



University of  
**Pittsburgh**  
School of Social Work

# **BASW Program Student Handbook**

---

**2023-2024**

## Table of Contents

<i>BASW Program Student Handbook</i> .....	1
<i>Section 1: Introduction, Administrative Structure, Admission to the BASW Program</i> .....	6
<i>Preface</i> .....	6
<i>School of Social Work Vision</i> .....	6
<i>School of Social Work Mission</i> .....	6
<i>Administrative Structure</i> .....	8
<i>MSW Specialized Practice Chairpersons</i> .....	8
<i>Contacts for Certificate Programs</i> .....	8
<i>Faculty Biographies</i> .....	9
<i>Committees of the School</i> .....	9
<i>Participation of Students in Faculty Candidate Reviews</i> .....	9
<i>Bachelor of Arts in Social in Social Work (BASW) Program</i> .....	10
<i>Advising (Policy #10:1)</i> .....	11
<i>BASW Admission Policy (Policy #15:1)</i> .....	12
<i>Policy on Provisional Admission (Policy #15:30)</i> .....	13
<i>Transfer Credits (Policy #25:1)</i> .....	14
<i>Credit for Life, Volunteer, or Work Experience (Policy #25:4)</i> .....	14
<i>Directed Study (Policy #27:1)</i> .....	14
<i>Section 2: BASW Curriculum</i> .....	14
<i>To graduate with a BASW major, a student:</i> .....	15
<i>As of Fall 2021, to obtain a Social Work minor, a student:</i> .....	16
<i>To complete a Bachelor of Philosophy (BPhil) Degree:</i> .....	16
<i>BASW Program Enrollment Options and Class Scheduling:</i> .....	18
<i>Academic Standing (Policy #9:2)</i> .....	21
<i>Graduating with Honors (Policy #9:2)</i> .....	21
<i>Section 3: Field Education</i> .....	21
<i>Introduction: Field Education in the BASW Program</i> .....	21
<i>Special Paid-Field Placement Opportunities Available to BASW Students</i> .....	24
<i>Problem-Solving Process When a Student Experiences a Problem at Their Field Site</i> .....	66
<i>Section 4: BASW Program Policies and Procedures</i> .....	120

<i>Administrative Policies</i> .....	120
<i>Time Schedule of Classes</i> .....	120
<i>Registration Procedures</i> .....	120
<i>Add/Drop Procedures:</i> .....	121
<i>Financial Penalties</i> .....	122
<i>Cross Registration</i> .....	122
<i>Transcript Review</i> .....	122
<i>Official University Record: GPA Calculation</i> .....	122
<i>Course Repeat Option</i> .....	122
<i>Student Evaluation of Courses</i> .....	122
<i>Application for Graduation</i> .....	123
<i>Resignation</i> .....	123
<i>Refund Processing</i> .....	123
<i>Financial Holds</i> .....	123
<i>No-Smoking Policy</i> .....	124
<i>Definition of Student Status</i> .....	124
<i>Continuing Student</i> .....	124
<i>Inactive Status</i> .....	124
<i>Policy on Re-Admissions</i> .....	124
<i>BASW Academic Policies</i> .....	124
<i>Credit for Life, Volunteer, or Work Experience (Policy #25:4)</i> .....	124
<i>Transfer Credit (Policy #25:1)</i> .....	125
<i>BASW Admissions Policy (Policy #15:1)</i> .....	126
<i>BASW Provisional Admissions Policy (Policy #15:30)</i> .....	127
<i>BASW Academic and Professional Advising Policy (Policy #10:1)</i> .....	128
<i>BASW Academic Standing Policy (Policy #9:2)</i> .....	131
<i>Criteria for Directed Study (Policy #27:1)</i> .....	133
<i>Statute of Limitations for School of Social Work Degrees and Leaves of Absence (Policy #26:1) – BASW Program</i> .....	135
<i>Academic and Professional Behavior Policy (Policy #11:1 – Includes Academic Integrity and Academic Review)</i> .....	136

Problem-Solving Process When a Student Faces a Classroom Problem Affecting Their Performance in a Course .....	141
<i>Grading Policies</i> .....	161
<i>Policy on Grades for Required Courses (Policy #9:1)</i> .....	161
<i>"G" Grades</i> .....	162
<i>"I" Grades - (BASW students are not eligible to earn "I" grades)</i> .....	162
<i>"W" Grades</i> .....	163
<i>"Audit" (N) Grades for Academic Courses</i> .....	163
<i>Grade Changes</i> .....	164
<i>Grades for Courses in Other Departments</i> .....	164
<i>Grade Assignments: "Z" Grades</i> .....	164
<i>Section 5: Student Life &amp; Student Resources</i> .....	165
<i>Libraries</i> .....	165
<i>Student Affairs</i> .....	166
<i>Student Lounge and Communication Center</i> .....	166
<i>Gender Neutral Restroom</i> .....	166
<i>Lactation Rooms</i> .....	166
<i>Student Travel to Conferences</i> .....	166
<i>Student Emergency Loan</i> .....	167
<i>Career Services</i> .....	168
<i>School of Social Work Alumni(ae) Society</i> .....	168
<i>Student Organizations</i> .....	169
<i>Bachelor of Arts in Social Work (BASW) Club</i> .....	169
<i>Union of Black Social Work Students (UBSWS)</i> .....	170
<i>Student Government Board (SGB)</i> .....	170
<i>Professional Organizations</i> .....	170
<b><i>National Association of Social Workers (NASW)</i></b> .....	170
<b><i>Council on Social Worker Education (CSWE)</i></b> .....	170
<i>Student Chapter - National Association of Black Social Workers (NABSW)</i> .....	171
<i>Items of Special Interest to Students</i> .....	172
<i>Office of Student Appeals</i> .....	172
<i>Identification Card</i> .....	172

<i>Public Transportation</i> .....	172
<i>Student Health Services and Insurance</i> .....	172
<i>Academic Supports</i> .....	172
<i>The Office of Veterans Services</i> .....	172
<i>Office of Disability Resources and Services</i> .....	173
<i>Office of International Services</i> .....	173
<i>Book Centers</i> .....	173
<i>Transcripts</i> .....	173
<i>Computing Services</i> .....	173
<i>my.pitt.edu</i> .....	173
<i>Campus Computing Labs</i> .....	174
<i>Travel Registration at the University of Pittsburgh</i> .....	174
<i>See: Trip Registration</i> .....	174
<i>Nondiscrimination Policy Statement</i> .....	175
<i>Anti-Harassment Policy Statement</i> .....	176
<i>Consensual Relationships Policy</i> .....	176
<i>Sexual Harassment</i> .....	176
<i>Title IX at Pitt and in the School of Social Work</i> .....	177
<i>Policy: Family Educational Rights</i> .....	178
<i>Policy: Request for Parental Accommodation</i> .....	178

## **Section 1: Introduction, Administrative Structure, Admission to the BASW Program**

### **Preface**

The BASW Student Handbook is prepared to provide essential information to Bachelor students in the School of Social Work. This Handbook is intended to provide the most current information possible and to serve as a general source of information. In no way is it intended to state contractual terms nor a complete statement of all school policies. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms and conditions of enrollment, and the language used in this Handbook is not intended to create a contract between the University of Pittsburgh's School of Social Work and its students. To the extent any policy contained in this Handbook is inconsistent with the law, such policy is superseded by law.

### **School of Social Work Vision**

Transforming our world, our future, ourselves.

### **School of Social Work Mission**

The University of Pittsburgh School of Social Work:

- Prepares courageous leaders to transform social work practice, policy, research, and education in a community-engaged and inclusive environment.
- Develops and advances innovative approaches to understand, prevent, and ameliorate complex social problems.
- Builds collaborative partnerships to promote social justice.

### **BASW Mission and Goals**

In furtherance of the school's mission, the BASW Program's Mission Statement was adopted by faculty on February 14, 2020.

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. Recognizing the profession's values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry, the program provides students with the knowledge and skills needed to advance human and community well-being. Utilizing a person-in-environment framework, the program prepares students to enhance the quality of life for all people, locally and globally; to practice with diverse populations; to analyze critically the social, economic, and environmental factors

affecting individuals, families, groups, organizations, and communities; and to advocate for those who confront structural barriers; thus, program graduates are prepared for service and leadership.

As such, the goals of the BASW Program are to prepare students to:

1. Practice with cultural humility in accordance with the principles, values, and ethics that guide the social work profession.
2. Use their liberal arts foundation and their understanding of bio-psycho-social-spiritual-cultural development to engage in evidence-informed generalist social work practice with individuals, families, groups, organizations, and communities within a multicultural society.
3. Advocate for human rights and social, economic, and environmental justice.

## Administrative Structure

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

Dean	Elizabeth M.Z. Farmer
Associate Dean for Academic Affairs	Helen Petracchi
Associate Dean for Diversity, Equity, and Inclusion	Kya Connor
Associate Dean for Research	Jaime Booth
Director of Administration	Megan M. Soltesz
Administrative Assistant to the Dean	Penelope Miller
Director, BASW Program	Toya Jones
Director, MSW Program	Yodit Betru
MSW Program Director – Bradford Campus	Stephanie Eckstrom
MSW Program Director – Johnstown Campus	Misha Zorich
Director, PhD Program	Sara Goodkind
Director, Field Education	Tonya Slawinski
Director, Continuing Education Program	Molly Allwein
Director, Career Services	Bobby Simmons
Director, Development & Alumni Relations	Katy Gallmeyer
Director, Recruitment & Admissions	Henry Cantu
Recruitment and Enrollment Manager, Ombudsperson	Jessalynn Oliver
Recruitment and Admission Coordinator	Leah Mafrica
Research Manager	Laurie Mejia
Academic Registration & Records Manager	Susanna Cammarata
BASW & PhD Program Assistant	Carolyn Falk
MSW Program Coordinator	Bethany McLaughlin
Field Education Administrator	Andrew Barrett

## MSW Specialized Practice Chairpersons

Direct Practice	Elizabeth Mulvaney
COSA	Mary Ohmer

## Contacts for Certificate Programs

Children, Youth & Families	Helen Cahalane
Gender, Sexuality, & Women's Studies	Sara Goodkind
Gerontology	Rafael Engel
Home & School Visitor/School SW	Deborah Robinson
Integrated Health Care Certificate	Danny Rosen
Human Services Management	Aliya Durham
Mental Health	Travis Labrum



## Faculty Biographies

Faculty Biographies may be accessed on the School of Social Work website at [Faculty Biographies](#).

## Committees of the School

Student participation on school committees is encouraged. Information about the purposes and functions of the committees is distributed at the orientation for new students and throughout the fall term. At that time, students may choose a committee in the area of their interest and become full members of the assigned committees. The BASW Club identifies BASW student representatives.

Standing School of Social Work committees:

- Academic and Professional Behavior Review Committee\*
- Admissions Committee\*
- BASW Program Committee\*
- Community, Organization, and Social Action Committee\*
- Data Management Committee
- Direct Practice Committee\*
- Educational Policies Committee
- Faculty Executive Committee
- Inclusion and Diversity Committee\*
- Library Committee
- MSW Program Committee\*
- PhD Program Committee
- Planning and Budget Committee\*
- Promotion and Tenure Committee
- Public Relations and Marketing Committee
- Research Advisory Committee

\*Student representatives sit on these committees as appropriate for the program level. In addition, each specialized practice area holds meetings students in that practice are welcome to attend. Since these committees formulate and modify policies affecting academic and student affairs, students are encouraged to exercise their rights and responsibilities to participate on these committees.

## Participation of Students in Faculty Candidate Reviews

Occasionally, the School has faculty vacancies and interviews candidates for possible employment. Students are encouraged to attend the public colloquium presented by faculty candidates and to provide their written feedback. Time is allotted for each faculty candidate to

meet with interested students. The Office of the Dean will email notices of faculty candidate reviews and will notify the BASW Club as soon as interview appointments have been arranged with candidates.

## **Bachelor of Arts in Social in Social Work (BASW) Program**

The BASW major prepares graduates to engage in entry-level generalist social work practice with individuals, families, groups, communities, and/or organizations within a multicultural society. Professional practice settings for entry-level generalist practitioners include child welfare, family preservation, mental retardation and mental health, drug and alcohol, juvenile justice, aging, shelters for battered women, homeless shelters, community food banks, neighborhood citizen organizations, hospitals, and rehabilitation centers, among many others. Since 2001 the BASW Major has offered the [Child Welfare Education for Baccalaureates Program \(CWEB\)](#) as an educational opportunity for undergraduate social work majors to prepare for employment in one of Pennsylvania's 67 public child welfare agencies, [The Hartford Partnership Program for Aging Education: A Fellowship in Gerontology](#) is a unique educational program designed to enhance both direct practice and leadership skills in gerontology. For more information on these programs, please contact:

**Child Welfare Education Faculty Coordinator:** Helen Cahalane, PhD, MSW, ACSW, LCSW, [hcupgh@pitt.edu](mailto:hcupgh@pitt.edu)

**HPPAE Program Coordinator:** Kelsey Ott-Sudik, [keo97@pitt.edu](mailto:keo97@pitt.edu)

The BASW major is offered as an upper-division (i.e., junior, and senior years only) academic major, underscoring the program's commitment to a strong liberal arts base. Learn more about degree requirements, full- and part-time enrollment options and field education for BASW students at: [BASW Program](#)

As stated above, the BASW Program's mission and goals are consistent with the Council on Social Work Educational Policies and Accreditation Standards (See: [Accreditation Standard](#))

The competencies in which BASW students are schooled are provided by these EPAS and include the ability to:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

### Advising (Policy #10:1)

When admitted, new BASW majors will have a New Student Welcoming Advising Session with the BASW & PhD Program Assistant. They will then be assigned an advisor by the BASW Program Director (students completing the Social Work minor maintain their Academic Advisor in their current college or school). Matriculating BASW majors meet their assigned faculty advisor at the school's orientation, which is held prior to the start of the fall semester. Each advisor will work with their advisee to clarify educational and course options, answer questions about the BASW degree, and discuss career opportunities. When students enroll for Practicum I and the concurrent Practicum Seminar and Lab I, the instructor for the seminar and lab section in which the student is enrolled becomes their faculty advisor for the remainder of their enrollment in the BASW Program.

Faculty advisors should be the first point of contact for any or all of the following:

1. Registration (including add/drop, leaves of absence, and withdrawals);
2. Clarification of all academic policies and procedures (e.g., grading policies, graduation requirements, directed study);
3. Academic advising discussions including those regarding academic expectations and performance as well as grievance policies and procedures;
4. Information about other departments and/or programs within the School of Social Work and the University of Pittsburgh;
5. Planning for the student's educational program in accordance with their career interests.

Practicum Seminar and Lab instructors become the student's faculty advisor and serve as the field liaison to the BASW student's senior field placement (Practicum 1 and Practicum 2). Grades for fieldwork are submitted by the BASW faculty advisor in their capacity as field liaison.

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

## BASW Admission Policy (Policy #15:1)

The School of Social Work Office of Admissions processes all BASW applications. Admission decisions for all applicants are made jointly by the Director of the BASW Program and the School's Admissions Office based on the criteria outlined below.

*For external applicants (non-Pitt students):*

All BASW program applicants are notified of their admission decision by email from the Office of Admissions and Financial Aid (OFA) at the University of Pittsburgh. Applicants who are provisionally accepted are notified of this circumstance of their admission in their official letter sent by OFA.

*For internal applicants (current Pitt students, branch, or main campus):*

All BASW program applicants are notified of their admission decision by email from the School of Social Work Office of Admissions. Applicants who are provisionally accepted are notified of the special circumstances of their admission in their official letter sent by the Admissions Office.

