-cultural development to engage in evidence-based generalist social work practice with individuals, families, groups, communities and organizations within a multicultural society

2. Practice according to the principles, values, and ethics that guide the social work profession

3. Advocate for human rights and social and economic justice

4. Continue formal education in either graduate social work education or other graduate disciplines

GUIDELINES FOR THE BASW FIELD LEARNING PLAN

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Bachelor’s Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their

respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.

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

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

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

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

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

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

Semester I_____ Semester II_____

Field Liaison's Name: _____

Student's Name: _____

Agency Name: _____

Agency Address: _____

_____

Field Instructor: _____

Field Instructor Phone: _____

Field Instructor Email: _____

Task Supervisor (if applicable): _____

Task Supervisor Phone: _____

Task Supervisor Email: _____

Student's Weekly Field Schedule:

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

Field Instruction Weekly Supervision Schedule:

Day of the Week: _____ **Time:** _____

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

Date Field Placement Commences: **Ends:**

Field Evaluation Due Date:

Student Signature: _____

Field Instructor Signature: _____

Field Liaison Signature: _____

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

Revised 7/2018

The BASW student engages in generalist practice in field placement. The BASW Program defines “generalist practice” as being grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods based on scientific inquiry and best practices in their work with diverse individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context of professional practice.

Guidelines for the Generalist Field Learning Plan

1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The nine competencies specified in the Field Learning Plan are consistent with the 2015 Educational Policies and Accreditation Standards (EPAS) established by the Council on Social Work Education, our national accrediting body, as well as the curriculum of the Bachelor’s Degree Program of the School of Social Work, University of Pittsburgh. The Field Learning Plan serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term.

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

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

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

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

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

Generalist BASW Field Learning Plan

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

Social workers understand the value base of the profession & its ethical standards, as well as relevant laws & regulations that may impact practice at the micro, mezzo, & macro levels. Social workers understand frameworks of ethical decision-making & how to apply principles of critical thinking to those frameworks in practice, research, & policy arenas. Social workers recognize personal values & the distinction between personal & professional values. They also understand how their personal experiences & affective reactions influence their professional judgment & behavior. Social workers understand the profession's history, its mission, & the roles & responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning & are committed to continually updating their skills to ensure they are relevant & effective. Social workers also understand emerging forms of technology & the ethical use of technology in social work practice. Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Make ethical decisions by applying the standards of the current NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Demonstrate professional demeanor in behavior; appearance; and in oral, written, and electronic communication		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Utilize technology both ethically and appropriately to facilitate generalist practice outcomes		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Utilize supervision and consultation to guide professional judgment and behavior		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Competency #2: Engage Diversity and Difference in Practice (EPAS Competency 2.1.2)

Social workers understand how diversity & difference characterize & shape the human experience & are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity & expression, immigration status, marital status, political ideology, race religion/spirituality, sex, sexual orientation, & tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, & alienation as well as privilege, power, & acclaim. Social workers also understand the forms & mechanism of oppression & discrimination & recognize the extent to which a culture's structures & values, including social, economic, political, & cultural exclusions, may oppress, marginalize, alienate, or create privilege & power.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro-, mezzo-, and macro-levels		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Present self as a learner and engage clients/patients/consumers and constituencies as experts of their own experiences		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with clients/patients/consumers and constituencies who differ from self		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (EPAS Competency 2.1.3)
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, & education. Social workers understand the global interconnections of oppression & human rights violations, & are knowledgeable about theories of human need & social justice & strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, & responsibilities are distributed equitably & that civil, political, environmental, economic, social, & cultural human rights are protected.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Engage in practice that advances social, economic, and environmental justice		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Competency #4: Engage In Practice-informed Research and Research-informed Practice (EPAS Competency 2.1.4)

Social workers understand qualitative & qualitative research methods & their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge. Social workers understand the evidence that informs practice derives from multi-disciplinary sources & multiple ways of knowing. They also understand the processes for translating research finding into effective practice. Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors	Measurement	Due Dates
Utilize theory and practice experiences to inform scientific inquiry and research		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply critical thinking to engage in analyses of quantitative and qualitative research methods and findings		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Translate and use evidence from research to inform and improve policy, practice, and service delivery		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Mid-Term ☐ End of Term ☐ Ongoing

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

Social workers understand that human rights & social justice as well as social welfare & services, are mediated by policy & its implementation at the federal, state, & local levels. Social workers understand the history & current structures of social policies & services, the role of policy in service delivery, & the role of practice in policy development. Social workers understand their role in policy development & implementation within their practice settings at the micro, mezzo, & macro levels & they actively engage in policy practice to effect change within those settings. Social workers recognize & understand the historical, social cultural, economic, organizational, environmental, & global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, & evaluation. Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	**Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors**	**Measurement**	**Due Dates**
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Assess how social welfare and economic policies impact the delivery and access to social services		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

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

Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work practice, with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to facilitate engagement with clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand strategies, to engage diverse clients & constituencies to advance practice effectiveness. Social workers understand how their personal experiences & affective reactions may impact their ability to effectively engage with diverse clients & constituencies. Social workers value principles of relationship-building & inter-professional collaboration to facilitate engagement with clients, constituencies, & other professionals as appropriate.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	**Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)**	**Measurement**	**Due Dates**
Apply knowledge from human behavior and the social environment, person-in-environment, and/or other multidisciplinary theoretical frameworks as appropriate to engage with clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Use empathy, reflection, and interpersonal skills to facilitate engagement with clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

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

Social workers understand that assessment is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of diverse individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in the assessment of diverse clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand methods of assessment with diverse client & constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process & value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences & affective reactions may affect their assessment & decision-making.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	**Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors(please note specific constituencies served)**	**Measurement**	**Due Dates**
Collect and organize data and apply critical thinking to interpret information from clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
As appropriate, develop mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges facing clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors(please note specific constituencies served)	Measurement	Due Dates
Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS Competency 2.1.8)

Social workers understand that intervention is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to effectively intervene with clients & constituencies. Social workers understand methods of identifying, analyzing & implementing evidence-informed interventions to achieve client & constituency goals. Social workers value the importance of inter-professional teamwork & communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, & inter-organizational collaboration.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	**Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors(please note specific constituencies served)**	**Measurement**	**Due Dates**
Critically choose and implement interventions to achieve practice goals that enhance capacities of clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors(please note specific constituencies served)	Measurement	Due Dates
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for Clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Negotiate, mediate, and advocate on behalf of diverse clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Facilitate effective transitions and endings with clients/patients/consumers and constituencies that, as appropriate, advance mutually agreed upon goals		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

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

(EPAS Competency 2.1.9)

Social workers understand that evaluation is an ongoing component of the dynamic & interactive process of social work practice with, & on behalf of, diverse individuals, families, groups, organizations & communities. Social workers recognize the importance of evaluating processes & outcomes to advance practice, policy, & service delivery effectiveness. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge in evaluating outcomes. Social workers understand qualitative & quantitative methods for evaluating outcomes & practice effectiveness.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Required Generalist Practice Behaviors	Student's Agreed-Upon Tasks/Activities to Demonstrate Behaviors (please note specific constituencies served)	Measurement	Due Dates
Utilize appropriate methods for evaluation of outcomes		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Critically analyze, monitor, and evaluate interventions and program processes and outcomes		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
Apply evaluation findings to improve practice effectiveness with clients/patients/consumers and constituencies		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Field Education
School of Social Work
University of Pittsburgh
www.socialwork.pitt.edu/academic-programs/field-education/

BASW FIELD PLACEMENT TIME SHEET

Student Name: _____ **Field Placement Site:** _____

Field Instructor: _____

Semester (Check one): ☐ **Fall** ☐ **Spring** ☐ **Summer** **Year 20**__

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sa/Su	Weekly Total	Field Instructor Initials
		HOURS WORKED							
EXAMPLE	Sept 7-11	8-3	9-5	----	9-5	8-3	----	28 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

Minimum Hours Required: BSW/300 per term- Total = 600 hours

STUDENT SIGNATURE		**DATE:**	
FIELD INSTRUCTOR'S SIGNATURE:		**DATE:**	

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the

end of the term to achieve the minimum hours required, please note this below. No student may end field work more than 2 weeks before the end of the term.