*For admission to the Bachelor of Arts in Social Work program (BASW), an applicant must meet the following requirements:*

Complete approximately 60 transferable liberal arts credits from an accredited undergraduate institution and/or an associate degree program. Select courses from our required General Education course categories below. **Note:** General Education courses are also a requirement for graduation from the BASW program.

Applicants should focus on completing at least one course in each of the following areas of the General Education Requirements. Having met the below requirements is not needed for admission, but rather to graduate from the BASW program. However, it is suggested that applicants begin the BASW program with a significant portion of the General Education Requirements already completed.

General Education Requirements Categories:	Crs.	General Education Requirements Categories:	Crs.
Africana Studies	3	Anthropology	3
English Composition	3	Economics	3

Global Studies	3	Gender, Sexuality & Women's Studies	3
Human Biology	3	Political Science	3
Religion/Spirituality	3	Psychology	3
Statistics	3	Sociology	3

Demonstrate the capacity for successful work at the undergraduate level, with a minimum of 2.50 GPA on a 4.0 scale. Credits awarded from the College Level Examination Program (CLEP) by the College of General Studies are acceptable for inclusion in the 60 credits (see SSW Policy #15:1 – Pre-Major Requirements of Entrance into the BASW Program).

#### **Policy on Provisional Admission (Policy #15:30)**

An applicant whose cumulative undergraduate Grade Point Average (GPA) falls below the 2.50 level required for admission to the BASW Program may be admitted on provisional status. Admission on provisional status is at the discretion of the BASW Program Director, based on a review of application materials. Applicants with a GPA below 2.50 may be asked to submit additional materials to further evaluate readiness for undergraduate study.

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

1. Students who enter the BASW Program as full-time students must achieve a minimum cumulative GPA of 2.50 within the first term of undergraduate study (12-15 credits).
2. Students who enter the BASW Program as part-time students must achieve a minimum cumulative GPA of 2.50 by the end of two terms of study in the undergraduate program (12-18 credits).
3. The course work to be completed and other conditions for enrollment will be determined by the BASW Program Director.
4. Provisional students will not be eligible to begin field practicum until satisfactory academic performance has been demonstrated and the provisional status cleared, even

if this results in a student having to extend their enrollment in the BASW Program beyond the two years needed by full-time students to graduate.

5. Failure to demonstrate satisfactory academic performance within one (1) semester of full-time study (12 or 15 credits) or two (2) semesters of part-time study (12-18 credits) by a provisionally-admitted student will result in dismissal without possibility of readmission to the BASW Program. Satisfactory performance is defined as having a Social Work GPA of at least 2.50 and an overall GPA of at least 2.50.

### **Transfer Credits (Policy #25:1)**

BASW Transfer Credit is the awarding of academic credit toward the BASW degree for coursework or fieldwork completed at an accredited academic institution when such work is evaluated by the University of Pittsburgh's School of Social Work as entirely comparable.

Potential students applying to the BASW Program who have earned college-level credit at another accredited undergraduate social work program prior to entering the BASW major may be eligible to have those credits counted toward completion of the BASW degree. An official transcript of all courses taken at other schools must be submitted at the time of application. To be considered for transfer credit, all courses must be evaluated and approved by the BASW Program Director, or their designate. Transfer credits are not used in computing the student's cumulative GPA. or BASW GPA. (see complete policy #25:1 for guidelines and limitations)

### **Credit for Life, Volunteer, or Work Experience (Policy #25:4)**

Consistent with the Council on Social Work Education's, Educational Policies and Accreditation Standards, the School of Social Work does **not** grant course or field credit, transfer credit, or exemptions for prior life, volunteer, or employment experience.

### **Directed Study (Policy #27:1)**

The major purpose of a directed study is to provide students with the opportunity to explore in-depth a specific area of social work beyond that available in regularly scheduled courses. A directed study involves student-initiated learning that is guided by a full-time faculty member. A directed study can entail exploring the literature in a specific content area, engaging in research that contributes to social work knowledge and practice, or developing professional materials. A directed study can be taken for 1, 2, or 3 credits depending on the level of work required.

## **Section 2: BASW Curriculum**

*To graduate with a BASW major, a student:*

1. Completes a **minimum of 120** credits. These include:
  - a. Eighteen (18) credits of Social and Behavioral Science Courses with at least one course in each of the following areas:
    - i. Anthropology 3 crs
    - ii. Economics 3 crs
    - iii. Gender/Sexuality/Women’s Studies 3 crs
    - iv. Political Science 3 crs
    - v. Psychology 3 crs
    - vi. Sociology 3 crs

2. Other Course Requirements:
  - i. Africana Studies 3 crs
  - ii. English Composition 3 crs
  - iii. Global Studies 3 crs
  - iv. Human Biology 3 crs
  - v. Religion/Spirituality  
(Any Religious Studies class attribute course) 3 crs
  - vi. Statistics 3 crs

**NOTE:** Some or all of the above courses may have been taken as part of the 60 credits required for admission.

3. Forty-eight (48) credits of the following required BASW social work courses (including field) **and** a social work elective:
  - i. SOCWRK 1000: Introduction to Social Work
  - ii. SOCWRK 1005: Foundations of the Welfare State
  - iii. SOCWRK 1006: Policy Analysis
  - iv. SOCWRK 1008: Generalist Social Work Practice with Diverse Populations
  - v. SOCWRK 1011: Introduction to Generalist Methods: SW with Individuals & families
  - vi. SOCWRK 1012: Social Work with Communities & Organizations
  - vii. SOCWRK 1013: Social Work with Groups
  - viii. SOCWRK 1015: Human Behavior & Social Environment
  - ix. SOCWRK 1020: Introduction to Social Work Research
  - x. SOCWRK 1024: Practicum Seminar and Lab 1
  - xi. SOCWRK 1025: Practicum 1 (6 credits)
  - xii. SOCWRK 1026: Practicum Seminar & Lab 2
  - xiii. SOCWRK 1027: Practicum 2 (6 credits)
  - xiv. Elective (Elective classes include SOCWRK 1058: Social Work & Economics; SOCWRK 1063: African-American Health Issues; SOCWRK 1079: Child Welfare Services and SOCWRK 1088: Special Topics)

\* Note: AFRCNA 1710 is an equivalent of SOCWRK 1063 African American Health Issues

***As of Fall 2021, to obtain a Social Work minor, a student:***

1. Successfully completes 15 credits from the following courses:
  - a. SOCWRK 1000: Introduction to Social Work (required for registration in all subsequent courses except SOCWRK 1005 and various electives) \*
  - b. SOCWRK 1005: Foundations of the Welfare State
  - c. SOCWRK 1006: Policy Analysis\*
  - d. SOCWRK 1035: Global Perspectives Social Work
  - e. SOCWRK 1040: Poverty and Income Inequality: Social Responses
  - f. SOCWRK 1058: Economics and Social Work
  - g. SOCWRK 1079: Child Welfare Services
  - h. SOCWRK 1088: Special Topics (1-3 credits)

**NOTE:** SOCWRK 1000 and SOCWRK 1006 are service-learning courses and require 45 hours of volunteer service as part of the course.

***To complete a Bachelor of Philosophy (BPhil) Degree:***

In the spirit of intellectual curiosity envisioned by the Board of Trustees and the David C. Frederick Honors College when the Bachelor of Philosophy degree (B.Phil.) was created, the B.Phil. in Social work creates the opportunity for social work majors to engage in independent research and scholarly work toward a more rigorous baccalaureate degree; one traditionally reserved for the graduate level. In combination with the David C. Frederick Honors College, the B.Phil. “preserves an element of intellectual scope, ever the distinctive feature of American undergraduate education (A. Stewart).”

**Process:**

1. BASW majors who meet the David C. Frederick Honors College eligibility requirements and who are interested in pursuing a Bachelor of Philosophy Degree in Social Work (B.Phil. in Social Work) jointly offered between the David C. Frederick Honors College, and the School of Social Work will make an appointment with the BASW Program Director to review criteria and process for the degree.
  - a. The B.Phil. in Social Work requires a student to fulfil the BASW degree requirements with a 3.50 Social Work GPA or higher.
2. Based upon a BASW student’s area of interest, a School of Social Work thesis advisor is assigned. The BASW Program Director and the student’s advisor will meet with the



student to draft a Program of Study/Curriculum Plan. **Note:** It is unlikely a student will be able to complete the BASW degree requirements as well as complete the B.Phil. in Social Work degree requirements in the four full-time semesters allotted to the BASW degree as an upper division major. Therefore, prospective B.Phil. in Social Work students are cautioned to budget for up to an additional year of study.

3. Once the advisor has been assigned and the Program of Study/Curriculum Plan is agreed upon, the prospective B.Phil. in Social Work student makes an appointment with the David C. Frederick Honors College advising staff regarding Honors College qualifications for degree candidacy. David C. Frederick Honors College ( [BPhil Degree](#) ) requirements to be eligible for a B.Phil. include:
  - a. Maintaining a 3.50 GPA or higher in the BASW major in the School of Social Work and a 3.50 GPA or higher overall at the University of Pittsburgh.
  - b. Transfer students must have an incoming GPA of 3.50 or higher and maintain a 3.50 GPA in BASW major coursework offered through the Social Work as well as a 3.50 GPA or higher overall at the University of Pittsburgh.
  - c. In unusual circumstances, a student who shows exceptional promise but does not meet the above requirements may be accepted to B.Phil. in Social Work candidacy as recommended by the BASW Program Director in the School of Social Work and determined by the David C. Frederick Honors College advising staff.
  
4. In order to earn a B.Phil. in Social Work, students complete the *Special Degree Requirement* of an independent research culminating in the production of an original undergraduate thesis.
  - a. The thesis will be completed under the tutelage of the faculty advisor who will guide the student in designing and implementing the research project as well as in writing the thesis.
  - b. At least two terms prior to the B.Phil. in Social Work student's expected date of graduation a synopsis of the proposed research (approved by the School of Social Work thesis advisor) will be submitted to the David C. Frederick Honors College.
  - c. By the last term in residence, the student will:
    - i. Submit a revised and completed thesis to their Faculty Advisor (for distribution to the Examining Committee) at least five weeks prior to the end of the term.

- ii. Defend their thesis to a faculty Examination Committee selected by the faculty advisor.
  - 1. The evaluation before the faculty examination committee will:
    - a. Include a faculty member from outside the University of Pittsburgh as an invited member of the Examination Committee.
    - b. Consist of a public presentation and discussion of the thesis project followed by a private oral examination conducted by the Examining Committee.
  - 2. Recommendation from the Faculty Examination Committee for the awarding of the B.Phil. in Social Work degree will be made to the Dean of the David C. Frederick Honors College, who, after certifying that all aspects of the BASW degree requirements as well as the B.Phil. *Special Degree Requirements* have been fulfilled, will make a recommendation to the David C. Frederick Honors College. The B.Phil. in Social Work degree will be conferred *jointly* by the School of Social Work and the David C. Frederick Honors College through the granting of a single Bachelor of Philosophy in Social Work diploma.

***BASW Program Enrollment Options and Class Scheduling:***

With the exception of Introduction to Social Work (SOCWRK 1000), required courses in the BASW Program are *offered only one time per year* in the following sequence. And, with the exception of Practicum 1 and Practicum 2 (each of which is offered for 6 credits per term), each required course in the BASW Program is offered for 3 credits.

The course schedule listed below allows students to plan accordingly in order to facilitate their completion of the major in two full-time years of study. Courses in the BASW Program build directly on others and can be thought of as constituting a “sequence”. Typically, these “sequences” involve required practice, social welfare policy, and human behavior and the social environment courses. Students are encouraged to refer to SSW Policy #9:2 – BASW Academic Standing Policy for delineation of the successful completion of course sequences.

**BASW Major Full-Time Enrollment Option**  
***Full-Time Junior Year***

**Fall**

**Spring**

SW 1000: Introduction to Social Work	SW 1006: Policy Analysis
SW 1005: Foundations of the Welfare State	SW 1012: Social Work w/Community/Organztns
SW 1011: Intro Genrlst Mthd.:SW w/Indiv./Families	SW 1008: Genrlst SW Practice w/Diverse Pop
SW 1015: Human Behavior & the Social Envrnmnt	<i>Two 3-Credit Electives</i>
<i>One 3-Credit social work Elective</i>	

**Full-Time Senior Year**

**Fall**

**Spring**

SW 1020: Introduction to Social Work Research	SW 1026: Practicum Seminar & Lab 2
SW 1013: Social Work with Groups	SW 1027: Practicum 12 (6 credits)
SW 1024: Practicum Seminar and Lab 1	<i>Two 3-credit electives</i>
SW 1025: Practicum 1 (6 credits)	

**BASW Major Part-Time Enrollment Options**

Though the BASW major is designed to be completed in four full-time semesters, two part-time options are also available to students. Part-time students may complete the BASW major in either three or four years as follows:

**Three-Year Part-Time Option**

***Part-Time Year One (of 3)***

**Fall**

**Spring**

SW 1000: Introduction to Social Work	SW 1006: Policy Analysis
SW 1005: Foundations of the Welfare State	SW 1012: Social Work w/Community/Organztns
SW 1011: IntroGenrlst Mthd:SWw/Indiv/Families	<i>One 3 credit social work elective</i>

***Part-Time Year Two (of 3)***

**Fall**

**Spring**

SW 1015: Human Behavior & Social Envrnmnt	SW 1008: Genrlst SW Practice w/Diverse Pop
SW 1013: Social Work with Groups	<i>Two 3-Credit Electives</i>

One 3-Credit Elective

**Part-Time Year Three (of 3)**

**Fall**

SW 1020: Introduction to Social Work Research  
SW 1024: Practicum Seminar & Lab 1  
SW 1025: Practicum 1 (6 credits)

**Spring**

SW 1026: Practicum Seminar & Lab 2  
SW 1027: Practicum 2 (6 credits)  
*One 3-Credit Elective*

**Four-Year Part-Time Option**

**Part-Time Year One (of 4)**

**Fall**

SW 1000: Introduction to Social Work  
SW 1005: Foundations of the Welfare State

**Spring**

SW 1006: Policy Analysis  
*One 3-Credit Social Work Elective*

**Summer Year One (of 4)**

One 3-Credit Elective

**Part-Time Year Two (of 4)**

**Fall**

SW 1011: IntroGenrlst Mthd:SWw/Indiv/Families  
SW 1015: Human Behavior & Social Environment

**Spring**

SW 1012: Social Work w/Communities & Orgs.

**Summer Year Two (of 4)**

One 3-Credit Elective

**Part-Time Year Three (of 4)**

**Fall**

SW 1020: Introduction to Social Work Research  
SW 1013: Social Work with Groups

**Spring**

SW 1008: Genrlst SW Practice w/Diverse Pop

*One 3-Credit Elective*

**Part-Time Year Four (of 4)**

**Fall**

SW 1024: Practicum Seminar & Lab I  
SW 1025: Practicum 1 (6 credits)

**Spring**

SW1026: Practicum Seminar & Lab II  
SW 1027: Practicum 2 (6 credits)

### **Academic Standing (Policy #9:2)**

In order to remain in good academic standing and to be graduated with a BASW major or a Social Work minor, all students must obtain a grade of “C-“or better in all required courses (including Practicum 1 & Practicum 2 as applicable); maintain a minimum GPA 2.50 on a 4.00 scale in their required social work major courses; maintain a minimum cumulative GPA of 2.50 on a 4.00 scale in all university courses.

### **Graduating with Honors (Policy #9:2)**

The BASW Program honors those BASW majors whose academic performance (cumulative GPA) places them in the upper two percent (2%) of their graduating class. These students are considered for Honors Recognition at the Annual Honors Convocation conducted by the University in the spring of each year. BASW majors are also eligible for membership in *Phi Alpha*, the National Social Work Honor Society, if they have completed their social work major with a social work GPA of 3.50 or higher.

## **Section 3: Field Education**

### **Introduction: Field Education in the BASW Program**

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. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the social work practice setting. It is a basic precept of social work education that the two interrelated components of curriculum (classroom learning and field instruction) are of *equal* importance within the curriculum, with each contributing 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 outlined by the School and the Council on Social Work Education Educational and Policy Accreditation Standards (EPAS, 2015) for each level.

In the BASW Program, students must successfully complete 600 hours (12 credit hours) of field education during their last two semesters in the program.

The BASW student is in field placement each semester three (3) days each week for approximately eight (8) hours per day. Students are concurrently enrolled in a three (3) credit practicum lab during each term of field placement. The instructor for the practicum lab serves as the faculty liaison to the student's field setting. The focus of the BASW field placement is the *generalist* practice method. In generalist field the student learns to identify with the social work profession and to apply 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 on professional practice.

The nine generalist social work competencies students work toward include:

1. Demonstrate Ethical and Professional Behavior
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

Demonstration of competence in the generalist field is informed by knowledge, values, skills, cognitive and affective processes that include the student's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situation.

To prepare for field, BASW students:

1. Complete prerequisite coursework and are in good academic standing.
2. Submit a *Request for Field Placement* form to the Office of Field Education through the Office of Field Education software platform, SONIA.

*Request for Field Placement* Forms must be submitted between February 1-15 of the student's junior year. Students will upload a copy of their current résumé to the online Field Request Form in SONIA. This résumé will be made available to any potential field instructor either prior to or during their interview with the student. Any standard résumé format is acceptable.

Should upload a letter specifying any needed DRS accommodation for field (see policy #13:B36).

Students should not request to be placed in field settings where they (or a family or chosen family member) have received or currently are receiving services.

3. Submit a completed *Student Agreement/Release of Information* form. These forms are completed during the admissions process.
4. Submit documentation of completed *Mandated Reporter Training*. This training must be completed prior to submitting the *Request for Field Placement* form.

Once the *Request for Field Placement* form is received by the Office of Field Education an appointment with a field advisor will be arranged. Students are not permitted to make independent arrangements for field placements or to “shop” for their own field placements. All approved field sites sign an *Affiliation Agreement* with the School of Social Work which establishes the contractual relationship between the field site and the School of Social Work. Larger agencies and organizations usually will not respond to a student request for an interview; interviews are granted only when field personnel have consulted with an agency representative prior to the student call. Some agencies may not be able to accommodate students during a particular term or there may be field settings that will accept only first and second year MSW students.

Field instructor approval and assignment must be made by Field Education Faculty. Field Faculty cannot guarantee a student stipend from an agency.

Notification of a field instructor and field placement potential “match” are provided to the student once the potential field site has confirmed an interest in interviewing the student.

The potential field instructor at that site will reach out to the student to schedule an interview. In larger agencies, an identified site contact may first interview the student to facilitate the appropriate match between specific students and field instructors. The Field Advisor will make the student aware of any special requirements for the site that is needed prior to the interview. In all cases, the student must meet with the actual field instructor before the field placement arrangements are finalized.

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). Obtaining this information is the responsibility of the student. Students can access these and other forms through [Clearances](#).

At the close of the interview, students should inquire about the agency 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 arriving at a decision.

Following the interview, the student submits a *Field Placement Confirmation* form, which will be completed through the Field Education software program SONIA. A field placement cannot be confirmed without submission of this form.

The next section of this BASW Program Handbook provides the policies and procedures for field education. These are presented in a temporal order that provides the chronological sequence for preparing for, successfully matching, and successfully completing a generalist field placement.

Students should also become familiar with: [Field Education](#).

For further information, please contact: **Director, Office of Field Education:** Tonya Slawinski, PhD, [tslawin@pitt.edu](mailto:tslawin@pitt.edu)

### ***Special Paid-Field Placement Opportunities Available to BASW Students***

#### **Child Welfare Education for Baccalaureates (CWEB)**

The Child Welfare Education for Baccalaureates (CWEB) program is a cooperative effort between the United States Administration for Children and Families (<https://www.acf.hhs.gov/>), the Pennsylvania Department of Human Services (<https://www.dhs.pa.gov/Pages/default.aspx>), and fifteen undergraduate social work degree programs in Pennsylvania (all of which are accredited by the Council on Social Work Education). Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors to prepare for employment in one of the 67 public child welfare agencies in the Commonwealth. Qualified students who are enrolled as social work majors in any of the approved schools (on either a full-time or part-time basis) may receive an educational fellowship in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency immediately following their undergraduate studies. Participants engage in the certification training required for all public child welfare caseworkers, Foundations of Pennsylvania Child Welfare Practice, as part of their CWEB experience (<http://www.pacwrc.pitt.edu/Foundations.htm>) and are able to move into full-time employment following graduation.

Any enrolled undergraduate social work major in any of the 15 approved schools may apply provided the applicant is at least a junior; has a satisfactory academic grade point average; and has a recommendation from the faculty of their social work program. Students in default of federal educational loans are ineligible.

All applicants must complete the Online CWEB Application at: [CWEB Login](#)

Additionally, the following documents are required to complete an application to CWEB:



1. Current Resume
2. Faculty Recommendation
3. Academic Transcripts
4. Current Driver's License
5. Personal Statement (Questions on Application website)

For further information, please contact: **CWEB Academic Coordinator:** Brooke Rawls, Ph.D., LCSW, [bnr21@pitt.edu](mailto:bnr21@pitt.edu)

The Principal Investigator for the Child Welfare Education and Research Programs is Helen Cahalane, PhD, ACSW, LCSW, [hcupgh@pitt.edu](mailto:hcupgh@pitt.edu). Professor Laura Borish is the Agency Coordinator for both the CWEB and CWEL programs, [lbb14@pitt.edu](mailto:lbb14@pitt.edu).

### **Hartford Partnership Program for Aging Education**

The Hartford Partnership Program for Aging Education is a unique educational program designed to enhance both direct practice and leadership skills in gerontology. Program participation will enable social work students to become highly skilled practitioners. The program is based upon development of specific geriatric competencies across services sectors and with the diverse older adult population. It is offered, with appropriate variation in course work, competencies, and field experience, for both Masters' and Bachelor's students.

The model includes:

1. rotation through different senior programs
2. opportunities to work with well to frail older adults
3. a community enhancement project (
4. potential stipend support with most partners
5. engagement with community agencies

Benefits for All Geriatric Fellows include:

1. Potential stipends for those semesters in which a student does field work.
2. A focus on developing aging competencies through field placement.
3. Opportunities to learn from outstanding faculty and community leaders.
4. Opportunities to attend local conferences and programs on aging and gerontology.
5. Affiliation and networking with the Social Work Leadership Institute through the New York Academy of Medicine and the John A. Hartford Foundation.

6. Contacts to and networking with leaders and organizations serving older adults in Western Pennsylvania.
7. Student seminars and professional development experiences that give students the opportunity to learn from and with each other, as well as from their field instructors and outside experts. These seminars enhance the integration of class and field learning.

All applicants must complete an application: [Hartford Fellowship](#)

Additionally, the following are required:

1. Bachelor's-level social work student, junior year, good academic standing.
2. Demonstrated ability to work well with others.
3. Commitment to participate in evaluation of this educational model.
4. Willingness to accept field experiences at partner agencies.
5. Willingness to take an aging-related elective.

For further information, please contact: **HPPAE Program Coordinator:** Kelsey Ott-Sudik, [keo97@pitt.edu](mailto:keo97@pitt.edu)

## **Policy 13:B30      Numbering of Field Education Policies – BASW Program**

As part of the BASW Program’s 2020 reaffirmation effort field education policies were reviewed and some were revised.

Current field education policies begin with this policy, which is designated Policy 13:B30. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms and conditions of enrollment, and the language is not intended to create a contract between the University of Pittsburgh’s School of Social Work and its students. To the extent any policy contained in this Handbook is inconsistent with the law, such policy is superseded by law.

## Policy 13:B31      Definition of Key Terms – BASW Program

As used in these BASW Field Education Policies:

1. **A student** refers to an individual who has been admitted to and has matriculated in the BASW Program of the School of Social Work, University of Pittsburgh.
2. **A field placement agency** is the site where the student completes the assigned field experience. The U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act.  
([Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act | U.S. Department of Labor \(dol.gov\)](#))
3. **A Field Instructor** is an individual who provides educational supervision to a student. To be a field instructor, an individual must possess a Master's degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience (in rare instances, and only with prior approval from the Director of Field Education, a field instructor may be an individual who possess a baccalaureate degree from a CSWE-accredited social work program and a minimum of two years' post-baccalaureate social work practice experience).
4. **A Task Supervisor** is an agency employee who provides day-to-day supervision of a student when a field instructor is not present.
5. **The Office of Field Education** is the unit in the School of Social Work that has overall responsibility for field education, including developing policies and procedures; identifying and selecting new field placement agencies, including purposefully recruiting agencies that provide a supportive and inclusive learning environment that models affirmation and respect for diversity and difference; providing training; maintaining contact with field placement agencies and field instructors; supporting student safety; monitoring of student learning; and evaluating field education effectiveness.
6. **The Director of Field Education** has administrative oversight for the field education program in its entirety. The Director of Field Education reports to the Associate Dean for Academic Affairs. The Director of Field Education must possess a doctoral degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.
7. **A Field Advisor** is the individual who is responsible for placing students. The field advisor is the person who develops new field sites, monitors current field placements, and guides students along with the student's academic advisor. In certain circumstances, they may serve as the field instructor and/or the field liaison. To be a field advisor, an individual must possess a Master's degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.

8. **A Field Liaison** is the individual who is responsible for following and monitoring assigned students through the field experience and for having on-site contact with the student and field instructor at least once per semester. The field liaison engages in continuing dialogue with the setting and field instructor. In certain circumstances, the field liaison may serve as the student's field instructor. To be a field liaison, an individual must possess a Master's degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.
  
9. **A Practicum Seminar and Lab instructor** acts in the capacity of the field liaison and academic advisor for the students enrolled in their section of Practicum Seminar and Lab I and/or II.

## **Policy 13:B32      Definition and Purpose of Field Education – BASW Program**

### **I. Definition**

Field Education is the signature pedagogy for social work. It serves as the opportunity to apply classroom learning to generalist social work practice with individuals, families, groups, organizations, and communities. Examples from students' field placements also are brought back to the classroom, further enriching the classroom experience and ensuring the integration of classroom instruction and field learning.

### **II. Purpose**

#### **A. General Design**

The design of the field experience should meet the BASW Program's educational requirements and provide opportunities for students to demonstrate the nine (9) social work competencies and their concomitant behaviors.

#### **B. The Generalist Field Placement**

Generalist practice is 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 in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. 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 on professional practice.

Students completing generalist field placements are placed at agencies that provide generalist practice opportunities that allow them to demonstrate social work competencies and their concomitant behaviors with individuals, families, groups, organizations, and communities. All students in their generalist field placements can develop their social work competencies and their concomitant behaviors through in-person contact with individuals, families, groups, organization, and communities.

Generalist field placements provide a broad range of learning experiences and assignment of professional responsibilities consistent with their educational level and professional development. Educational goals and competencies are reflected in writing in an educational plan known as the BASW Generalist Field Learning Plan.

**Policy 13:B33 Admission to Field Education and Securing a Field Placement –  
BASW Program**

- I. Criteria for Admission to Field Education
- A. Students who wish to begin their BASW Generalist field placement must first be admitted to and matriculated in the BASW Program ([BASW Admissions](#)).
  - B. Students must have successfully completed the required pre-requisite courses (i.e., SW1000, SW1005, SW1006, SW1008, SW1011, SW1012, and SW1015) and must be in good academic standing.
  - C. Students must complete and submit the following:
    - 1. Student Agreement/Release of Information
    - 2. Field Request Form, which must be completed whenever a student requests a new field placement. This form is completed through SONIA, the field education software program.
    - 3. Mandated Reporter Training available in Canvas and certificates of completion are housed in the student account in SONIA
  - D. Only BASW students who meet the above criteria will be admitted to field education; non-compliance with any of the above will be reported to the BASW Program Director and the Director of Field Education.

**Procedures:**

- 1. Incoming BASW students attend a Field Orientation Seminar during the full-day orientation held for new students entering the BASW Program. This session provides an overview of field education in the BASW Program, criteria for entry into field education, and details about how to begin the process of obtaining a field placement; a process that begins second semester of their junior year.
- 2. Information regarding the criteria for admission to field education is reinforced.
- 3. Student Agreement/Release of Information

Applicants to the BASW Program receive the Student Agreement/Release of Information as part of their application packet. The Student Agreement/Release of Information informs applicants of the possible need for clearances as well as

workplace and liability issues; it also contains language that authorizes the Office of Field Education to eventually share information with potential field placement agencies for the purpose of arranging field placements. Applicants must e-sign the form and submit it along with other application materials to the Admission's Office. An applicant will not be considered for admission to the BASW Program, and hence will not be able to matriculate in the BASW Program, unless the e-signed Student Agreement/Release of Information is received and placed in the student's file.

#### 4. Request for Field Placement Form

During the spring semester of the junior year, BASW students attend an additional Orientation to Field Meeting. At this meeting, the criteria for entering field, the field placement process, field placement options, and required paperwork are reviewed. Students are informed of the submission deadlines and where to locate information posted on the Field Education website. Once completed the student will upload the document in SONIA

#### 5. Mandated Reporter Training

BASW students receive initial information about the Mandated Reporter Training during their Orientation to Field meeting. Students complete the Mandated Reporter training by accessing the training online in Canvas; certificates of training completion are electronically uploaded by students into their SONIA account.

## II. Securing a Field Placement: The Matching Process

Field placement assignments are made by field advisors. Students are not permitted to independently seek or secure their own field placements.

BASW students must follow all procedures and deadlines established by the Office of Field Education for field placement application, selection, and interviewing.

Failure to follow the required procedures and deadlines, as described below, may result in the student not securing (or experiencing a delay in securing) a field placement.

### **Procedures:**

1. After receiving the student's Request for Field Placement Form and résumé, the field advisor interviews the student. This interview may be conducted by phone, e-mail, or in-person.



2. In advance of beginning field placement process, the field advisor checks that the student has successfully completed the required pre-requisite courses (i.e., SW1000, SW1005, SW1006, SW1008, SW1011, SW1012, and SW1015); is in good academic standing; and is registered for SW1020; SW1013; SW1024; and SW1025 (6 credits).
3. In rare circumstances, a student can provide information about a potential field placement to their field advisor for further exploration. Such circumstances typically involve a student who wishes to complete the placement in a different geographic locale or who knows of a new agency that might be a suitable field placement.
4. A student who is interested in completing a field placement:
  - a. Outside their campus's geographic area should submit a written request their field advisor, the Director of Field Education, and the BASW Program Director. Final approval of a request is made by the Director of Field Education and is contingent on the availability of an approved field placement, field instructor, and Practicum Seminar and Lab instructor in their role as the field liaison to monitor the student's experience.
  - b. At their place of employment must adhere to the criteria and procedures identified in Policy 13:B39.
5. The field advisor notifies the student by email of the proposed field site and the name of the designated contact person, who may be the proposed field instructor.
6. BASW students are expected to act in a manner that conforms to standards of professional and ethical conduct as specified by the NASW Code of Ethics ([Code of Ethics](#)); also see the Academic and Professional Behavior Policy (Policy #11.1) for more detailed information about expected student conduct).
7. The agency will reach out to the student to schedule an interview with an identified agency contact.
8. If the student and the field placement agency's designated contact person (who may be the prospective field instructor) agree to the field placement assignment, they both must complete separate one-page BASW Field Placement Confirmation Forms. The forms will be completed online and signatures of the student, the field instructor and the field advisor are

required. Until the BASW Field Placement Confirmation Form is received, the field placement may not begin and field hours will not be accrued.