GENERALIST BASW FIELD EVALUATION Term 1

School of Social Work
University of Pittsburgh

Date of Evaluation: _____ **Term:** _____ **Year:** _____

Evaluation Level (Check One): _____ **First term**
Student's Name: _____

Field Liaison: _____

Field Instructor Name:	
Field Instructor Phone:	
Field Instructor Email:	
Task Supervisor Name (if applicable):	
Task Supervisor Phone:	
Task Supervisor Email:	
Name of Agency/Organization:	
Agency/Organization Department:	
Site Address:	

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

Overall Grade Recommended ☐ Satisfactory ☐ No Credit

(Final grade will be determined by Field Liaison)

Field Evaluation Due Date: _____

Student Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

Field Liaison Signature: _____ **Date:** _____

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

Revised 8/2018

INTRODUCTION

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

Both the student and the field instructor should have an electronic copy of the instrument by the midpoint of each term of the field practicum. This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

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

End of term evaluation consists of:

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

COMPETENCIES / EVALUATION INSTRUMENT

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

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

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

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

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

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

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

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade.
Please add any comments and/ or suggestions regarding the skills for each section.

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

Individual BASW Practicum Seminar and Lab Instructors (in their role as field liaison) will contact you regarding submission of the second semester (spring term) field evaluation forms and time sheets. The field instructor and student are strongly encouraged to discuss the performance ratings as part of the evaluation process.

It is anticipated that students successfully completing their second semester field placement will demonstrate competence or advanced competence in each of the performance areas (a corresponding score or four or higher), building from the emerging competencies developed in the first semester. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

Any specific plans for the student's improvement should also be noted in the narrative section.
The Practicum I grade submitted for BASW students is based on the results of two things. First, the Field Instructor's completion of the BASW Second Semester Competency-Based Evaluation form including the completion of the Evaluation Summary detailing the student's strengths and limitations. Second, the qualitative results of the onsite field visit involving the University of Pittsburgh Faculty Field Liaison and/or Practicum Lab Instructor, the designated Field Instructor (and task supervisor, if appropriate), and the BASW student.

Field Instructors are asked to write a recommended grade on the cover page of the Electronic Competency Based Evaluation form. In using this form to assess the BASW student during second semester, the following scale is suggested as a reference for the recommended grade.

Letter Grade	Percentages	Corresponding Numerical Score that Earns Letter Grade
A	**93% - 100%**	**25-27**
A-	**87% - 92%**	**23-24**
B+	**80% - 86%**	**21-22**
B	**74% - 79%**	**19-20**
B-	**67% - 73%**	**17-18**
C+	**60% - 66%**	**15-16**
C	**54% - 59%**	**13-14**
C-	**49% - 53%**	**11-12**

Students who receive a "B-" or better both terms of field will be granted advanced standing in the MSW program
A "C-" is a passing grade for BASW students, though it does not permit the granting of advanced standing in the MSW program
10 points or lower is failing.

Nine competencies are measured in the evaluation:

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

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

The 5 Learning Dimensions are:

1. Knowledge – learned facts, information, theories
2. Values – ethics and standards/principles
3. Skills – behavior, application, execution, abilities
4. Cognitive – reasoning, understanding, insight
5. Affective – attitude, perception, feeling, empathy

COMPETENCY #1:

DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	☐	☐	☐	☐	☐
b	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	☐	☐	☐	☐	☐
c	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	☐	☐	☐	☐	☐
d	Uses technology ethically and appropriately to facilitate practice outcomes	☐	☐	☐	☐	☐
e	Uses supervision and consultation to guide professional judgment and behavior	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #1	SCALE				
		5	4	3	2	1
f	**OVERALL EVALUATION OF THE DEMONSTRATION AND APPLICATION OF PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
g	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
h	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY #2:

ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	☐	☐	☐	☐	☐
b	Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences	☐	☐	☐	☐	☐
c	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #2	SCALE				
		5	4	3	2	1
d	**OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
e	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
f	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY #3:

ADVANCE HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	☐	☐	☐	☐	☐
b	Engages in practices that advance social, economic, and environmental justice	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #3	SCALE				
		5	4	3	2	1
c	**OVERALL EVALUATION OF THE APPLICATION OF THE ADVANCEMENT OF HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
d	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
e	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY # 4:

ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Uses practice experience and theory to inform scientific inquiry and research	☐	☐	☐	☐	☐
b	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	☐	☐	☐	☐	☐
c	Uses and translates research evidence to inform and improve practice, policy, and service delivery	☐	☐	☐	☐	☐

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

COMPETENCY #5:

ENGAGE IN POLICY PRACTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	☐	☐	☐	☐	☐
b	Assesses how social welfare and economic policies impact the delivery of and access to social services	☐	☐	☐	☐	☐
c	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	☐	☐	☐	☐	☐

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

COMPETENCY #6:

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

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Uses empathy, reflection, and interpersonal skills to effectively engage with the following diverse constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #6	SCALE				
		5	4	3	2	1
c	**OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
d	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
e	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY #7:

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Collects and organizes data, and applies critical thinking to interpret information from the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
c	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
d	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #7	SCALE				
		5	4	3	2	1
e	**OVERALL EVALUATION OF THE ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
	Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?					

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

COMPETENCY # 8:

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

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Critically chooses and implements interventions to achieve practice goals and enhance capacities of the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
c	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	☐	☐	☐	☐	☐
d	Negotiates, mediates, and advocates with and on behalf of the following diverse constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
e	Facilitates effective transitions and endings that advance mutually agreed-on goals	☐	☐	☐	☐	☐

	OVERALL EVALUATION OFCOMPETENCY #8	**SCALE**				
		5	**4**	**3**	**2**	**1**
e	**OVERALL EVALUATION OF THE INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
g						

COMPETENCY # 9:

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

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Selects and uses appropriate methods for evaluation of outcomes for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
c	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
d	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #9	SCALE				
		5	4	3	2	1
e	**OVERALL EVALUATION OF THE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
f	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					

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

OVERALL END OF TERM EVALUATION

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

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

Comments/Elaboration:

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

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

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

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

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

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

Final Comments/Elaboration:

The following section should be completed by the intern:

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

☐ **I agree with the evaluation**

☐ **I do not agree with evaluation**

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

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

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

Field Education
School of Social Work
University of Pittsburgh
http://www.socialwork.pitt.edu/academic-programs/field-education/

BASW FIELD PLACEMENT TIME SHEET

Student Name: _____ **Field Placement Site:** _____

Field Instructor: _____

Semester (Check one): ☐ **Fall** ☐ **Spring** **Year** _____

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sa/Su	Weekly Total	Field Instructor Initials
		HOURS WORKED							
EXAMPLE	Sept 7-11	8-3	9-5	----	9-5	8-3	----	28 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

Minimum Hours Required: (BSW – 300 per term) Total of 600 hours

STUDENT SIGNATURE		DATE:	

FIELD INSTRUCTOR'S SIGNATURE:		DATE:	

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section.

Comments

GENERALIST BASW FIELD EVALUATION Term 2

School of Social Work
University of Pittsburgh

Date of Evaluation: _____ **Term:** _____ **Year:** _____

Evaluation Level (Check One): _____ **First term**
Student's Name: _____

Field Liaison: _____

Field Instructor Name:
Field Instructor Phone:
Field Instructor Email:

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

Name of Agency/Organization:
Agency/Organization Department:
Site Address:

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

Overall Grade Recommended ☐ Satisfactory ☐ No Credit

(Final grade will be determined by Field Liaison)

Field Evaluation Due Date: _____

Student Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

Field Liaison Signature: _____ **Date:** _____

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

Revised 12/2017

INTRODUCTION

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

Both the student and the field instructor should have an electronic copy of the instrument by the midpoint of each term of the field practicum. This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

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

End of term evaluation consists of:

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

COMPETENCIES / EVALUATION INSTRUMENT

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

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

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

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

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

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

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

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade.
Please add any comments and/ or suggestions regarding the skills for each section.