9. In most instances, the student is responsible for obtaining a child abuse clearance, a criminal record background check, or a drug screening, if these are required by a field placement agency. At times, the agency will obtain the necessary clearances for the student. The cost of obtaining any required clearance often is the student's responsibility; some agencies may cover these costs, depending on their policies. There are instances where the student may be liable for additional agency fees, such as access to agency software systems. Physical examinations and proof of vaccinations may also be required in some instances.

When the student is the party responsible for obtaining the required clearance, it is their responsibility to submit the documentation to the field instructor or staff member identified by the agency. This must occur before the student begins their field placement.

Failure to submit required clearances by the due date typically will prevent the student from beginning the field placement, a decision that rests with the field placement agency.

**Details:**

1. Information and resources for students related to obtaining clearances is available at: [Clearances](#)
10. If a student or the field placement agency's designated contact person (who may be the prospective field instructor) do not agree to the field placement assignment, the BASW field confirmation form indicates that this was not a match in SONIA and other options for placements are explored.
11. The option of interviewing with potential field placement agencies can be exercised three times. If there is an inability to match a BASW student to a field placement after three interviews, the situation is reviewed by the Director of Field Education, the BASW Program Director, and the Associate Dean for Academic Affairs. An individualized plan will be developed to assist the student in finding a field placement agency. Students who fail to implement the individualized plan, and therefore are not making academic progress in the BASW Program, may be placed on academic probation (see Academic and Professional Behavior Policy #11.1).

**Details:**

1. Information about the Field Placement Process can be found on the website: [BASW Field Education](#)
2. It is the student's responsibility to coordinate the schedule of hours to be spent at the field placement with their identified field instructor.

## **Policy 13:B34      Field Education Hours – BASW Program**

### **I.      Number of Required Hours**

BASW students are required to complete 600 hours of field education.

### **II.     Completion of Required Hours**

A. Students may not complete less than 12 hours per week of field placement in a semester and must satisfactorily complete the total number of hours required by the BASW Program.

B. The amount of time a student spends in field should be reflected in their registration; one credit of field education equals 50 hours.

F. No BASW student may complete a field placement more than two weeks early.

G. A field education grade will not be entered until the student completes the number of hours of field placement for which they are registered.

### **III.    Observance of Holidays**

Students in field are 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 agency's program, the student may negotiate an agreement satisfactory to all parties: student, field instructor, and Practicum Seminar and Lab instructor in their role as the field liaison. A statement of this 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.

### **IV.    Deviation from the Established Educational Design for Field**

A student must submit a written request for deviation from the established educational design for field to their academic and field advisors, the BASW 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 include a Leave of Absence (Policy 26:1), a move to another geographic area, or a change in employment schedule.

## **Policy 13:B35      Required Documentation While in Field – BASW Program**

### **I.      BASW Generalist Field Learning Plan**

Students are responsible for obtaining, completing with the field instructor, and electronically submitting a signed BASW Generalist Field Learning Plan for each semester of field placement. The student will receive notification through SONIA that their Field Learning Plan is available for completion. Once the student and the field instructor and Task Supervisor (if applicable) have completed the field learning plan, it will be forwarded to the Field Liaison for review and approval. The completed and signed BASW Generalist Field Learning Plan must be submitted within 30 days of the start of the student's field placement.

### **II.     Time Sheet**

Students are responsible for obtaining, completing with the field instructor, and electronically submitting a signed Time Sheet at the end of each semester of the field placement. The student and Field Instructor will have access to complete the Timesheet through the online software program, SONIA. The Field Liaison will monitor the timesheet throughout the semester to make sure that the student is on track with their placement hours.

### **III.    BASW Generalist Field Evaluation**

Students are responsible for obtaining, completing with the field instructor, and electronically submitting a signed BASW Generalist Field Evaluation for each semester of the field placement. The student and Field Instructor and Task Supervisor (if applicable) are notified that the Field Evaluation is available for completion through the SONIA field software program. Upon completion by the student and the field instructor, the Field Liaison will review and approve.

### **IV.    Evaluation of the Generalist Field Experience**

At the conclusion of the BASW Generalist field placement in the Spring semester, students receive an individualized Qualtrics link so that they can evaluate their field experiences. The student is asked to complete and electronically submit the Evaluation of the Field Placement via the individualized Qualtrics link. This information is gathered, analyzed, and discussed by the Director of Field Education with field advisors and the BASW Program Director and BASW Program Committee and faculty.

**Procedures:**

1. During their Orientation to Field meeting with students to discuss field placement options, field advisors reinforce the importance of completing and submitting these forms and ensure that students know how to access them.
2. These forms and processes are also reviewed in the Practicum Seminar and Lab courses, in which all BASW students are enrolled concurrent with field.
3. A field education grade will not be entered until the documents identified in I., II. and III. (above) are completed, signed, and submitted.

## **Policy 13:B36      Student Safety in Field Education – BASW Program**

- I. The BASW Program mandates all members of our community – students, field instructors, field advisors and Practicum Seminar and Lab instructor in their role as the field liaisons, the Director of Field Education, and other BASW Program faculty and administrators involved in field education to discuss student safety and the process of reporting concerns. Acknowledging issues of safety related to field education and knowing what to do if a concern arises are critical to ensuring the field student’s well-being in a safe, productive learning experience. The Field Safety Review Form, which offers a comprehensive assessment of issues related to students’ safety during their field placements, serves as a key vehicle for attempting to ensure student safety in field education.
  
- II. **Field Safety Review Form**
  - A. The Field Safety Review Form is initially discussed with students at the Field Orientation Session that occurs during the orientation for new students and, again, at the Orientation to Field meeting held during spring semester of junior year. Information on the Field Safety Review Form is reinforced for students in Practicum Seminar and Lab I, where it is completed as an assignment within the first 30 days.
  - B. Any time a student begins a field placement they are required to complete and submit the Field Safety Review Form which is located in SONIA, the Field Education software program.
  - C. Any concerns identified by the student during the completion of the Field Safety Review Form should be discussed with the field instructor and the Practicum Seminar and Lab instructor in their role as the field liaison.
  - D. The Field Safety Review Form must be completed within 30 days of beginning a field placement. The completed, signed Field Safety Review form is completed as a requirement of the Practicum Seminar and Lab I course. This form will be completed and housed in SONIA under the Student Profile
  - E. Failure to submit the completed Field Safety Review Form within the first 30 days of a field placement will result in the student being suspended from the field placement until the form is completed.

### **Procedures:**

1. The student reviews the NASW Guidelines for Social Work Safety in the Workplace ([Social Work Safety](#))

2. The student is familiar with the field placement agency's safety policies and participates in safety trainings, if they are available.
3. The student is aware of the University's professional liability coverage and provides documentation of such coverage to the field placement agency, if requested.
4. The student is aware of the fire procedures at the field placement agency.
5. The student is familiar with the physical environment of the field placement site and discusses the safety of the field placement's physical environment with the field instructor.
6. The student who is expected to make home visits is familiar with the field placement agency's policies related to home visits and to client/consumer/constituent transport.
7. The student who is expected to make home visits discusses safety measures for home visit with the field instructor.

**Details:**

1. If following the discussion of safety measures for home visits with the field instructor, a student continues to feel uncomfortable performing home visits alone, the student informs their Practicum Seminar and Lab instructor in their role as the field liaison who, with the student's field advisor, assists the student in negotiating a solution with the field instructor
8. The student who is expected to engage in outreach activities is familiar with the field placement agency's policies related to outreach.
9. The student who is expected to engage in outreach activities discusses safety measures for outreach activities with the field instructor.

**Details:**

1. If following the discussion of safety measures for outreach activities with the field instructor, a student continues to feel uncomfortable performing outreach activities alone, the student informs their Practicum Seminar and Lab instructor in their role as the field liaison who, with the student's field advisor, assists the student in negotiating a solution with the field instructor.



10. The student who is expected to use their own vehicle for tasks related to the field placement is familiar with the field placement agency's insurance coverage related to the use of a personal vehicle.
11. The student who is expected to use their personal vehicle for tasks related to the field placement is familiar with their own automobile insurance coverage in the event an accident occurs while using the vehicle for field activities.

**Details:**

1. If a student feels uncomfortable with using their own vehicle should discuss the matter with the field instructor. If following the discussion with the field instructor the student continues to feel uncomfortable about using their own vehicle for field placement activities, the student should inform their Practicum Seminar and Lab instructor in their role as the field liaison who, with the student's field advisor, assists the student in negotiating a solution with the field instructor.
12. The student's immunizations, TB test, and/or other medical tests are up-to-date and provided to the field placement agency, if requested.

**Details:**

1. If immunizations, TB test, and/or other medical tests are not current, it is the student's responsibility to arrange for and to incur the cost of these tests. Student Health Services may provide immunization services to students and any records related to their services, including immunizations, will be maintained by Student Health Services in accordance with their policies and procedures. Student records are housed in a HIPAA compliant platform
13. The student receives information on potential physical harm and how to protect oneself from potential injuries by clients/consumers/constituents.
  14. The student receives information on potential communicable diseases and precautions that can be taken to reduce one's risks.
  15. The student is oriented to field placement agency policies and procedures for crises or disasters and understands what might be expected of them as an intern.
  16. The student knows who to contact if they feel physically threatened or unsafe at their field placement.

17. The student is oriented to the field placement agency's policy and procedures regarding sexual harassment or sexual assault in the workplace.

**Details:**

1. The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment and sexual violence have no place on our campus. 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. To help advance the University's goal of eradicating sexual misconduct, the Office of Sexual Harassment and Assault Response and Education (SHARE) offers resources to help all members of our university community report, cope with, and prevent incidents of sexual misconduct or assault. ([SHARE Office](#))
2. It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.
3. Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to disciplinary action, including, but not limited to reprimand, suspension, termination or expulsion. Any disciplinary action taken will depend upon the severity of the offense

4. Definition:

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

- a. Submission to such conduct is an explicit or implicit condition of employment or academic success;
- b. Submission to or rejection of such conduct is used as the basis for an employment or academic decision; or
- c. Such conduct has the purpose or effect of:

- 1) Unreasonably interfering with an individual's work or academic performance, or
  - 2) Creating an intimidating, hostile, or offensive work or academic environment.
- d. 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.

#### 5. 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 07-14-01; [Faculty-Student Relationships](#)) 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 themselves 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.

#### 6. Complaint Procedure

Any faculty, staff, or student who believe they have been sexually harassed should contact a department chair, dean, director, supervisor, the Office of Diversity and Inclusion, the Office of Human Resources, the Office of Provost, the Coordinator of the University Student Judicial System. The complaint will either be handled by the person or office receiving the complaint or referred to the Office of Diversity and Inclusion ([Diversity Office](#))

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.

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.

Students receive information about Title IX provisions during the all-school orientation for new students.

18. The student knows how to request necessary accommodations for their field placement.

**Details:**

Further for the safety of all students and for students who require accommodations, the Recommended Procedures (outlined by the DRS office and legal counsel) on students seeking accommodations for field work through the University's Office of Disability Resources are as follows.

1. 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 advisor (person who is matching them to a field site), 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 semester. Students may start this notification when completing their Request for Field Placement Form.
2. Accommodations related to field placement are determined based on an interactive process among the student, DRS, field advisor and the Director of Field Education and the field placement agency 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.

3. Once accommodations are determined, DRS will forward a copy of the Notification of Accommodations specific to field placement to the Director of Field Education who will communicate the accommodations directly with the appropriate field advisor and the student's Practicum Seminar and Lab instructor in their role as the field liaison (person who will monitor the progress of the student during the field experience to include at least one field visit per semester). The field advisor will discuss the accommodations they are being requested directly with the field placement agency.
4. 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 (the student's field advisor and the Director of Field Education) who will review the written statement and will re-engage interactive process and/or identify an alternative field placement agency.
5. 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 advisor and the Director of Field Education for each field placement.
6. Notification of Accommodations are sent to the Director of Field Education, who grants the field advisor access to the information as needed.
7. Should the student's request for accommodations change during the duration of the field placement, DRS will re-engage with the student, the field advisor, the Director of Field Education, the student's Practicum Seminar and Lab instructor in their role as the field liaison and the field placement agency in the interactive process to determine reasonable accommodations.
8. Should the field placement agency 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 agency.
9. Field sites and instructors are informed of the DRS process as follows. A representative from DRS attends and orients all field instructors at

the Field Instructor Orientations held at the Oakland campus at the beginning of the Fall, Spring, and Summer semesters.

10. Agencies cannot be held responsible for not accommodating a student if no disability is disclosed or requested, and an undisclosed disability should not be used by the student at a later date as a reason for poor performance.
11. Students receive information about Disability Services and Resources during the all-school orientation for new students.
12. Students requesting accommodations should notify their field advisor and academic advisor and should contact the Disability Resources and Services ([drsrecep@pitt.edu](mailto:drsrecep@pitt.edu)).

## **Policy 13:B37      Stipends – BASW Program**

Although some agencies are able to offer students stipends during the field placement, many agencies cannot. The BASW Program and the Office of Field Education cannot guarantee that a student will be placed at a field placement agency that offers a stipend. Receipt of a stipend should not be construed as creating an employer-employee relationship between the field placement agency and the student.

### **Procedures:**

1. During the matching process, if a field placement agency mentions the availability of a stipend for the student, the opportunity is referred to the School of Social Work Director of Administration for processing and student notification.
2. If a student's status changes while receiving a stipend, (i.e., leave of absence, withdrawal, etc.), the stipend will be suspended during the change in status.

**Policy 13:B38**

**THIS PAGE IS INTENTIONALLY LEFT BLANK. THERE IS NO  
CURRENT POLICY 13:B38**



## **Policy 13:B39      Employment-based Field Placement - BASW Program**

- I. An employment-based field placement is defined as a field placement that occurs in the student's place of employment, but is not a function of the student's employment position.
  
- II. Students can be placed in an employment-based field placements only when all of the following criteria are met:
  - A. The agency must be an approved field placement agency.
  
  - B. The student's employment assignments and experiences must be different from the field learning assignments and experience.
  
  - C. The field learning assignments and experiences must meet the requirements of the student's educational program and level.
  
  - D. The proposed field instructor meets the criteria to be appointed as a field instructor, as described in Policy 13:B42.
  
  - E. The proposed field instructor is not the student's employment supervisor.
  
  - F. The student provides a schedule of hours that are acceptable to the field advisor, the employment supervisor, and the field instructor.

### **Procedures:**

1. The student submits the Request for BASW Employment-Based Field Placement Form at the designated time.
  
2. The field advisor interviews the student requesting an employment-based field placement. The field advisor contacts both the proposed field instructor as well as the employment supervisor before making a final recommendation to the Director of Field Education.
  
3. Recommendations are reviewed with the Director of Field Education before a final decision is made.

### **Details:**

1. In all cases, the field advisor discusses the potential for conflicts of interest with the student, the potential field instructor, the employment supervisor, and other agency

staff, as appropriate, prior to recommending approval of an employment-based field placement.

**Policy 13:B40      Student Field Placement Activities during a Strike – BASW  
Program**

- I.      Should a labor action or strike occur at a field placement agency while a student is in placement, the student cannot be forced to cross a picket line against their will.
  
- II.     Under no circumstances should the student be asked to engage in functions that are not in accord with the normal academic pursuits of their field assignment.

**Procedures:**

In the event that the field placement cannot continue as planned because of a labor action or strike:

- 1.    The student contacts their field instructor and Practicum Seminar and Lab instructor in their role as the field liaison to discuss the feasibility of developing learning tasks that would match as closely as possible the normal field assignments.
  
- 2.    If appropriate learning tasks cannot be developed and remaining out of field would jeopardize the student's academic progress, the student, Practicum Seminar and Lab instructor in their role as the field liaison, and field advisor meet to discuss options for placing the student at another field setting.

## Policy 13:B41      Field Placement Agencies – BASW Program

### I.      **Criteria for Selecting Agencies**

Agencies are selected based on their ability to:

- A. Provide in-person contact with individuals, families, groups, organizations, and communities.
- B. Offer a broad range of learning experiences and assignment of professional responsibilities consistent with the student's educational program and level.
- C. Provide a qualified field instructor(s) (see Policy 13:B42 for criteria).
  - 1. An agency that is not able to provide a qualified field instructor may be considered if it is found to offer a unique learning opportunity for students.
  - 2. The Director of Field Education makes this decision.
- D. Sign an Affiliation Agreement ([Affiliation Agreement](#))

#### **Procedures:**

- 1. Agencies can be identified as a possible field site in various ways, including by field advisors, program faculty, referral from other field instructors or agency training coordinators, self-referral, or in specific circumstances students.
- 2. Agencies providing a supportive and inclusive learning environment that models affirmation and respect for diversity and difference are purposefully recruited.
- 3. Referrals (or self-referrals) are sent to the Director of Field Education who then initiates a discussion with an agency representative to explore the agency's interest in becoming a field placement agency, ability to offer learning opportunities for students to develop Generalist Competencies and their concomitant behaviors, and the availability of a qualified field instructor. A brief review of School and agency responsibilities occurs. A site visit to the agency may be made at this time.
- 4. If the Director of Field Education determines the agency could be a suitable field placement, the agency representative is asked to complete and submit the Affiliation Agreement and other materials, such as a description of agency services and learning opportunities.

5. The Director of Field Education reviews the materials submitted. If deemed appropriate as a field placement agency, the Director of Field Education signs the Affiliation Agreement and forwards it to the Dean of the School of Social Work for final review and signature.
6. The Office of Field Education receives an electronic copy of the signed Affiliation Agreement; copies are distributed to all signatories.
7. The Office of Field Education adds the agency to the database placement options and descriptions of field placement learning opportunities.

**Details:**

1. Interested agencies can access additional information at ([Affiliation Information](#)).
2. Agencies considering being a field education placement may want to consult: *Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight*, February 25, 2014  
[2014-02-25AnnouncementreDOLandField-EF.pdf \(cswe.org\)](#)
3. The Affiliation Agreement, available at: [Affiliation Agreement](#), spells out the responsibility of the field placement agency as well as the University.
4. The Affiliation Agreement may be revised from time to time to allow for changes in educational policies, laws, and other significant factors that may impact field placement.
5. The Affiliation Agreement shall be renegotiated when executive personnel in agency/school changes or when the agency is significantly restructured.
6. Questions regarding the Affiliation Agreement should be directed to the Director of Field Education (412-648-4533; [tslawin@pitt.edu](mailto:tslawin@pitt.edu)).
7. The Office of Field Education does not maintain health records of students. If a field placement agency has required students to update immunizations, TB, or other medical tests, the student is responsible for providing the records to the field instructor or

other staff member identified by the field placement agency, as requested. The students may store those records in their SONIA account.

8. In most instances, field advisors will not recommend using agencies as field placement settings that have been in operation for less than one year.
9. Current lists of affiliated agencies organized by program level are available through the field office.

## **II. Disability Services and Accommodations**

For the safety of all students and for students who require accommodations, the recommended procedures on students seeking accommodations for field work through the University's Office of Disability Resources are described in the Field Safety Review Form (see Policy 13:B36).

## **III. Benefits to Field Placement Agencies**

The BASW Program does not provide financial or other forms of compensation to agencies that agree to be field education placements. However, agencies can play a role in the life of the BASW Program and in shaping field education by indicating their interest to service on the Field Advisory Board organized by the Director of Field Education.

## **Policy 13:B42      Field Instructors – BASW Program**

### **I.      Criteria for Appointing Field Instructors**

- A. To be appointed by the Office of Field Education to serve as a field instructor, an individual must have:
1. A Master's degree from a CSWE-accredited social work program
  2. A minimum of two years' post-Master's social work experience
  3. In rare instances, and only with prior approval from the Director of Field Education, a field instructor may be an individual who possess a baccalaureate degree from a CSWE-accredited social work program and a minimum of two years' post-baccalaureate social work practice experience.

An individual must meet graduation as well as social work practice criteria to be appointed as a field instructor.

- B. The BASW Program assumes responsibility for reinforcing the social work perspective with the field student in the rare instance when the agency staff member who would work with the student does not meet the aforementioned criteria to be appointed as a field instructor.
- C. Agency staff who do not possess either a Master's degree from a CSWE-accredited social work program or a baccalaureate degree from a CSWE-accredited social work program and two years' post-degree social work practice experience may serve as a student's task supervisor.
- D. In certain circumstances, the individual who will be the field instructor may assign day-to-day supervision to an agency employee who will function as a task supervisor. In these cases, the social work perspective is reinforced by the designated field instructor.
- E. Full-time or part-time students enrolled in a BASW or MSW program cannot serve simultaneously as field instructors for University of Pittsburgh social work students. Individuals from other educational programs who are completing internships at the agency may not supervise University of Pittsburgh social work students.

## **II. Field Instructor Application**

- A. Individuals interested in serving as a Field instructor and/or Task Supervisor must complete a Field Instructor Application. These are online forms that are sent to those individuals by the Field Instructor Administrator. Once completed, the forms are stored in SONIA and a profile will be created for that individual in SONIA
- B. The Director of Field Education reviews the application and résumé to ensure that the educational and experience criteria are met. An appointment to be a field instructor/task supervisor is made by the Director of Field Education.
- C. An individual cannot begin serving as a field instructor/Task Supervisor until the appointment is made

## **III. Field Instructor Responsibilities**

Field instructors are expected to:

- A. Provide regular and structured supervisory and instructional meetings with their student. A minimum of one hour per week of supervision is required.
- B. Model professional behaviors and practices for the student. A field instructor reinforces the social work perspective and encourage the student's professional identification and development.
- C. Contact the Practicum Seminar and Lab instructor in their role as the field liaison with questions that arise during the course of the student's field placement.
- D. Work with their student to develop learning opportunities and tasks appropriate to the student's educational program and level; the field instructor and student document these activities, which help the student to make progress toward achieving the generalist social work competencies and their concomitant behaviors, in the BASW Generalist Field Learning Plan for the field placement.
- E. Engage the student in a problem-solving process if issues arise that cannot be addressed in the normal course of supervision. The field instructor contacts the Practicum Seminar and Lab instructor in their role as the field liaison if the difficulties cannot be resolved through supervision or problem solving. The problem-solving process to be used is described in the Academic and Professional Behavior Policy #11.1.
- F. Complete with their student a BASW Generalist Field Evaluation at the end of each semester of field placement. The BASW Generalist Field Evaluation requires the field instructor and the student to honestly appraise the student's learning and professional development over the course of the semester in relation to the relevant social work their competencies and concomitant behaviors. The field instructor must



sign the BASW Generalist Field Evaluation before the student electronically submits it and their Time Sheet at the end of the semester. The student will not receive a grade for field education unless a completed and signed BASW Generalist Field Evaluation is received by the Practicum Seminar and Lab instructor in their role as the field liaison before its due date.

- G. Meet with the student and the Practicum Seminar and Lab instructor in their role as the field liaison at least once each semester to discuss the student's progress, learning opportunities and tasks, and any issues or concerns arising during the field placement. In the unusual case that an in-person meeting is not possible, the meeting may occur by phone or electronically.

#### **IV. Field Instructor Training**

Field advisors provide orientation and training to field instructors.

- A. New field instructors are required to participate in a 3-hour online Field Instructor/Task Supervisor Orientation. Online Field Instructor/Task Supervisor Orientations are offered at the beginning of the Fall, Spring, and Summer semesters. Any Field Instructor interested in obtaining a refresher can attend. Field Instructor Orientation familiarizes new Field Instructors/Task Supervisors with their role and responsibilities as educators as well as the expectations of field instruction. It describes policies pertinent to the field experience and discusses curricular issues that define the student's expected field learning assignments, including the competencies and behaviors to be developed through the field experience.

Those who complete the online Field Instructor/Task Supervisor Orientation receive 3 Continuing Education Units (CEUs);

- B. New and experienced field instructors are encouraged to attend the Seminars in Field Instruction (SIFI). The SIFI is a series of three-hour sessions designed to parallel the student and field instructor experience. It focuses on more specific strategies for educational supervision as well as problem solving. The SIFI is delivered in-person. Attendees who complete each SIFI session receive 3 CEUs.

#### **Procedures:**

1. Field instructors can access the BASW Handbook and all necessary documents at the Field Education website ([Field Education](#)).
2. A representative from DRS and TITLE IX participates in the training for all Field Instructors/Task Supervisors at the Field Instructor Orientation held at the beginning of the Fall, Spring, and Summer terms.

3. Field Instructors are asked to evaluate the effectiveness of the SIFI. A brief evaluation, including Likert-scale and open-ended items, is included as part of each session's handouts and participants are asked to complete and submit the form before leaving the session. Evaluation responses are anonymous. The information is given to the Director of Field Education for review.

## **V. Field Instructor Benefits**

While no financial remuneration is involved, field instructors are eligible for the following benefits:

- A. Ability to earn free Continuing Education Units (CEUs) by attending the online orientation and SIFI trainings that are offered.
- B. A straight 50% discount on all Continuing Education Programs sponsored by the School of Social Work, as space is available.
- C. Ability to be involved in the life of the School and to identify as part of it – attending the School of Social Work Speaker Series and the CRSP Speaker Series, and serving on the Field Advisory Board, if so selected.

## **VI. Assessment of the Field Education Process**

At end of the Spring semester, field instructors are asked to complete an assessment of the field education process, including feedback on forms, processes, and contacts with the Office of Field Education Director and Administrative Assistant, field advisors, and Practicum Seminar and Lab instructor in their role as the field liaisons. Field instructors receive an email notifying them of the opportunity to assess the field education process and providing them with an individualized Qualtrics link. These data are analyzed by the Office of Field Education and made available to the BASW Program Committee and faculty for review.

## **Policy 13:B43      Task Supervisor – BASW Program**

### **I.      Task Supervisor Responsibilities**

A task supervisor provides day-to-day supervision for a student when a qualified field instructor is not available. The task supervisor is expected to:

- A. Discuss field learning experiences and tasks relevant to the student’s educational program and level with the field instructor, the Practicum Seminar and Lab instructor in their role as the field liaison (if not also the field instructor), and the student.
- B. Participate with the field instructor, the Practicum Seminar and Lab instructor in their role as the field liaison (if not also the field instructor), and the student in an evaluation of the student’s learning and professional development during the field placement.

### **II.     Task Supervisor Training**

Task supervisors can participate in the 3-hour online Field Instructor Orientation, space permitting.

### **III.    Task Supervisor Benefits**

A task supervisor who attends and completes the online Field Instructor Orientation is eligible to receive 3 Continuing Education Units (CEUs).

## **Policy 13:B44      BASW Program and Office of Field Education Responsibilities**

### Off-Site Designated Field Instructor Revised Policy and Procedures

#### I. Limitations

The BASW Program and Office of Field Education work diligently to secure field placements for students. However, should a student fail a background check, clearance, and/or drug screen, the School of Social Work cannot guarantee that it will be able to place the student in an agency for field internship, and this may affect the student's ability to complete the requirements of the program for which they are enrolled as well as their future ability to be licensed.

#### II. Off-site Designated Field Instructor in Order to Reinforce the Social Work Perspective

##### A. Situations Necessitating the Appointment of an Off-site Designated Field Instructor to Reinforce the Social Work Perspective

In the unusual case where the agency staff member designated to work with a student does not meet the criteria for appointment as a field instructor, the BASW Program assumes responsibility for reinforcing the social work perspective with the student.

##### B. Appointment of an Off-site Designated Field Instructor to Reinforce the Social Work Perspective

- a. The Director of Field Education, with the collaboration of the field advisor, identifies someone to serve as the Off-site Designated Field Instructor.
- b. To be eligible to be appointed as the Off-site Designated Field Instructor, an individual must possess a Master's degree from a CSWE-accredited social work program and at minimum of two years' post-Master's social work practice experience.
- c. The pool of potential Off-site Designated Field Instructor candidates includes:
  - i. A member of the faculty who meets the above criteria, including someone already serving as a field advisor or field liaison, which at UPJ and UPB would be the MSW Program Coordinators.
  - ii. A retired or current social worker from the community.
  - iii. A board member of the agency.

#### Procedures:

1. In the event that the person designated to be the Off-site Designated Field Instructor is not a member of the faculty and has not previously been appointed by the School to be a field instructor, the application and appointment processes described in Policy 13:M42 will be followed.

2. The proposed Off-site Designated Field Instructor will meet with the Director of Field Education to review responsibilities and expectations of the role. At this meeting, the proposed Off-site Designated Field Instructor will be provided the contact information for the agency, student(s), task supervisor(s), the field liaison, the student's academic advisor and will be forwarded any field learning plans and evaluations currently on file in the Office of Field Education.
3. If the appointment of an Off-site Designated Field Instructor occurs during an active field placement, the Off-site Designated Field Instructor will also meet with the student's field advisor and/or field liaison to be updated regarding the student (s) placement.
4. If the Off-site Designated Field Instructor is performing this role for the first time for the School, they are expected to complete either the in-person or online Field Instructor Orientation, as described in Policy 13:M42.
5. A person appointed to be the Off-site Designated Field Instructor who is not a faculty member can receive the benefits accruing to field instructors, as described in Policy 13:M42.

C. Responsibilities of the Off-site Designated Field Instructor to Reinforce the Social Work Perspective with the Student:

The Off-site Designated Field Instructor:

1. Meets with the student for a minimum of one hour, at least once per week, to provide professional social work supervision and ensure that the student's learning and skills development are firmly rooted in the social work perspective.
2. Has regular bi-weekly contact with the agency task supervisor to discuss the student's field learning and skills development.
3. Participates in problem-solving with the agency task supervisor and the student should issues arise during the placement.
4. Participates in the field visit with the field liaison and is available for other contacts as needed. In specific situations, a faculty member may serve as both the field liaison and field instructor.
5. Engages the student in a problem-solving process if issues arise that cannot be addressed in the normal course of supervision. The Off-Site Designated Field Instructor contacts the field liaison if the difficulties cannot be resolved through supervision or problem-solving. The problem-solving process to be used is described in Policy 11:1.
6. Completes with their student a Field Evaluation at the end of each term of field placement. The Field Evaluation requires the Off-Site Designated Field Instructor, task supervisor and the student to honestly appraise the student's learning and professional development over the course of the term in relation to the relevant social work competencies (i.e., Generalist, Direct Practice, or COSA and concomitant behaviors. The

Off-Site Designated Field Instructor and student must sign the Field Evaluation before the student electronically submits it and their Time Sheet at the end of the term. The student will not receive a grade for field education unless a completed and signed Field Evaluation is received in time for review by the field liaison before its due date.