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

Individual BASW Practicum Seminar and Lab Instructors (in their role as field liaison) will contact you regarding submission of the second semester (spring term) field evaluation forms and time sheets. The field instructor and student are strongly encouraged to discuss the performance ratings as part of the evaluation process.

It is anticipated that students successfully completing their second semester field placement will demonstrate competence or advanced competence in each of the performance areas (a corresponding score or four or higher), building from the emerging competencies developed in the first semester. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

Any specific plans for the student's improvement should also be noted in the narrative section.
The Practicum II grade submitted for BASW students is based on the results of two things. First, the Field Instructor's completion of the BASW Second Semester Competency-Based Evaluation form including the completion of the Evaluation Summary detailing the student's strengths and limitations. Second, the qualitative results of the onsite field visit involving the University of Pittsburgh Faculty Field Liaison and/or Practicum Lab Instructor, the designated Field Instructor (and task supervisor, if appropriate), and the BASW student.

Field Instructors are asked to write a recommended grade on the cover page of the Electronic Competency Based Evaluation form. In using this form to assess the BASW student during second semester, the following scale is suggested as a reference for the recommended grade.

Letter Grade	Percentages	Corresponding Numerical Score that Earns Letter Grade
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B+	**80% - 86%**	**36 - 38**
B	**74% - 79%**	**33 - 35**
B-	**67% - 73%=**	**30 - 32**
C+	**60% - 66%**	**27 - 29**
C	**54% - 59%**	**24 - 26**
C-	**49% - 53%**	**22 - 23**

Students who receive a "B-" or better both terms of field will be granted advanced standing in the MSW program.
A "C-" is a passing grade for BASW students, though it does not permit the granting of advanced standing in the MSW program
21 points or lower is failing.

Nine competencies are measured in the evaluation:

10. Engage in Diversity and Difference in Practice
11. Engage Diversity and Difference in Practice

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13. Engage in Practice-informed research and Research-informed practice
14. Engage in Policy Practice
15. Engage with Individuals, Families, Groups, Organizations, and Communities
16. Assess Individuals, Families, Groups, Organizations, and Communities
17. Intervene with Individuals, Families, Groups, Organizations, and Communities
18. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

The 5 Learning Dimensions are:

6. Knowledge – learned facts, information, theories
7. Values – ethics and standards/principles
8. Skills – behavior, application, execution, abilities
9. Cognitive – reasoning, understanding, insight
10. Affective – attitude, perception, feeling, empathy

COMPETENCY #1:

DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	☐	☐	☐	☐	☐
b	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	☐	☐	☐	☐	☐
c	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	☐	☐	☐	☐	☐
d	Uses technology ethically and appropriately to facilitate practice outcomes	☐	☐	☐	☐	☐
e	Uses supervision and consultation to guide professional judgment and behavior	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #1	SCALE				
		5	4	3	2	1
f	**OVERALL EVALUATION OF THE DEMONSTRATION AND APPLICATION OF PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
g	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					

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

COMPETENCY #2:

ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	☐	☐	☐	☐	☐
b	Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences	☐	☐	☐	☐	☐
c	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #2	SCALE				
		5	4	3	2	1
d	**OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
e	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
f	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY #3:

ADVANCE HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	☐	☐	☐	☐	☐
b	Engages in practices that advance social, economic, and environmental justice	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #3	SCALE				
		5	4	3	2	1
c	**OVERALL EVALUATION OF THE APPLICATION OF THE ADVANCEMENT OF HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
d	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
e	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY # 4:

ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Uses practice experience and theory to inform scientific inquiry and research	☐	☐	☐	☐	☐
b	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	☐	☐	☐	☐	☐
c	Uses and translates research evidence to inform and improve practice, policy, and service delivery	☐	☐	☐	☐	☐

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

COMPETENCY #5:

ENGAGE IN POLICY PRACTICE

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	☐	☐	☐	☐	☐
b	Assesses how social welfare and economic policies impact the delivery of and access to social services	☐	☐	☐	☐	☐
c	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	☐	☐	☐	☐	☐

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

COMPETENCY #6:

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

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Uses empathy, reflection, and interpersonal skills to effectively engage with the following diverse constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #6	SCALE				
		5	4	3	2	1
c	**OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
d	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					
e	**If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**					

COMPETENCY #7:

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Collects and organizes data, and applies critical thinking to interpret information from the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
c	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
d	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #7	SCALE				
		5	4	3	2	1
e	**OVERALL EVALUATION OF THE ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
f	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					

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

COMPETENCY # 8:

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

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Critically chooses and implements interventions to achieve practice goals and enhance capacities of the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
c	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	☐	☐	☐	☐	☐
d	Negotiates, mediates, and advocates with and on behalf of the following diverse constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
e	Facilitates effective transitions and endings that advance mutually agreed-on goals	☐	☐	☐	☐	☐

	OVERALL EVALUATION OFCOMPETENCY #8	**SCALE**				
		5	**4**	**3**	**2**	**1**
f	**OVERALL EVALUATION OF THE INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
g	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					

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

COMPETENCY # 9:

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

Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
☐	☐	☐	☐	☐

		SCALE				
		5	4	3	2	1
a	Selects and uses appropriate methods for evaluation of outcomes for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
c	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐
d	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels for the following constituencies: a) Individuals b) Families c) Groups d) Organizations e) Communities. Specific constituencies served identified in the Field Learning Plan.	☐	☐	☐	☐	☐

	OVERALL EVALUATION OF COMPETENCY #9	SCALE				
		5	4	3	2	1
e	**OVERALL EVALUATION OF THE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT**	☐	☐	☐	☐	☐
f	**Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**					

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

OVERALL END OF TERM EVALUATION

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

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

Comments/Elaboration:

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

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

Final Comments/Elaboration:

The following section should be completed by the intern:

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

☐ **I agree with the evaluation**

☐ **I do not agree with evaluation**

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

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

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

Field Education
School of Social Work
University of Pittsburgh
http://www.socialwork.pitt.edu/academic-programs/field-education/

BASW FIELD PLACEMENT TIME SHEET

Student Name: _____ **Field Placement Site:** _____

Field Instructor: _____

Semester (Check one): ☐ **Fall** ☐ **Spring** **Year** _____

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sa/Su	Weekly Total	Field Instructor Initials
		HOURS WORKED							
EXAMPLE	Sept 7-11	8-3	9-5	----	9-5	8-3	----	28 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

Minimum Hours Required: (BSW – 300 per term) Total 600 hours

STUDENT SIGNATURE		**DATE:**	
FIELD INSTRUCTOR'S SIGNATURE:		**DATE:**	

*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section.

Comments:

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

FIELD POLICIES - INTRODUCTION

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

The following definitions are for terms used throughout these policies:

- A **field instructor** is the individual who meets the qualifications to supervise the student. See the School Policy, *Selection of Field Instructors* for additional details.
- A **field liaison / practicum lab instructor** is the individual who is responsible for following and monitoring assigned students through the field experience and for visiting the student and field instructor at least once per term. Field liaisons may be faculty or professional staff from Field Education.
- A **field advisor / coordinator** is a member of the Field Education unit who has responsibility for placing students and for teaching the Foundation Integrative Field Seminar. Field advisors may also serve as field liaisons. The field advisor is also the person who develops new field sites, monitors current field placements and guides students along with the student's faculty advisor.
- A **task supervisor** is an individual in the agency who provides day-to-day supervision of a student when a qualified field instructor is not available.

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

2.2.10 **EPAS Standard 2.2.10** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.

(a) Field placement is a requirement for the social work degree in the BASW Program.

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

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

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

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

(d) Before the placement matching process begins, each student must return a signed Student Agreement/Release of Information form(normally part of the admissions process)

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

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

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

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

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

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

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

(l) Complete the Mandated Reporter Training via Course Web and submit a certificate of completion during their Junior Year in the BASW program.

(m) Each student is expected to follow the university calendar in observance of designated holidays. In agency situations where a student's observance of a University holiday would result in hardship or problem in the organization's program, the student may negotiate an agreement satisfactory to all parties: student, field instructor, and field liaison. A statement of this change or agreement should be placed in the student's file. Students are not required to make up agency holidays that are not observed by the University, in any event (inclement weather, etc…) the minimum hours required for each field placement must be achieved before a placement is concluded.

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

EPAS Standard 2.2.12 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

The criteria for entrance into field education are described in the Student Handbook.
For the BASW student-

(a) To be enrolled in field, students must satisfactorily complete the eight required first-year social work courses with at least a letter grade of C- and must maintain a 2.50 QPA average in their required social work courses

(b) Students must also conform to standards of professional conduct as specified by the NASW Code of Ethics, which is reviewed relative to the content of every course offered in the BASW Program.

(c) As part of the admissions process BASW students complete a student agreement/release of information form A copy of this form can be found at BASW students - http://www.socialwork.pitt.edu/sites/default/files/Word_Files/Release%20of%20Info%20-%20BASW.doc

(d) MANDATED REPORTER TRAINING

i) All students enrolled into the BASW program are required to complete a mandated reporter training before entering their field placement in their senior year.

ii) The Mandated Reporter training will be available to all BASW students via Course Web. Students will be able to locate the training under the My CourseWeb tab in the My Organizations section under the heading ARTSC_SOCWRK MANDATED REPORTING.

iii) Non-compliance will be reported and the BASW Program Director and to the Director of Field Education as needed.

iv) All certificates of completion are submitted to their field coordinator and logged in as received. The certificates will then be forwarded to the Recorder's' office to be filed into the student's permanent academic file.

(e) The student is also expected to attend a BASW field planning program held in the spring term of their junior year and to review the BASW Field Handbook and FAQ handout.

(f) Students submit a request and resume to the Office of Field Education for field placement in the spring of their junior year. Office of Field Education staff interviews each student to discuss their request. Students are then matched to agencies that can provide learning opportunities consistent with program competencies, and with a qualified field instructor (as discussed in Section1.04) Students are also required to sign and submit a Student Agreement/Release of Information form. (Normally part of the admissions process into the BASW Program).

(g) The student is responsible to schedule an interview with the proposed field instructor. Prior to finalization of the field assignment, both the student and the field instructor are required to return a written confirmation form that the field placement arrangement is acceptable. Placements for undergraduate students are selected by the Office of Field Education in collaboration with BASW Program Faculty. Once finalized, both the student and field instructor receives a confirmation letter from the Office of Field Education. (See additional procedures in this section, *Placing and Monitoring Students*).

2.2.13 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings;

GENERAL CRITERIA:

- Ability to provide learning opportunities that meet the academic learning goals, practice behaviors and core competencies of the Bachelor's Program

- Availability of an MSW with two years experience to serve as a field instructor. In *unusual* circumstances a person with a master's degree and two years experience in a related profession can serve as a field instructor after completing an orientation.
- A signed affiliation agreement
- A completed field instructor application
- A completed Field Agency Directory Survey Form
- A field practicum description of the opportunities available at the field setting

INFORMATION AND FORMS CAN BE OBTAINED FROM THE SCHOOL'S WEB SITE AT http://www.socialwork.pitt.edu/academic-programs/field-education/

GENERAL INFORMATION:

- **Survey/On Line Directory form**

This form is used to store information related to the organization and possible learning opportunities in a data base that is used by the staff in the field office. A brief description of the organization is also requested or a brochure identifying information about the organization. A brief description of the potential learning opportunities helps to establish if the learning opportunities meet program objectives.

- **Field Instructor Application**

Since field instructors are appointed as *field faculty* by the Dean of the School of Social Work, it is necessary to have this information on file. Attach a résumé to the completed form. Field instructors are expected to attend orientation and training (if they have not done so previously) and spend at least one hour per week in formal supervision with students, complete a field learning plan, participate in a visit from a liaison from the school, and complete an evaluation form at the end of the term. There is a full day of orientation for field instructors and a 3 part morning series during the Fall, Spring, and Summer terms. New field instructors or agency task supervisors from related disciplines are required to attend field instructor orientation before supervising a student, or at a minimum, successfully complete the Seminar in Field Instruction available on-line via Courseweb. For more information on this training, please contact Mary Ann Joyce, Administrative Assistant-Office of Field Education, at 412-648-5941.

- **University Affiliation Agreement**

This agreement spells out the responsibility of the field site as well as that of the university and needs to be completed before a student is assigned. You can return the forms to, Administrative Assistant, 2101 Cathedral of Learning, Pittsburgh, PA 15260 (412 648-5941) or ask to speak to a field professional if you have questions.

Once the Survey/On Line Directory form, field instructor application, University Affiliation Agreement and field practicum description are received, the Director of Field Edcuation will review the documents, follow up with agencies and field instructors if further information is needed, confirm that the Affiliation Agreement has been executed and informs potential field instructors who do not hold an MSW degree of the requirement to complete an Orientation. Once these steps are completed and a complete review is conducted of the opportunities available at the agency and the ability to provide learning for BASW students to achieve competence in all 9 areas, only then is the agency added on as a field setting available to students.

Section 1.04 **2.2.13 Placing Students** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring

students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

(n) Student Policy Placing Students

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

(ii) When a student or field instructor does not agree to the field placement assignment and has not yet completed and submitted a interview confirmation form, the student is sent to another setting and field instructor. Students who are not placed after the interviewing process following a third field agency referral are referred to the Program Director and /or the Associate Dean for Academic Affairs for review. In the BASW Program, this would include a maximum of three referrals for Practicum I and Practicum II. When a student is not placed by the end of the drop / add period, or cannot be matched after 3 interviews, the student will be referred to the BASW Program Director and/or the Associate Dean for Academic Affairs for review.

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

a) Students are responsible for obtaining, completing with the field instructor, and returning the field learning plan/time sheet for each term in field placement, and the evaluation/time sheet form for each term of the field placement. No grade can be given until the field learning plan and time sheet and the evaluation form and time sheet is received in the school and reviewed by the field liaison. Satisfactory completion of the field learning plan, hours and the field

b) In the BASW Program, students receive letter grades for Practicum I and Practicum II. Passing for field is a C- grade. (Reference is made to the School Policy, Academic Standing in the BASW Program.)

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

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

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

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

(o) Procedures

(i) A student field planning seminar is held each year for baccalaureate students in the spring of their junior year. The purpose of the planning seminar is to provide students with both an overview and the details of how to begin the process of obtaining a field placement.. Related purposes of the seminar is to educate the student to all the field work documents and processes, help prepare the student to enter their field experience, and be made aware of program competencies.

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

(iii) The student is interviewed initially by phone, e-mail or in person by a field advisor in Field Education and subsequently met with individually when an appointment is made with their field advisor to discuss placement options. The student is then notified by phone or email of the proposed field site and field instructor.

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

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

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

(p) Details

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

Section 1.05 2.2.13 Monitoring of Students and Maintaining Field Liaison Contacts with Agencies 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

(q) School Policies

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

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

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

(r) Procedures

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

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

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

(s) Details

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

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

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

2.2.13 The School Supports student safety

(I) School Policy

Students are required as part of their field practicum and lab to complete and submit to their field practicum instructor the Field Safety Review Form- as outlined in Appendix D This form is then used in the field practicum for students to discuss any safety concerns that they may have at the field setting and set up a plan to address these concerns as guided by the field practicum instructor.

In addition, student safety is a topic addressed in all feild instructor trainings, both live and on-line. Instructors are asked to notify the School about any concerns that they may have in this area.