### **III. Field Liaison Responsibilities**

In the BASW Program the Practicum Seminar and Lab instructor in their capacity as the field liaison plays a pivotal role linking the BASW Program and classroom instruction to the field placement. Open and ongoing communication is essential and the Practicum Seminar and Lab instructor in their role as the field liaison is available by phone or email to discuss issues, questions, or concerns that a field instructor or student might have during the semester.

#### **A. Maintaining Contact with Field Agencies and Field Instructors**

1. Ongoing dialogue is provided through telephone, e-mail, or teleconferencing with field instructors, informing them of changes and providing other information.
2. The Practicum Seminar and Lab instructor in their role as the field liaison is required to make a minimum of one field visit per semester for each assigned field student. The purpose of the field visit is to discuss with the field instructor and the student the student's field learning activities and professional development, their progress in achieving the generalist social work competencies and their concomitant behaviors, any issues or concerns arising during the course of the semester, areas for future learning that would be of benefit to the student, and termination issues prior to the end of the placement.
3. The Practicum Seminar and Lab instructor in their role as the field liaison makes additional field visits if requested by the field instructor or student. An additional field visit typically is made when there is a problem that the field instructor and student cannot resolve.
4. When significant distances (more than 90 minutes travel time from any of the campuses) are involved, the field placement may be monitored through conference calls, emails, or through video calls.

#### **Procedures:**

1. The Office of Field Education provides faculty with liaison assignment information.

2. Practicum Seminar and Lab instructors in their role as the field liaisons are required to compile a list of their visits at the end of each semester. This information is forwarded to the Associate Dean of Academic Affairs and the Director of Field Education.

## B. Monitoring Student Learning

Much of the responsibility for monitoring students' learning and professional development during their generalist field placement is assigned to the Practicum Seminar and Lab instructor in their role as the field liaison, who has the following responsibilities:

1. Reviewing the BASW Generalist Field Learning Plan developed by the student and field instructor and signing it upon completion of the review.
2. Conducting at least one field visit each semester to meet with the field instructor and the student.
3. Reviewing the BASW Generalist Field Evaluation developed by the field instructor and the student and signing it upon completion of the review.
4. When significant distances (more than 90 minutes travel time from any of the campuses) are involved, the field placement may be monitored through conference calls, emails, or through video calls.

### **Procedures:**

1. The Practicum Seminar and Lab instructor in their role as the field liaison reviews the BASW Generalist Field Learning Plan developed by the student and the field instructor to ensure that the learning tasks and activities are appropriate to the student's educational level, course of study, and professional development. If there are questions, especially about whether the student is having in-person contact with clients/constituencies and a range of practice experiences with relevant systems (individuals, families, groups, organizations, and communities), the Practicum Seminar and Lab instructor in their role as the field liaison contacts the field instructor and the student to discuss these concerns and works with them to develop additional or alternative learning activities.

After the review is satisfactorily completed, the Practicum Seminar and Lab instructor in their role as the field liaison signs the BASW Generalist Field Learning Plan electronically and it is stored in the student's profile in SONIA.

2. During the field visit made each semester, the Practicum Seminar and Lab instructor in their role as the field liaison talks with the student and the field instructor about the student's performance in the field placement, including learning tasks completed, knowledge and skill areas needing further development, and professional development. The field visit encourages dialogue and elicits the field instructor's and the student's perspectives regarding the student's growth over the course of the placement.
3. The Practicum Seminar and Lab instructor in their role as the field liaison reviews the BASW Generalist Field Evaluation submitted by the student. If there are questions or if what is documented differs significantly from what was discussed during the field visit, the Practicum Seminar and Lab instructor in their role as the field liaison contacts the field instructor and the student to clarify the issues. Once the Practicum Seminar and Lab instructor in their role as the field liaison's concerns are satisfied, they sign the BASW Generalist Field Evaluation electronically and it is stored in the student's profile in SONIA.

#### **IV. Monitoring Field Placement Agency Effectiveness**

A yearly evaluation is made of field placements and field instructors to ensure they are able to provide assignments and supervision congruent with the social work competencies and their concomitant behaviors that meet the student's educational program and level.

- A. Practicum Seminar and Lab instructors in their role as the field liaisons are expected to provide feedback about the quality of field instruction to the Director of Field Education.
- B. Students are asked to complete an evaluation of the field experience at the conclusion of their field placement. In addition, students graduating from the BASW Program complete a Learning Assessment Survey (LES) that includes retrospective questions about their field experiences and allows for suggestions to be made for strengthening field placements and the field experience.

#### **Procedures:**

1. As a result of students' evaluations and feedback from Practicum Seminar and Lab instructors in their role as the field liaisons, specific agencies and field instructors may be identified for additional training and remediation.



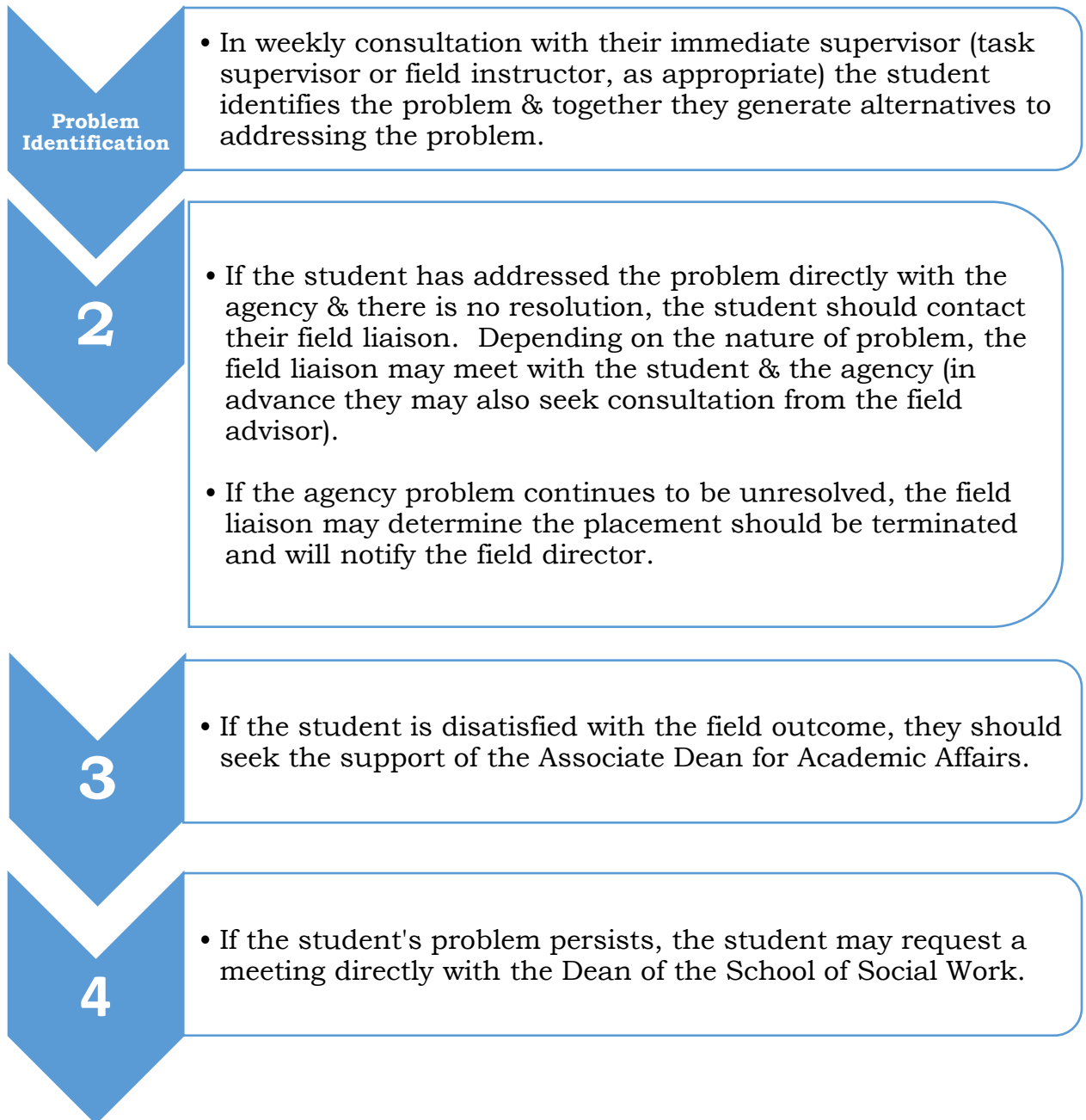
**V. Monitoring the Effectiveness of the Field Education Process**

- A. At end of the Spring semester, field instructors are asked to complete an assessment of the field education process. These data are analyzed by the Office of Field Education and made available to BASW faculty for review.
- B. 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 asked to give input.

**VI. Problem Solving**

Consistent with the Academic and Professional Behavior Policy #11.1, the Practicum Seminar and Lab instructor in their role as the field liaison uses a problem-solving process to assist a field instructor and student in addressing problems that the two parties could not resolve on their own.

## Problem-Solving Process When a Student Experiences a Problem at Their Field Site\*



\* **“Field advisor”** is the person who places the student in the agency. **“Field instructor”** may be staff at the field site or an off-site volunteer. **“Task supervisor”** supervises the day-to-day activities of the student (used most commonly with an off-site volunteer field instructor). **“Field liaison”** is the SSW faculty member who is the liaison to the student’s field placement (in the BASW Program this would be the student’s Practicum Seminar & Lab Instructor).

\*\* This problem solving process does not supersede processes in place for Title IX or Title IV alleged violations. It also is not used in place of SSW Academic and Professional Behavior Policy #11:1

## VII. Grading

### A. Grade Submission

1. The Practicum Seminar and Lab instructor in the capacity as the field liaison is responsible for submitting a student's field education grade at the end of each semester.
2. Submission of a grade by the Practicum Seminar and Lab instructor in their role as the field liaison is contingent upon the student submitting all required paper work (see Policy 13:B35) and completing the field education hours for which they were registered (see Policy 13:B34 II.G.) before the grade submission deadline. Please refer to B.3. (below) for the conditions under which an "G" grade may be submitted.

### B. Grade Options

1. The grading options in the BASW Program for field education follow the same grading policies as all required BASW courses (BASW Student Handbook, [Social Work Handbooks](#)).
2. According to the BASW Program Academic Standing Policy #9:2, Field work is recognized as the capstone of the BASW student experience. Therefore, any student who earns a grade below a "C-" in Practicum 1 or Practicum 2, will automatically be terminated from the BASW Program.
3. Students requesting an "G" grade because field requirements have not been satisfied by the end of the semester must submit to their Practicum Seminar and Lab instructor in their role as the field liaison a written request for the extension that presents the reasons for the extension and the length of time for which the extension will be valid. This should be done before the end of the semester for which the student is requesting the "G" grade. The Practicum Seminar and Lab instructor in their role as the field liaison prepares a written response to the student's request and that response (email or letter) along with the request are placed in the student's file and a copy sent to the Director of Field Education.

## **Policy 13:B45 Withdrawal from a Field Agency Placement – BASW Program**

### **I. Withdrawal Circumstances and Processes**

Once a signed BASW Field Placement Confirmation Form is received, a field placement match is considered final. Withdrawal from a field placement agency is permissible only in rare instances. The request for withdrawal from a field placement must be initiated by the student and submitted to the Practicum Seminar and Lab instructor in their role as the field liaison and the field instructor. The request must include a detailed written explanation of the rationale, such as financial hardship, a medical need, or death of a close or chosen family member. The student is required to submit appropriate documentation to support the request for withdrawal, including a medical withdrawal.

The Practicum Seminar and Lab instructor in their role as the field liaison, in consultation with the Director of Field Education, will make the decision on the student's request for the withdrawal and will communicate the decision to the student and to the field instructor. Should the withdrawal occur before the end of the add/drop period, the registration for field education credits is dropped and a note is placed in the student's file to document the withdrawal. Should the withdrawal occur after the end of the add/drop period, a grade of "W" is assigned to the registration for the field education credits and a note is placed in the student's file to document the withdrawal. The consequences, if any, for field hours is determined based on the amount of elapsed time between the student beginning the field placement and their withdrawal from it.

If the student is seeking to withdraw not just from their field education placement, but from the BASW Program as a whole for a set amount of time, the Leave of Absence Policy (Policy #26:1) must be followed.

### **II. Number of Permissible Withdrawals**

After one approved withdrawal from a field placement, any additional requests for withdrawal made throughout the remainder of the student's tenure in the degree program automatically invokes a Mandatory Academic Review (Policy #11:1). The consequence for field hours will be determined during the academic review process and will involve either the full or partial loss of prior field placement hours for that registered field placement.

### **III. Returning to a Field Placement Following Removal**

Consistent with the NASW Code of Ethics ([Code of Ethics](#)), students are reminded that in a field placement setting their primary obligation is to their clients/constituents. In the event a student is removed from a field placement agency because of a psychosocial distress, substance abuse, or health difficulties that interfere with

the student's and/or placement agency's effectiveness automatically invokes a Mandatory Academic Review (Policy #11:1).

## **Policy 13:B46      Termination of a Field Placement – BASW Program**

A student cannot decide on their own to terminate an assigned field placement. Such an action on a student's part will result in an academic review, as described in the Academic and Professional Behavior Policy #11.1.

Because field work is recognized as the capstone of the BASW student experience, if a student's field placement is terminated for unsatisfactory performance, including failure to fulfill the conditions established during the problem-solving process or in an Academic Review, the student will receive a grade of "F" and, per BASW Program Academic Standing Policy #9:2, be automatically terminated from the BASW Program.



# University of Pittsburgh

## School of Social Work

### BASW Generalist Field Learning Plan

Semester I \_\_\_\_\_ Semester II \_\_\_\_\_

Student's Name: \_\_\_\_\_

PeopleSoft ID: \_\_\_\_\_

Field Liaison'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 Begins: \_\_\_\_\_

Field Evaluation Due Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Field Liaison Signature: \_\_\_\_\_

Online: <http://www.socialwork.pitt.edu/academic-programs/field-education/> - Revised 7/2020

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 with individuals, groups, families, communities and organizations. Generalist practitioners engage diversity in their practice and advocate for human rights and social, economic, and environmental 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.

Field Instructors play a critical role in BASW Students’ education. They serve as teachers and mentors for Students in an agency setting. Field Instructors are expected to guide Students’ accomplishment of the learning tasks and the achievement of Generalist competencies. They assess Students’ progress and, when necessary, engage in problem-solving with Students and their BASW Field Liaisons.

### **Guidelines for the BASW 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 occurs 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 (who is also the student’s Field Liaison) for review and approval.
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, practice 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 Practicum Lab Instructor/ Liaison.
6. A copy of the Field Learning Plan is stored in the Student’s profile in SONIA, the field education software.

As you work with your field intern, please keep in mind that 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 learning plan form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). **At the end of the term you will be asked to rate the student according to the following criteria for each of the competencies.**

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

1. **Unacceptable progress:** This student is functioning below the expectations for an intern in a Generalist field placement on this competency. The intern is not prepared to engage in the tasks associated with this Generalist Social Work competency. If the intern is to remain at this field placement, a clear plan, agreed to by the Field Instructor, BASW Practicum Lab Instructor/ Liaison, and Student, must be in place for the next semester and the Student’s performance related to this competency must meet expectations of a 3 or better rating by the end of that semester.
2. **Insufficient progress:** This intern is functioning somewhat below the expectations for an intern in Generalist field placement on this competency. A clear plan, agreed to by the Field Instructor, BASW Practicum Lab Instructor/ Liaison, and Student, must be in place for the next semester. Unless the Student’s performance related to this competency meets expectations of a 3 or better rating, this intern may not be ready to enter a specialized field placement by the end of this placement.
3. **Competent:** This intern is meeting the competency expectations of a Generalist field placement intern.

4. **Proficient:** This intern is excelling in field placement by performing above competency expectations for interns in a Generalist field placement
5. **Advanced:** This intern is exceeding the competency expectations for interns in a Generalist field placement.

Please do not equate this scale to the traditional letter grading scale. At the BASW Generalist level, an intern is expected to achieve at least a score of three (or “competent”) on each competency. If an intern earns a 1 or 2 on any competency, a clear plan for improvement, agreed to by the Field Instructor, BASW Practicum Lab Instructor/ Liaison, and Student, must be in place for the next semester and the Student’s performance related to the competency must meet expectations of a 3 or better rating by the end of that semester. Further information about the use these ratings is provided in the BASW Generalist Field Evaluation form.

## The Generalist BASW Field Learning Plan

Human PeopleSoft ID: \_\_\_\_\_

Select Term: Fall/Spring/Summer

Students Weekly Field Schedule:

Monday (hours) \_\_\_\_\_

Tuesday (hours) \_\_\_\_\_

Wednesday (hours) \_\_\_\_\_

Thursday (hours) \_\_\_\_\_

Friday (hours) \_\_\_\_\_

Saturday/Sunday (hours) \_\_\_\_\_

Field Instruction Weekly Supervision Schedule: (day of week and time) \_\_\_\_\_

(Reminder: All students must engage in a minimum of one hour per week of formal supervision with their BASW Field Instructor)

Date Field Placement Commences: \_\_\_\_\_

Date Field Placement Ends: \_\_\_\_\_

### **BASW Field Learning Plan**

BASW students participating in the generalist field placement are engaging with individuals, families, groups, organizations, and communities. The BASW Program defines “generalist practice” as being grounded in the liberal arts and the person-in-environment framework.

The BASW generalist field learning plan is the first step in creating a framework for the field placement. Field Instructors, who serve as teachers and mentor for generalist students during their BASW field placement, play a crucial role in their learning. This form is completed with input from the field instructor, task supervisor (if applicable), and student and is reviewed by the assigned BASW Practicum Lab Instructor, who is also the faculty field liaison.

The field learning plan connects the student’s coursework with the Council on Social Work Education (CSWE) social work competencies that all students must achieve during their placement. This form will serve as a syllabus for the field practicum placement.

### **Guidelines for the BASW Generalist Field Learning Plan**

- **Competencies**

The nine competencies specified in the BASW Generalist Field Learning Plan are consistent with the 2015 Educational Policies and Accreditation Standards (EPAS) established by the CSWE. At the generalist level, all field students are expected to have contact with individuals, families, groups, organizations, and communities. Additionally, the demonstration of competence is informed by knowledge, values, skills, cognitive, and affective processes. These include the social worker's critical thinking, affective reactions, and exercise of judgment with respect to unique practice situations. Students must adhere to the NASW Code of Ethics in all aspects of their field practicum placement.

- **Measurement Criteria**

Measurement criteria for each **competency** can include but are not limited to observation, documentation, assignments, discussions, and journaling. Direct observation and oversight of the student's work is expected to be completed by the BASW Field Instructor.

- **Required Hours**

Students in a generalist placement must complete **600** total hours to successfully fulfill the curriculum mandates of the placement.

- **Plan Development**

Responsibility for developing the learning tasks in the field learning plan is jointly shared by the BASW student, the Field Instructor, and the Task Supervisor (if applicable). The student submits the plan by the appropriate due date through SONIA. Once submitted the field learning plan will be reviewed by the BASW Practicum Lab Instructor/ Faculty Field Liaison for approval.

- **BASW Practicum Lab Instructor/ Faculty Field Liaison Role**

The faculty field liaison uses the field learning plan as a focus during field visits. Each BASW student will receive a field visit each term they are in field. The plan can also be used during problem-solving collaboration to resolve any issues that may arise during the placement.

### **Competency #1: Demonstrate Ethical and Professional Behavior**

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.

**Practice Behaviors:**

**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 the context**

Specific Activities(where appropriate)

Measurement

Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

[Clear answer](#)

**Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations**

Specific Activities(where appropriate)

Measurement

Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

[Clear answer](#)

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

Specific Activities(where appropriate)

Measurement

- Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

Clear answer

**Utilize technology both ethically and appropriately to facilitate generalist practice outcomes**

Specific Activities(where appropriate)

Measurement

- Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

Clear answer

**Utilize supervision and consultation to guide professional judgment and behavior**

**Specific Activities(where appropriate)**

**Measurement**

Observation
  Documentation
  Assignment
  Discussion
  Journal

**Due Dates:**

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

## Competency #2: Engage Diversity and Difference in Practice

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.

### Practice Behaviors:

**Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro-, mezzo and macro levels**

Specific Activities(where appropriate)

Measurement

- Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

Clear answer

**Present self as a learner and engage clients/patients/consumers and constituencies as experts of their own experiences**

Specific Activities(where appropriate)

Measurement

- Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

Clear answer



**Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with clients/patients/consumers and constituencies who are from diverse backgrounds**

Specific Activities(where appropriate)

Measurement

- Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

Clear answer

**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, social worker’s critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

**Practice Behaviors:**

**Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels**

Specific Activities(where appropriate)

Measurement

- Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

**Engage in practice that advances social, economic, and environmental justice**

**Specific Activities(where appropriate)**

**Measurement**

Observation
  Documentation
  Assignment
  Discussion
  Journal

**Due Dates:**

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

**Competency #4: Engage in Practice-informed Research and Research-informed Practice**

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

**Practice Behaviors:**

**Utilize theory and practice experiences to inform scientific inquiry and research**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Apply critical thinking to engage in analyses of quantitative and qualitative research methods and findings**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Translate and use evidence from research to inform and improve policy, practice, and service delivery**

**Specific Activities(where appropriate)**

**Measurement**

Observation   
 Documentation   
 Assignment   
 Discussion   
 Journal

**Due Dates:**

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

[Clear answer](#)

**Competency #5: Engage in Policy Practice**

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.

**Practice Behaviors:**

**Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Assess how social welfare and economic policies impact the delivery and access to social services**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

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

**Specific Activities(where appropriate)**

Measurement

Observation
  Documentation
  Assignment
  Discussion
  Journal

**Due Dates:**

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

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

**Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work**

**Practice Behaviors:**

**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**

**Specific Activities(where appropriate)**

Measurement

Observation
  Documentation
  Assignment
  Discussion
  Journal

**Due Dates:**

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

Clear answer

**Use empathy, reflection, and interpersonal skills to facilitate engagement with clients/patients/consumers and constituencies**

**Specific Activities(where appropriate)**

**Measurement**

Observation
  Documentation
  Assignment
  Discussion
  Journal

**Due Dates:**

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

Clear answer

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

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.

**Practice Behaviors:**

**Collect and organize data and apply critical thinking to interpret information from clients/patients/consumers and constituencies**

Specific Activities(where appropriate)

Measurement

Observation  Documentation  Assignment  Discussion  Journal

Due Dates:

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

**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**

Specific Activities(where appropriate)

Measurement

Observation  Documentation  Assignment  Discussion  Journal

Due Dates:

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



**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**

Specific Activities(where appropriate)

Measurement

Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

[Clear answer](#)

**Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients/patients/consumers and constituencies**

Specific Activities(where appropriate)

Measurement

Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

[Clear answer](#)

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

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.

### Practice Behaviors:

#### Critically choose and implement interventions to achieve practice goals that enhance capacities of clients/patients/consumers and constituencies

Specific Activities(where appropriate)

Measurement

Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

[Clear answer](#)

#### 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

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for Clients/patients/consumers and constituencies**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Negotiate, mediate, and advocate on behalf of diverse clients/patients/consumers and constituencies**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Facilitate effective transitions and endings with clients/patients/consumers and constituencies that, as appropriate, advance mutually agreed upon goals**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

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

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.

### Practice Behaviors:

#### Utilize appropriate methods for evaluation of outcomes

Specific Activities(where appropriate)

Measurement

Observation     Documentation     Assignment     Discussion     Journal

Due Dates:

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

[Clear answer](#)

#### Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Critically analyze, monitor, and evaluate interventions and program processes and outcomes**

**Specific Activities(where appropriate)**

Measurement

Observation     Documentation     Assignment     Discussion     Journal

**Due Dates:**

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

[Clear answer](#)

**Apply evaluation findings to improve practice effectiveness with clients/patients/consumers and constituencies**

Specific Activities(where appropriate)

Measurement

- Observation  Documentation  Assignment  Discussion  Journal

Due Dates:

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

Clear answer

**Signatures:**

Student Signature

Reset Signature

This Question Has No Weightage.

Task Supervisor Signature

Reset Signature

This Question Has No Weightage.

Field Instructor Signature

Reset Signature

This Question Has No Weightage.

Field Liaison Signature

Reset Signature







# University of Pittsburgh

## School of Social Work

BASW Generalist Field Evaluation Form  
Semester I \_\_\_\_\_ Semester II \_\_\_\_\_

Student's Name: \_\_\_\_\_  
PeopleSoft ID: \_\_\_\_\_  
Field Liaison's Name: \_\_\_\_\_  
Agency Name: \_\_\_\_\_  
Agency Address: \_\_\_\_\_  
Field Instructor: \_\_\_\_\_  
Field Instructor Phone: \_\_\_\_\_  
Field Instructor Email: \_\_\_\_\_  
Task Supervisor (if applicable): \_\_\_\_\_  
Task Supervisor Phone: \_\_\_\_\_  
Task Supervisor Email: \_\_\_\_\_  
Field Evaluation Due Date: \_\_\_\_\_  
Field Instructor Suggested Grade: \_\_\_\_\_  
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Field Liaison/Practicum: \_\_\_\_\_  
Lab Instructor Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Online:

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

**BASW Generalist Evaluation**

PeopleSoft ID: \_\_\_\_\_

Select Term: Fall/Spring/Summer

Students Weekly Field Schedule:

Monday (hours) \_\_\_\_\_

Tuesday (hours) \_\_\_\_\_

Wednesday (hours) \_\_\_\_\_

Thursday (hours) \_\_\_\_\_

Friday (hours) \_\_\_\_\_

Saturday/Sunday (hours) \_\_\_\_\_

Field Instruction Weekly Supervision Schedule: (day of week and time) \_\_\_\_\_

\_\_\_\_\_  
(Reminder: All students must engage in a minimum of one hour per week of formal supervision with their BASW Field Instructor.)

Date Field Placement Commences: \_\_\_\_\_

Date Field Placement Ends: \_\_\_\_\_

The BASW field evaluation is based on the field learning plan developed with the student at the beginning of their placement. During the generalist placement, students should be evaluated on their knowledge and skill development across their work with individuals, families, groups, organizations, and communities.

This form is to be completed with input from the field instructor, task supervisor (if applicable), and student and is reviewed by the assigned faculty field liaison. There is a standardized way in which the evaluation is completed, this includes a review with the student prior to submission.

The field evaluation should reflect the student’s progress in achieving connections with CSWE social work competencies and the in-class coursework. The evaluation provides the opportunity to reflect on and document the student’s individual progress, growth, and skill development.

**Guidelines for the BASW Generalist Field Evaluation**

- **Competencies**

The generalist field evaluation should be based on the student’s progress on tasks and practice behaviors from the field learning plan. Generalist students are expected to have practiced skills across individuals, families, groups, organizations, and communities. Please refer to your copy of the field learning plan to review established student goals.

- **Measurement Criteria**

Measurement criteria for each **competency** can include but are not limited to observation, documentation, assignments, discussions, and journaling. Direct observation and oversight of the student's work are expected to be completed by the BASW Field Instructor.

- **Required Hours**

Students in a BASW generalist placement must complete **600** total hours to successfully fulfill the curriculum mandates of the placement.

- **Field Instructor Role**

Ongoing supervision plays a key role in laying the foundation for the final evaluation. Feedback provided to students over the course of the field placement should be summarized in the evaluation form. Feedback listed in the evaluation should never be a surprise to students.

- **Faculty Field Liaison Role**

The faculty field liaison will review and sign off on the student's evaluation once completed. Faculty field liaisons review the recommended grade from the field instructor and issue the student's official grade.

- **Rating Scale**

The standard by which a student is rated in comparison with a new beginning level social worker.

<u>Advanced</u>	<u>Proficient</u>	<u>Competent</u>	<u>Insufficient Competence</u>	<u>Unacceptable Progress</u>
<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

1. Unacceptable progress: The student has not been able to minimally demonstrate the skills outlined within the field learning plan.
2. Insufficient progress: The student has not been able to adequately demonstrate the skills outlined within the field learning plan.
3. Competent: The student has been able to demonstrate the basic skills outlined within the field learning plan.
4. Proficient: The student can fully perform the expectations of skills outlined within the field learning plan.
5. Advanced: The student is exceeding the expectations of the skills outlined within the field learning plan.

Task Supervisors and Field Instructors will provide a rating for each of the 9 competencies as outlined in the field learning plan. You will also have the opportunity to provide comments that will support the ratings provided under each competency.

The Faculty Field Liaison/Practicum Lab Instructor will review your comments, ratings, and performance at the field visit to provide a final grade to the student. BASW students are assigned a letter grade based on this scale.

<u>Letter Grade</u>	<u>Percentages</u>	<u>Letter Grade</u>	<u>Percentages</u>
<u>A</u>	<u>93% - 100%</u>	<u>B-</u>	<u>67% - 73%</u>
<u>A-</u>	<u>87% - 92%</u>	<u>C+</u>	<u>60% - 66%</u>
<u>B+</u>	<u>80% - 86%</u>	<u>C</u>	<u>54% - 59%</u>
<u>B</u>	<u>74% - 79%</u>	<u>C-</u>	<u>49% - 53%</u>

### Competency #1: Demonstrate Ethical and Professional Behavior

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.

#### Required Generalist Practice Behaviors


1. 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 the context
2. Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations
3. Demonstrate professional demeanor in behavior; appearance; and in oral, written, and electronic communication
4. Utilize technology both ethically and appropriately to facilitate generalist practice outcomes
5. Utilize supervision and consultation to guide professional judgment and behavior

**First-Term Rating:**


Advanced
  Proficient
  Competent
  Insufficient Competence
  Unacceptable Progress

[Clear answer](#)

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?



If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:



### Competency #2: Engage Diversity and Difference in Practice

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 & mechanisms 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.)

#### Practice Behaviors:


1. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at micro-, mezzo-, and macro-levels
2. Present self as a learner and engage clients/patients/consumers and constituencies as experts of their own experiences
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with clients/patients/consumers and constituencies who are from diverse backgrounds

First-Term Rating:


- Advanced       Proficient       Competent       Insufficient  
Competence       Unacceptable  
Progress

Clear answer

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?



If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:



### **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, & 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.)

#### **Practice Behaviors:**

1. Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
2. Engage in practice that advances social, economic, and environmental justice

First-Term Rating:

- Advanced     Proficient     Competent     Insufficient Competence     Unacceptable Progress

Clear answer

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?



If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:

#### **Competency #4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand qualitative & quantitative research methods & their respective roles in advancing the 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 the evidence that informs practice derives from multi-disciplinary sources & multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

##### **Practice Behaviors:**

1. Utilize theory and practice experiences to inform scientific inquiry and research
2. Apply critical thinking to engage in analyses of quantitative and qualitative research methods and findings
3. Translate and use evidence from research to inform and improve policy, practice, and service delivery

First-Term Rating:

- Advanced       Proficient       Competent       Insufficient Competence       Unacceptable Progress

Clear answer

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?

If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:

### **Competency #5: Engage in Policy Practice**

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.