Further for the Safety of all students and for students who require acommodations, the Recommended Procedures on students seeking accommodations for field work through the University's Office of Disability Resources are as follows.

i) Students who have a disability for which they are or may be requesting an accommodation related to their field placement are encouraged to contact both their field coordinator who will inform the Director of Field Education and Disability Resources and Services (DRS) in 140 William Pitt Union, 412-648-7890 as early as possible before the term.

j) Accommodations related to field placement are determined based on an interactive process among the student, DRS, the Director of Field Education and the field placement site to determine if the requested accommodations are reasonable and do not alter an essential feature of the program requirements. As such, accommodations previously established for didactic coursework may not apply.

k) Once accommodations are determined, DRS will forward a copy of the Letter of Accommodation specific to field placement to the Director of Field Education who will communicate the accommodations directly with the appropriate field coordinator who will discuss the accommodations directly with the field placement site.

l) If an agency is unable to provide a reasonable accommodation, the School will request a written statement from the agency indicating the reasons why they are unable to provide reasonable accommodations and the Office of DRS and the School of Social Work will review the written statement and will re-engage interactive process and/or identify an alternative field placement site.

m) Accommodations that are deemed reasonable in one field placement may not apply in other required field settings, therefore students are responsible for engaging with DRS, their field coordinator and the Director of Field Education for each field placement.

n) Letters of Accommodation will be maintained in a secure filing cabinet within the Director of Field Education's Office and the respective field coordinator will be granted access as needed.

o) Should the student's request for accommodations change during the duration of the field placement, DRS will re-engage with the student, the Director of Field Education, field coordinator and the field placement site in the interactive process to determine reasonable accommodations.

p) Should the field placement site be unable to meet the previously approved accommodations, the Director of Field Education will request a written statement from the agency indicating the reasons why they are unable to continue to provide the accommodation and the Office of DRS and the School of Social Work will review the written statement and will re-engage interactive process and/or identify an alternative field placement site.

Section 1.06 EPAS 2.2.13 Evaluating Student Learning and Field Setting Effectiveness in Providing Field Instruction Congruent with the Social Work Competencies

(t) School Policies

(i) Field Placements and field instructors must be able to provide assignments and supervision that meet the student's educational, field program and program competency requirements. In order to ascertain this, a yearly evaluation is made. This is in addition to the review of all the student evalution forms that are submitted at the end of each term of field placement to the practicum lab instructor.

(u) Procedures

(v) During the academic year, practicum lab instructors review the field learning plans submitted by field settings for each student to affirm that field instruction is congruent with the Social Work competencies. Agencies and students may be asked to address insuffient learning opportunities outlined on the field learning plan and asked to resubmit after adequate revisions are made.

(i) During the academic year, each term, indicated, Field liaisons/Practicum Lab Instructor visit the field instructor and student in the agency while the student is in field placement. While the content and structure of those visits may vary, the focus of the visit should include an overview discussion of the student's assignments, program competencies, the level of learning and competence the student has achieved the field instructor's appraisal of the student's efforts, augmentation to the identified field learning tasks when indicated, and termination issues, when appropriate. A minimum of one field liaison visit per term is required in order to ensure field instruction is congruent with the Social Work competencies.

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

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

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

(w) Details

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

(ii) Evaluation forms include: Student Evaluation of Field Experience, Field Instructor Evaluation of the School's Field Efforts.

Section 1.03 Selection of Field Instructors (revised October 15, 2008 and August 2010)

EPAS Standard 2.2.9

School Policy-Field Instructors The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

(iii) Category 1

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

ii) Category #2

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

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

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

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

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

(x) Procedures

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

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

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

iv) New field instructors or agency task supervisors from related disciplines agree to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb before supervising a student.

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

(y) Details

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

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

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

Section 1.07 2.2.14 Field Edcuation Program provides Instructor Orientation and Training and Continuing Dialogue with Field Instructors and Agencies – Approved November 19, 2003 (Revised August 2010)

EPAS Standard 2.2.14 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

(z) School Policy

(aa) Procedure

(i) Field instructors are invited for a full day of orientation at the beginning of the fall, spring and summer terms. The content of the orientation includes information that will familiarize field instructors with their role and responsibilities as educators, discussion of policies pertinent to the field experience, and discussion of curricular issues that define the student's expected field learning assignments, practice behaviors, related learning dimensions and program competencies.

(ii) The Seminars in Field Instruction (SIFI) is a series of 3 sessions designed to parallel the student and field instructor experience. While the SIFI is not required, field instructors of record and task supervisors, and

new field instructors are strongly encouraged to attend. New field instructors and agency task supervisors from related disciplines are required to complete the SIFI available on-line via Courseweb before supervising a student

(iii) Field instructors are provided with an on-line field education handbook and all necessary documents are always available via the School's website.

(iv) Emails are sent to all agencies and field instructors as needed to alert them of any changes or important announcements.

(bb) Details

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

(ii) Field instructors evaluate the effectiveness of the Orientation and SIFI.

(iii) Field instructors who complete the orientation and SIFI are provided CEUs.

(cc) School Policy

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

Section 1.08 Employment-Based Field Placement - Approved November 19, 2003 (Revised April 2007 and August 2010)

EPAS Standard 2.2.15 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

(dd) School Policy

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

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

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

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

(ee) Procedures

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

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

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

(ff) Details

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

(ii) In all discussions with students, employment supervisors and proposed field instructors, the field advisor will ask each to evaluate the potential for conflict of interest issues to arise before final approval.

Section 1.09 Problem Solving in Field Education - Approved November 19, 2003 (Revised April 2007)

(gg) Policies

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

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

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

(i) failure to receive the University Affiliation Agreement, letter of appointment, the Field Learning Plan, the end of the term evaluation;

(ii) failure to receive a completed application for field instructor;

(iii) poor attendance or performance in the field lab and seminar;

(iv) failure of the field liaison/ practicum lab instructor, field advisor, field instructor to respond to phone calls within a reasonable time; no faculty contact and/or visitation during each term of field placement;

(v) absence of a completed field learning plan/time sheet and end of term evaluation/time sheet; inadequate or missing learning tasks to address objectives; a significant number of unsatisfactory ratings on the final evaluation or frequent NA items;

(vi) difficulty of the student in talking to and/or working with the field instructor;

(vii) difficulty of the student in "engaging" in the work and with the staff of the field placement;

(viii) difficulty of the student in having an open attitude towards learning; lack of demonstrable evidence that the student is learning or adequately moving toward task completing;

(ix) tardiness, unexcused or frequent absences of the student, inability to work within agency policies and procedures;

(x) personal problems of student or field instructor that negatively impact on the field instruction effort;

(xi) agency or organizational changes or stresses that negatively affect the field instructor's ability to meet the expectations of the field instruction effort.

(ii) Procedures

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

(ii) Problem identification by student or field instructor.

(iii) Discussion of the problem, issue, or concern by those immediately involved.

1) The issue is resolved, or

2) A plan to address the problem is agreed upon and implemented, or

3) There appears to be no workable solution.

(iv) If no workable solution is found, the field liaison is involved. The field liaison may "coach" the student, or the field instructor, or both and suggest that they meet again.

1) The issue may be resolved, or

2) A plan to address the problem is agreed upon and implemented, or

3) There still appears to be no workable solution.

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

(vi) The field liaison facilitates the meeting with the field instructor and the student. This is usually held at the field site.

(vii) The issue may be resolved, or

1) A plan to address the problem is agreed upon and implemented, or

2) A solution cannot be facilitated.

a) The field liaison/practicum lab instructor notifies the BASW Program Director and the Director of Field Education if a solution cannot be facilitated; this notification should be in writing. These individuals then engage in problem solving with the field liaison.

3) The issue may be resolved, or

a) A plan to address the problem is agreed upon and implemented, or

b) A solution cannot be facilitated.

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

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

6) If a student terminates a placement on their own without utilizing the problem solving process, the situation will be referred to the Program Director and the Associate Dean of Academic Affairs.

Section 1.10 Student Field Placement Activities During a Strike – Approved by Faculty: November 12, 1975

(jj) Students who are in field placement at the time when the agency is being struck by its employees may or may not cross the picket lines, depending upon the student's orientation or conscience. In no case, shall the student be forced to cross a picket line against his/her own will.

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

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

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

Section 1.11 Recommended Procedures on Withdrawal from Field Agency Placement- Effective Date: October 21, 1987 – Revised January 1989 (Revised April 2007) (February 2015)

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

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

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

(i) Withdrawals occurring after the first day of the field placement has designated on the academic calendar and before the drop/add period must be noted as "Assignment Changed" in the student's academic folder. The consequences, if any, for field clock hours will be determined on the basis on the amount of elapsed time between withdrawal and reassignment.

(ii) Withdrawals occurring after the end of the drop/add period and involving unanticipated dynamics which may disadvantage the student must be noted simply as "Withdrawn" in the student's academic folder. The consequences, if any, for field clock hours will be determined by the Faculty Advisor and Administrative Officer.

(iii) Withdrawals occurring after the end of add/drop period and involving a mismatch of the student and the field instructor and/or agency may or may not result in an “NC” grade depending upon the circumstances of the withdrawal. A letter of agreement outlining the terms and conditions to be replaced at another site will be created by the Director of Field Education and signed by the student. No student will be replaced without the signed agreement on file. A copy of this agreement will be provided to the student’s field coordinator and faculty advisor.

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

(v) Medical withdrawals occurring after the end of drop/add period. Students will be required to submit appropriate documentation to support a medical withdrawal. Where a student later seeks to return to the Program, and a continuing health condition exists which impacts the student's ability to perform the essential functions of the field placement or other program requirements with or without reasonable accommodation, the student may be required to provide additional medical information. The School will provide the health care provider information about the field placement and job duties at issue so that an informed determination can be made. Agencies cannot be held responsible for not accommodating a student if no disability is disclosed before the start of a field placement and a undisclosed disability should not be used by the student at a later date as a reason for poor performance.

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

Section 1.12 Termination of Field Instruction –

i) All courses, including Practicum I & II, in the BASW Program must be taken for a letter grade. With the exception of both Practicum I and Practicum II, should a student receive a grade below a "C-" in any social work course, the course must be taken again. Because field work is recognized as the capstone of the BASW student experience, should a student receive a grade below a C- in Practicum I or Practicum II, the student will automatically be terminated from the BASW Program. The option of re-taking a required course for which a grade below a "C-"was earned can be exercised once only. The second grade earned is the grade that will be counted in the student's GPA, provided the student has completed the Course Repeat Option form. A student will be dismissed from the BASW Program if s/he does not receive a grade of C- or higher in a required course on the second attempt.

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

Section 1.13 University of Pittsburgh Policies Relating to Field Education

(mm) Affirmative Action Policy Statement – Revised March 1992

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

(nn) School of Social Work Clearance Statement

I, _____ am a student in the School of Social Work at the University of Pittsburgh. I understand and agree in accordance with the curriculum requirements outlined in the School of Social Work student handbook for the BASW student http://www.socialwork.pitt.edu/downloads/BASWHandbook.pdf that in order to complete the program in social work in which I am enrolled, I will be required to compete a field placement or placements with an agency, organization or facility external to the University, and such facilities will or may require a criminal background check, an act 33/34 clearance (if applicable) and perhaps a drug screen to determine whether I am qualified to participate in the field placement. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse. I understand that it is my responsibility to secure the necessary

background checks required and submit them to the facility of interest for field placement for their review and determination. Should I fail a check, clearance and/or drug screen, I understand that the School of Social Work cannot guarantee that it will be able to place me in an agency for a field internship, and that these results may affect my ability to complete the program requirements for which I am enrolled and my future ability to be licensed.

I also understand and agree that while I am in field placement, that I am not covered by workman's compensation for any accident/injury that may occur during my time on site doing agency/field placement business. I understand that I, or my medical insurance plan, will be responsible for all expenses incurred while I am working in my field placement and that the University of Pittsburgh and the University of Pittsburgh School of Social Work assumes no responsibility or liability for any injury I might sustain. Therefore, I specifically release the University of Pittsburgh, its schools, departments, agencies, officers, trustees, and employees from any such responsibility or liability. Students agree that they are not employees of the University of Pittsburgh or the Field Education Organization and are not covered by Workers' Compensation, Unemployment Compensation, or any other laws, government regulations or ordinances related to employees. More information on how to obtain these clearances can be found at http://www.socialwork.pitt.edu/academic-programs/field-education/resources.php .

For more information on this process, the FBI website
http://keepkidssafe.pa.gov/resources/clearances/index.htm

(oo) Sexual Harassment Policy – Revised February 1, 2002

Section 1.02 The section on Sexual Harassment andthe new Title IX website - http://www.titleix.pitt.edu/ and Office of Sexual Harassment and Assault Response and Education, also known as SHARE. http://www.studentaffairs.pitt.edu/share/

(i) The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors and visitors of the University.

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

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

1) Definition

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

i) Submission to such conduct is an explicit or implicit condition of employment or academic success;

ii) Submission to or rejection of such conduct is used as the basis for an employment or academic decision; or

iii) Such conduct has the purpose or effect of: a) Unreasonably interfering with an individual's work or academic performance, or b) Creating an intimidating, hostile or offensive work or academic environment.

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

v) **Consensual Relationships -** Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or

other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 02-04-03) prohibits intimate relationships between a faculty member and a student whose academic work, teaching or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself / herself from all supervisory, evaluative, and / or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.

b) **Complaint Procedure -** Any faculty, staff, or student who believes he or she has been sexually harassed should contact a department chair, dean, director, supervisor, the Office of Affirmative Action, the Office of Human Resources, the Office of Provost, the Coordinator of the University Student Judicial System, or the person(s) listed at the end of this document at one of the regional campuses. (See **http://www.pitt.edu/HOME/PP/policies/07-07-06-0.4.html**) The complaint will either be handled by the person or office receiving the complaint or referred to the Office of Affirmative Action.

i) All complaints will be given serious, impartial, and timely consideration. When an administrator or supervisor receives a complaint, oral or written communication with the person whose action the complainant found offensive may resolve the problem. If that does not resolve the matter, an investigation will be undertaken. The complainant and the accused will be informed of the findings of the investigation. While every effort will be made to protect the privacy rights of all parties, confidentiality cannot be guaranteed.

c) If an individual is found to have violated the University's policy against sexual harassment, steps will be taken to stop the harassment and the violator will be subject to disciplinary sanctions, including, but not limited to, oral or written warning, required education program, mandatory counseling reprimand, suspension, reassignment or responsibilities, termination of employment or expulsion from the University. If it is found that the complaint is without reasonable foundation, the parties will be so informed and will also be informed that no further action is warranted. A record of the findings and the action taken must be kept in the unit that handled the complaint.

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

Section 1.14 Field Instructor Benefits (Revised November 1988 and August 1999 and April 2014)

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

- A straight 50% discount on all Continuing Education Programs sponsored by the School of Social Work, as space is available.
- Ability to earn up to 15 free Continuing Education Units (CEU) by attending a 6-hour Orientation and three 3-hour trainings.
- Free attendance at one 3 credit Continuing Education Program during the academic year that you are supervising a student. (Dependent upon classroom space and availability).
- Entered into a drawing to attend the Annual Recognition Luncheon and Awards program.
- Entered into a drawing to attend the School of Social Work Alumni Recognition Event held in the fall term.
- During the period of field placement, field instructors have the responsibility to provide regular and structured supervisory and instructional meetings with their assigned student. A minimum of at least one hour per week is required. Field instructors are responsible for completing a Field Learning Plan and end of term Field Evaluation of the student for each term the student is in field placement. Students are responsible for bringing these documents to you; forms can be downloaded from the School of Social Work website (http://www.socialwork.pitt.edu/academic-programs/field-education/). Field instructors unfamiliar with the expectations of the School of Social Work are encouraged to attend the Field Instructor Orientation and Seminar in Field Instruction Series conducted in the Fall, Spring, and Summer terms. New field instructors or agency task supervisors from related disciplines are required to attend field instructor orientation and training before supervising a student, or at a minimum, successfully complete the Seminar in Field Instruction available on-line via Courseweb. For more information on this training, please contact , Administrative Assistant-Office of Field Education at 412-648-5941.

Section 1:15 Stipend Process Adopted by Faculty, November 11, 1970 (Revised April 2014)

1) **Policy and Procedures - Stipend Process**

i) During the matching process, once an agency confirms acceptance of a student for field work, the student's field coordinator will discuss with the agency if they are planning to pay the student a stipend, and if so, the field coordinator will assist the field agency in completing the student training and enrollment form. Once completed- this form will be forwarded to the Administrative Assistant in the Office of Field Education to be placed in a file and recorded on the field stipend report for that academic year.

ii) If the agency indicates that they are unable to pay at this time, if appropriate, the field coordinator will insert their name and phone # as the contact person for future questions and will forward a copy of the general stipend letter to the field agency contact person.

iii) If the agency would like to pay the student a stipend and would like to be billed by the School of Social Work for this stipend, the student's field coordinator will assist the agency in completing the enrollment form, confirm that the agency has signed off on this form, signs the form and also gets the Director of Field Education signature.

iv) Once this form is completed, the field coordinator will make two copies of this form- one will be forwarded to the Administrative Assistant to the Office of Field Education to be keep on file and entered onto the field stipend report for that academic year, and one copy will be forwarded to the Administrative Assistant to the Director of Finance School of Social Work.

v) The original enrollment form will then be given by the field coordinator to the student along with a pre-packet of training fellowship enrollment forms and information (previous provided by the Finance Office School of Social Work).

vi) Once the student completes all necessary steps to be awarded the stipend- the Financial Manager of the Finance Office will inform the student's field coordinator that an award letter will be produced.

vii) The Dean's office will produce and distribute the award letter, and a copy forwarded to the Administrative Assistant in the Office of Field Education to be kept in the field education office files.

2) **Tracking of Stipends**

i) The Field Education Office is responsible for tracking the following types of stipends:

a) CWEB sand Hartford, for BASW students

ii) The Office of Finance is responsible for tracking the following types of stipends:

a) Admissions (School sponsored field placement stipends)

iii) Both Offices:

a) Agency Billed through the School of Social Work

3) Biannual Meeting

i) The Office of Field Education and Office of Finance will meet twice per year, ideally once in December and once in April to compare stipend data to produce a comprehensive stipend report for the Dean of the School of Social Work.

4) Changes to Student Status

i) If a student status changes while receiving a stipend, i.e., (Leave of Absence, Withdraw, etc.) the BASW program director will inform the Office of Field Education and the Office of Finance to ensure that the stipend be suspended during the change in status.

BASW FIELD EDUCATION SCHEDULE
Fall of 2018 - (Term 2191)

August

27 Classes begin.

September

6 **Orientation for Field Instructors, 2017 Cathedral of Learning, 9:00 am-4:00 pm**

3 Labor Day (University closed)

4 Field placement begins for BASW students.

(a) October

Field Learning Plans – a link will be sent to your PITT e-mail account

X **Field Learning plans are due for BASW students**
(To be determined by BASW Practicum Seminar and Lab Instructor)

TBD **Fall Break** (no classes)

November

21– November 25 Thanksgiving Recess for students (no classes or field).

December

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

16 Last day of Fall term for field placement for BASW students.

24 - Jan 7 Winter Recess for all students.

BASW FIELD EDUCATION SCHEDULE
Spring of 2018 (Term 2194)

January

7 **First day of field placement for all students.**

Week of 3rd

TBA - Required Planning Session for Field Placement for Junior BASW students (Watch for notices in late fall)

14 Dr. Martin Luther King's Birthday Observance (University closed). (NO FIELD)

February

XX **Field Learning plans are due for BASW students**
(To be determined by BASW Practicum Seminar and Lab Instructor)

1-14 BASW juniors submit "Request for Field Placement" form for fall term. Submit Request to Room 2206 CL.

March

2-10 Spring Recess for all students.

8 Spring Holiday (University Closed). (NO FIELD)

April

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

27 Last day of spring term.

Student Observance of Holidays

Each student is expected to follow the University calendar in observance of designated holidays. In agency situations where a student observance of a University holiday would pose a hardship or problem in the organization's program, the student may negotiate a compensatory time arrangement satisfactory to all parties: student, field instructor, administrative officer, and advisor. A statement of this change or agreement should be placed in the student's file. Students are not required to make up agency holidays that are not observed by the School. No student may finish field placement more than two weeks before the end of the term.

Student's Satisfactory Completion of Field Requirements

Students must have a field learning plan/time sheet and an evaluation/time sheet completed electronically by the due date to indicate they have satisfactorily completed field learning requirements. Students need to complete the required number of hours for each term in field placement

APPENDIX A (NASW CODE OF ETHICS)

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and the 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

1.05 Cultural Competence and Social Diversity

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

2.01 Respect

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

4.02 Discrimination

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

6.04 Social and Political Action

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

Preamble

The primary mission of the social work profession is to enhance human 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: The Code identifies core values on which social work's mission is based.

1. 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.
2. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
3. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

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

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

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

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

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

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

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

administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: *Service*

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

Value: *Social Justice*

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

Value: *Dignity and Worth of the Person*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen

relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

Value: *Competence*

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

Ethical Standards

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

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

NASW Code of Ethics was revised in 2017 - https://www.socialworkers.org/About/Ethics/Code-of-Ethics/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.

Article II. 1. Social Workers' Ethical Responsibilities to Clients

Article III. 1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or

specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

Article IV. 1.02 Self-Determination

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

Article V. 1.03 Informed Consent

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

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

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

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

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive

services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

Article VI. 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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

Article VII. 1.05 Cultural Awareness 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 ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

Article VIII. 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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

Article IX. 1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential

information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages .

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

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

Article X. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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.

Article XI. 1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, 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.

Article XII. 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.

Article XIII. 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, written, electronic, or physical contact of a sexual nature.

Article XIV. 1.12 Derogatory Language

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

Article XV. 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.

Article XVI. 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.

Article XVII. 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

Article XVIII. 1.16 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 other services are 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.

Article XIX. 1.17 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.

Article XX. 2. Social Workers' Ethical Responsibilities to Colleagues

Article XXI. 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 verbal, written, and electronic 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 ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Article XXII. 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.

Article XXIII. 2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being 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 well-being.

Article XXIV. 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.

Article XXV. 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.

Article XXVI. 2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

Article XXVII. 2.07 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, written, electronic, or physical contact of a sexual nature.

Article XXVIII. 2.08 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.

Article XXIX. 2.09 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.

Article XXX. 2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, or other professional ethics committees).

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

Article XXXI. 3. Social Workers' Ethical Responsibilities in Practice Settings

Article XXXII. 3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

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

Article XXXIII. 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, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

Article XXXIV. 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.

Article XXXV. 3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper 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 relevant laws, agency policies, and contracts.

Article XXXVI. 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.

Article XXXVII. 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.

Article XXXVIII. 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.

Article XXXIX. 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.

Article XL. 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.

Article XLI. 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.

Article XLII. 4. Social Workers' Ethical Responsibilities as Professionals

Article XLIII. 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.

Article XLIV. 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 ability.

Article XLV. 4.03 Private Conduct

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

Article XLVI. 4.04 Dishonesty, Fraud, and Deception

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

Article XLVII. 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.

Article XLVIII. 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.

Article XLIX. 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.

Article L. 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.

Article LI. 5. Social Workers' Ethical Responsibilities to the Social Work Profession

Article LII. 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.

Article LIII. 5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

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

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

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

Article LIV. 6. Social Workers' Ethical Responsibilities to the Broader Society

Article LV. 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.

Article LVI. 6.02 Public Participation

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

Article LVII. 6.03 Public Emergencies

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

Article LVIII. 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 ability.

APPENDIX B (CULTURAL COMPETENCE)

https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0

Article LIX. APPENDIX C Frequently Asked Questions

IMPORTANT QUESTIONS ABOUT FIELD PLACEMENT

Q: Will I get the field placement that I want?

A: Significant effort goes into the planning process to identify student interests, career goals, and learning and supervision needs. Requests must be considered with reference to the existing field resources of the school. Sometimes students get what they request and other times they do not; however, the major consideration that overrides all requests is whether the agency can provide the necessary educational experiences appropriate for the student's program and regular, structured field instruction. Students should keep in mind that all agencies will focus upon the 9 competencies of Social Work and that parallel and transferable skills are available at all field placement sites. Please note that this is not a shopping experience and that field work is a class. Students should be aware that they are not buying a BASWor MSW Degree but rather paying for the opportunity to earn one.

Q: How many hours of field placement will I have to do?

A:

BASW Students do a total of 600 hours over two terms in the senior year.

a) **Fall Term**

6 credits, 3 days per week, minimum of 300 field hours

Students also complete a weekly field seminar that meets three hours per week over the 15 weeks of the fall term.

Spring Term

6 credits, 3 days per week, minimum of 300 field hours Students also complete a weekly field seminar that meets three hours per week over the 15 weeks of the spring term.

Part-time students may follow some variation of this plan, but under no circumstance may a student engage in fewer than 12 hours of field placement per week or more than 24 hours per week without written approval. Any variation from standard hours, including accelerating hours, must be approved by the student's field coordinator, field liaison, and the field instructor. Students who are working full time and registered for a full time academic program may **not** be able to meet the hourly requirements for field. Working students need to be able to make appropriate work schedule arrangements to perform at least 8 hours of field placement during daytime hours.

b) Q: Can I count hours when the agency is closed for a holiday but I was available to

c) attend that day?

A: Only hours actually clocked at the agency and signed off upon by the field instructor on the time sheet can be counted. The School cannot honor hours in which the student was available but the agency was closed. We suggest students ask about holidays and dates the agency may be closed during the interview process.

d) Q: If I fall behind in hours how may I make them up?

A: Students behind in hours and attempting to finish hours in a following term may only work up until two weeks into the following term and only be behind in hours a maximum of 60 hours (1 credit) to avoid registering for field credits in the following term. Otherwise, if the hours are more than 60 hours and/or will be unable to be completed within the two weeks- the student will then be required to register for at least 1 credit of field work in the following term and defer graduation to this next term- for example if graduation was to be in April it would be deferred to either June or August of that summer term. University policy further states that graduate students **must** be registered for at least 1 credit in the term of graduation. A student completing work from the previous term can request a waiver of the registration requirement through the Associate Dean of the School of Social Work. These requests are officially processed when a student submits a graduation application form to the University Registrar's Office.

e) Q: How can I get a paid field placement?

A: Paid field placements are not commonly available. Those few paid placements that are available are most often for second year students. Lack of a stipend is **NOT** an appropriate reason to decline a field placement. Consult with your Field Advisor for more information. Please note that if you are unable to be matched to a field site after 3 interviews that your situation will be reviewed with the Director of your program.

Q: What do I need to know about HIPAA before entering field placement?

A: The federal regulations related to HIPAA continue to unfold. Basic information and web links can be retrieved from the following site, https://www.hhs.gov/hipaa/for-professionals/index.html . The Office of Field Education also has a handout on the school's web site. Available at: http://www.socialwork.pitt.edu/downloads/HIPAAInfo.pdf

Students should review this information prior to entering field placement. For first year students, this information will be reviewed in the field seminar and a completion of a training is required.

Q: What do I need to know about being a Mandated Reporter before entering field placement?

A mandated reporter certificate of completion due no later than **the first day of field work** and a student cannot start field work until this certificate is completed an on file with the School of Social Work. Students will find this training on Course Web under the My Organizations tab- instructions on completion and submission will be reviewed in the field office for BASW students and the generalist seminar and advanced standing student orientations for MSW students

Q: What if I don't like where I am at for my field placement?

A: The real issue is not "liking" but whether the field assignment can provide you with appropriate learning experiences and ability to achieve competency. Sometimes you can prejudge an experience and fulfill your own worst fears. On the other hand, a valid reason not to consider a particular agency will be accepted. Valid reasons include distance or transportation getting to an agency and personal or previous issues that may be exacerbated by the nature of the services provided by an agency.

There are many students, now graduates, who will tell you that they had exceptional experiences in settings that they would have never chosen by themselves! Please be aware that no student should request to be placed at an agency/site where they themselves or a close family member has or is receiving services. This would include Schools or School systems.

Q: How will I know if it is a good field placement?

A: The real question here is: *are you learning what you need to be learning*? Structured learning experiences that flow from the identified competencies and practice behaviors are essential. Field instruction that is regular, formal as well as informal, and aims to help you prepare for your assignments, integrates theory and research into your tasks, develops and provides feedback about skills, and begins to help you to shape critical and reflective thinking are equally important. Along with awareness of cognitive and affective reactions.You are also a significant part of the field placement. Bring an open attitude toward learning, responsible professional and ethical behavior, consideration for others, preparation for assignments and supervision, and active participation to the agency.

Q: How do I get my clearances and screenings that I made need?

Please be aware that agencies now require Act 33, Act 34 or FBI fingerprinting clearances, and may also require health screening etc… before you may begin field placement. More information on how to obtain these can be

found at http://www.socialwork.pitt.edu/academics/field-education/resources . Please be sure to ask during the interview what other screenings or tests the agency site may require.

Q: What if I may need accommodations at the field site?

Recommended Procedures on students seeking accommodations for field work through the University's Office of Disability Resources.

f) Students seeking an accommodation(s) for their field placement are responsible for visiting the Office of Disability Resources and Services Office to have their situation evaluated and if approved, a student will be given a notification of disability for the term requested along with a Letter of Accommodation listing the accommodations that have been deemed reasonable.
g) Students are required to get a separate specific letter of accommodation for their field placement and should not use the same letter that they may have received for their classrooms, as specific and unique accommodations may be required for field placement that are not applicable to the on campus classroom.
h) The Disability Resource Office will forward a copy of each letter of accommodation that is specific to field work placement to the Director of Field Education who will then share a copy of this letter with the student's field coordinator (person who works in the Office of Field Education and will be responsible for matching the student to an appropriate field placement site.)
i) The accommodation letters will be kept safely locked away in a filing cabinet within the Director of Field Education and respective field coordinator's office working with the student.
j) Students will be required to sign an short statement of agreement created by the School of Social Work which will grant the field coordinator and/or Director of Field Education the ability to share with the potential field instructor (person at the agency who will be supervising the student) the letter of accommodation so that the agency will be aware of the nature of the accommodations and be fully informed and able to assess if they are able to meet these accommodations before the student begins there field placement.
k) If an agency is unable to meet the accommodations, the School will request a written statement from the agency indicating the reasons why they are unable to meet the request and the Office of DRS and the School of Social Work will review the written statement.
l) At this point, the field coordinator will move on to other field placement options until the student is placed in an appropriate field site.

Q: What if a problem comes up after I begin field placement?

A: There are problem solving guidelines in the Student Handbook and the Field Education Manual. Simply put, *talk to your field instructor*. If you don't quite know what word to use or how to shape up your problem focus, *talk with your field liaison.* Most problems in field are simple miscommunications that can be easily remedied by increasing and improving communication. Remember that a focus of your learning is to understand and apply problem-solving skills and that includes problems that you face as a student.

Under **NO** circumstances are students permitted to terminate a field placement without following the problem solving process.

Q: May I do my field placement where I work?

In order to consider your employment based request- we need a copy of your job duties and a copy of your proposed internship duties at your place of employment and a completed employment field placement request form.

The placement must meet the criteria set up by the Council on Social Work Education which indicates the following

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

Q: What can I expect once the field placement starts?

A: Each field assignment is different. *It does take several weeks to be fully involved in the work of the agency*, but your field instructor should have an orientation plan for the first few weeks. In most settings that you will be assigned, it is *unrealistic* to expect that direct client/ consumer work will be assigned in the initial weeks unless you have had previous significant and relevant work experience. Most likely, you will learn how the agency operates, who the people working in the agency are, what policies, procedures, and forms you will need to follow. Following or shadowing other staff, observing, sitting in on meetings, reading previous records and reports are all a part of an orientation process. If this continues to occur beyond mid term, you need to discuss the matter with your field instructor and field liaison from the school.

Field Education Website:
www.socialwork.pitt.edu/academic-programs/field-education/

Field Handbooks http://www.socialwork.pitt.edu/academics/policies-handbooks

Field Education Agency Directory:
www.fieldedlink.pitt.edu

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