#### **Practice Behaviors:**

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. Assess how social welfare and economic policies impact the delivery and access to social services
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**First-Term Rating:**

Advanced     Proficient     Competent     Insufficient Competence     Unacceptable Progress

Clear answer

---

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?

---

If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:

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

Social workers understand that engagement is an ongoing component of the dynamic & interactive process of social work practice, with, & on behalf of, diverse individuals, families, groups, organizations, & communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior & the social environment, & critically evaluate & apply this knowledge to facilitate engagement with clients & constituencies, including individuals, families, groups, organizations, & communities. Social workers understand strategies, to engage diverse clients & constituencies to advance practice effectiveness. Social workers understand how their personal experiences & affective



reactions may impact their ability to effectively engage with diverse clients & constituencies. Social workers value principles of relationship-building & inter-professional collaboration to facilitate engagement with clients, constituencies, & other professionals as appropriate.)

### **Practice Behaviors:**

1. 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
2. Use empathy, reflection, and interpersonal skills to facilitate engagement with clients/patients/consumers and constituencies

**First-Term Rating:**

Advanced     Proficient     Competent     Insufficient Competence     Unacceptable Progress

Clear answer

---

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?

---

If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:

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

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 clients & constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process & value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences & affective reactions may affect their assessment & decision-making.)

### **Practice Behaviors:**

1. Collect and organize data and apply critical thinking to interpret information from clients/patients/consumers and constituencies
2. 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
3. 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
4. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients/patients/consumers and constituencies

Selected answer: 2


**First-Term Rating:**

Advanced     Proficient     Competent     Insufficient Competence     Unacceptable Progress

Clear answer


---

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?



---

If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:



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

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.)

### **Practice Behaviors:**

1. Critically choose and implement interventions to achieve practice goals that enhance capacities of clients/patients/consumers and constituencies
2. 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
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes for Clients/patients/consumers and constituencies
4. Negotiate, mediate, and advocate on behalf of diverse clients/patients/consumers and constituencies
5. Facilitate effective transitions and endings with clients/patients/consumers and constituencies that, as appropriate, advance mutually agreed upon goals

Selected answer: 50%

First-Term Rating:

Advanced     Proficient     Competent     Insufficient Competence     Unacceptable Progress

Clear answer

---

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?

---

If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:

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

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.)

### **Practice Behaviors:**

1. Utilize appropriate methods for evaluation of outcomes

2. Apply knowledge from human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
3. Critically analyze, monitor, and evaluate interventions and program processes and outcomes
4. Apply evaluation findings to improve practice effectiveness with clients/patients/consumers and constituencies


Selected answer: 3/3/2019

**First-Term Rating:**


Advanced     Proficient     Competent     Insufficient Competence     Unacceptable Progress

Clear answer

Refer to the Field Learning Plan. How did the student complete those tasks agreed to in the Field Learning Plan in order to accomplish this competency? Give specific examples. If there were any learning tasks not completed, which ones and why?



If you gave the student a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate improvement:



My agency Field Instructor and Field Liaison/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

Clear answer

Student Signature

Reset Signature

This Question Has No Weightage.

Task Supervisor Signature

Reset Signature

This Question Has No Weightage.

Field Instructor Signature

Reset Signature

This Question Has No Weightage.

Field Liaison Signature

Reset Signature



**UNIVERSITY OF PITTSBURGH  
SCHOOL OF SOCIAL WORK  
AFFILIATION AGREEMENT  
Made this    day of    MONTH 20XX**

between

UNIVERSITY OF PITTSBURGH - OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION, a Pennsylvania non-profit corporation, acting through **SCHOOL OF SOCIAL WORK** with its principal office located at **2117 Cathedral of Learning, 4200 Fifth Avenue Pittsburgh PA 15260**, hereinafter referred to as "UNIVERSITY", and **SITE NAME** with its principal office located at **ADDRESS** hereinafter referred to as "PLACEMENT SITE."

**WITNESSETH:**

WHEREAS, PLACEMENT SITE provides opportunity for learning experiences and recognizes the professional responsibility of assisting in the teaching of UNIVERSITY students and is interested in assisting the UNIVERSITY in its curricula: and

WHEREAS, UNIVERSITY is currently conducting programs granting Bachelor of Science degrees, Bachelor of Arts degrees, Master degrees, PhD's and Certificate Programs, and desires to obtain the assistance of PLACEMENT SITE in furthering UNIVERSITY's educational objectives.

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein and intending to be legally bound hereby, the parties agree as follows:

**A. Term**

1. UNIVERSITY and PLACEMENT SITE confirm that this Agreement shall be effective from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_. This Agreement shall thereafter be automatically renewed for successive one-year terms; provided however, that this Agreement may be terminated by either party upon providing at least sixty (60) days written notice to the other party, such notice delivered by certified mail, return receipt requested. Such termination shall not affect students currently enrolled at the PLACEMENT SITE for the academic term in which notice is given, or for the following term if students are already assigned to the PLACEMENT SITE.

**B. Responsibilities of UNIVERSITY**

1. In accordance with UNIVERSITY's procedures, UNIVERSITY shall coordinate with PLACEMENT SITE to make learning experiences available to UNIVERSITY students.
2. The UNIVERSITY shall provide a primary point of contact for the PLACEMENT SITE.

3. UNIVERSITY shall be responsible for the academic and educational programs of students assigned to PLACEMENT SITE.
4. UNIVERSITY will advise students that they are required to comply with PLACEMENT SITE's rules, regulations, and procedures.
5. When requested prior to placement, the UNIVERSITY will provide a certificate of insurance verifying professional liability coverage under the University's liability coverage plan.

#### **C. Responsibilities of PLACEMENT SITE**

1. PLACEMENT SITE shall accept the number of students mutually agreed upon by the parties.
2. PLACEMENT SITE shall provide students with applicable policies and procedures they must follow.
3. PLACEMENT SITE shall provide all necessary safety training for UNIVERSITY's students which meets the mutually agreed upon objective of creating a safe work environment at the PLACEMENT SITE. Training shall include delivery of all necessary safety equipment to students participating in the program.
4. PLACEMENT SITE shall provide the UNIVERSITY and students with a detailed description of the role and responsibilities the student will have at the PLACEMENT SITE.
5. PLACEMENT SITE shall, at all times, maintain administrative and professional control and supervision of the students and shall identify an employee to serve as the student's primary supervisor and the PLACEMENT SITE shall also identify a liaison for the UNIVERSITY. PLACEMENT SITE shall not decrease its employee numbers as a result of this Agreement.
6. PLACEMENT SITE shall be responsible for and retain absolute control over the administration of the site and its operation.
7. PLACEMENT SITE shall render emergency medical care to students in event of accident or sudden illness which occurs at PLACEMENT SITE and notify the UNIVERSITY's primary point of contact as soon as possible.
8. PLACEMENT SITE shall notify the UNIVERSITY if the student is required to complete criminal background check(s), child protective clearances or drug screen prior to participation in the program. UNIVERSITY shall advise the student to coordinate directly with PLACEMENT SITE to complete these requirements. Any student who is required to

pass a criminal background check(s), child protective clearances or drug screen and has not done so will not participate in the program. Information acquired by PLACEMENT SITE pursuant to the background check or drug screen shall be kept confidential by PLACEMENT SITE and shall not be shared with any third party except as required by law. Such information shall only be accessed by PLACEMENT SITE employees who need to manage the information in the normal course of their duties.

9. PLACEMENT SITE agrees to procure and maintain general liability insurance for itself, and for the UNIVERSITY as a named co-insured, insuring both parties against any general liability claims in the amount of one million per claim (1,000,000) and three million (3,000,000) in the aggregate for liability arising out of or in connection with this Agreement. All insurance policies and certificates of insurance must provide at least a sixty (60) day notice of cancellation clause. PLACEMENT SITE shall provide to the UNIVERSITY evidence of its insurance or self-insurance.
10. PLACEMENT SITE agrees that they will comply with the applicable provisions of the Family Educational Rights and Privacy Act ("FERPA") in performing this Agreement.
11. PLACEMENT SITE shall report any incident in which a student is a victim of sexual misconduct, to the University's Title IX Coordinator, Associate Vice Chancellor for Civil Rights and Title IX at 2nd Floor Webster Hall, 4415 Fifth Ave, Pittsburgh, PA 15260. 412-648-7861, [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu)

#### **D. Mutual Responsibilities**

1. UNIVERSITY and PLACEMENT SITE shall indemnify, defend and hold harmless the other party, its trustees, officers, employees, and agents (collectively, the "Indemnitees") from and against any and all losses, liability, cost and expenses, including attorney's fees and costs, awards, judgments, damages, fines, penalties, claims and causes of action (collectively, "Claims") arising out of or related to the negligent acts or omissions or willful misconduct of the Indemnifying Party or any of its officers, directors, employees, agents, contractors, successors, or assigns arising from or related to the performance of obligations under this Agreement, including Claims for (i) personal injury, including death, and damage to property, (ii) the breach by the Indemnifying Party of any term, representation, warranty or covenant under this Agreement, or (iii) defective, unsafe or non-conforming Goods supplied by the Indemnifying Party.
2. UNIVERSITY and PLACEMENT SITE shall each be and remain an independent contractor with respect to all rights and obligations arising under this Agreement. Nothing contained herein shall be deemed or construed to create a relationship of employment, principal and agent, partnership, co- or joint employer or joint venture. Neither party shall permit any of its affiliates, trustees, officers, directors, employees, or agents to, represent or hold themselves out as affiliates, trustees, officers, directors, employees, and agents of, or as authorized to make any commitment to incur any obligation on



behalf of, the other party. Neither party hereto shall have any express or implied right or authority to assume or create any obligations on behalf of, or in the name of, the other party, or to bind the other party to any contract, agreement, or undertaking with any third party.

3. Upon consultation with the UNIVERSITY, PLACEMENT SITE may remove a student from the experience if the student fails to conform to the applicable policies and procedures of the PLACEMENT SITE. However, PLACEMENT SITE reserves the right to remove a student without consultation if the student poses a safety risk to others at the PLACEMENT SITE. In addition, the UNIVERSITY may terminate a student's participation hereunder, in its sole discretion, at any time and the UNIVERSITY will notify the PLACEMENT SITE if such action is required.
4. UNIVERSITY and PLACEMENT SITE share responsibility for creating an appropriate learning environment for the students. The parties will cooperate to develop program specific goals, objectives, and responsibilities which are outlined in greater detail on Exhibit A attached hereto.
5. PLACEMENT SITE agrees that students of the UNIVERSITY are not to be considered employees or agents of the UNIVERSITY, regardless of the nature or extent of the acts performed by them, for the purpose of Worker's Compensation, employee payroll benefits programs, or any other purpose. Likewise, unless otherwise agreed to in writing by the UNIVERISTY, students shall not be considered employees or agents of the PLACEMENT SITE.
6. UNIVERSITY and PLACEMENT SITE agree not to discriminate against anyone applying to or enrolled in any learning experience pursuant to this Agreement based on race, color, national origin, religion, ancestry, sex, sexual orientation, gender identity and expression, age, disability, marital status, familial status, veteran status or genetic information.
7. UNIVERSITY and PLACEMENT SITE agree to fully cooperate in assisting each other and their duly authorized employees, agents, representatives and attorneys, in investigating, defending, or prosecuting incidents involving potential complaints, claims, or lawsuits arising out of or in connection with this Agreement. This paragraph shall be without prejudice to the prosecution of any claims which any of the parties may have against each other and shall not require cooperation in the event of such claims.
8. UNIVERSITY and PLACEMENT SITE confirm this Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, excluding its choice of law provisions. Any controversy, claim, or dispute arising out of or relating to this Agreement shall be adjudicated in the Court of Common Pleas of Allegheny County, Pennsylvania, or the United States District Court for the Western District of Pennsylvania.

9. UNIVERSITY and PLACEMENT SITE confirm this Agreement may be executed in multiple counterparts, each of which is deemed an original and all of which constitute one and the same instrument. This Agreement is effective upon delivery of one executed counterpart from each party to the other party, including by facsimile or PDF delivery. The signatures of all parties need not appear on the same counterpart.
  
10. UNIVERSITY and PLACEMENT SITE confirm this Agreement constitutes the entire Agreement between the parties. No change or addition shall be binding upon the parties until reduced to writing and signed by authorized representatives of both parties. This Agreement, when fully executed, shall supersede any and all prior or existing agreements, either oral or in writing with respect to the subject matter hereof.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the day and date set forth above.

UNIVERSITY OF PITTSBURGH - OF THE  
COMMONWEALTH SYSTEM OF HIGHER  
EDUCATION

By \_\_\_\_\_

Name:

Title:

Date: \_\_\_\_\_

**SITE NAME**

By \_\_\_\_\_

Name:

Title:

Date: \_\_\_\_\_

## **EXHIBIT A: PROGRAM SPECIFIC GOALS**

### **A. Academic Objectives**

For BASW students and MSW Generalist Practice students, agency agrees to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. Generalist practice is 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 in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. 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 on professional practice.

For Specialized Practice students, agency agrees to provide specialized practice opportunities for students to demonstrate social work specialization competencies with either individuals, families, and small groups, or groups, organizations, and communities. Specialized practice is defined by the Council on Social Work Education as being built on generalist practice, adapting and extending the Generalist Competencies for practice with a specific population, problem area, method of intervention, perspective, or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

In both their classroom and field education experiences, all social work students are expected to act in a manner consistent with the NASW Code of Ethics ([Code of Ethics](#))

All social work students during their field education experiences are expected to follow the NASW Guidelines for Social Work Safety in the Workplace ([Safety Guidelines](#))

For all students, PLACEMENT SITE agrees to provide social work competency development through in-person contact with clients and constituencies.

For all students, PLACEMENT SITE agrees to provide a broad range of learning experiences and assignment of professional responsibilities consistent with the student's level of professional development. The educational goals and competencies are reflected in writing in an educational plan known as the Field Learning Plan.

## **B. SCHOOL OF SOCIAL WORK and PLACEMENT SITE Cooperation**

1. PLACEMENT SITE agrees to provide crisis intervention and universal precautions training. If no training is available, the field instructor and student will develop a plan regarding the handling of crisis situations and universal precautions. Training and orientation hours may count toward practicum hours.
2. PLACEMENT SITE agrees to provide students from the SCHOOL OF SOCIAL WORK with an opportunity to engage as a learner and to fulfill field education requirements consistent with the student's educational level and program of study, which, in turn, determine the number of hours the student will be at the PLACEMENT SITE.
3. SCHOOL OF SOCIAL WORK will provide the PLACEMENT SITE with an academic calendar that includes the dates for the beginning and ending of field placement. Students are expected to follow the University calendar in observance of designated holidays.
4. PLACEMENT SITE agrees to provide students with reasonable essentials to discharge their functions, including such things as access to a work area, telephone, computer, and clerical staff, when available. Students are not expected to use personal cell phones to conduct agency business, if field communication is essential to the work or learning, the agency is strongly encouraged to provide the student a pager or cell phone.
5. If the PLACEMENT SITE employee who will be supervising students has a Master's degree from a CSWE-accredited social work program and 2 years' post-Master's social work experience, the employee shall be appointed the School of Social Work as a field instructor. If the PLACEMENT SITE employee does not meet the criteria to be appointed as a field instructor, the employee shall be designated a task supervisor and the SCHOOL OF SOCIAL WORK shall appoint a qualified individual to fulfill the role of field instructor to reinforce the social work perspective with the students.
6. PLACEMENT SITE agrees that new field instructors will attend Field Instructor Orientation, either in-person or online. SCHOOL OF SOCIAL WORK agrees to provide orientation and other training opportunities for field instructors.
7. PLACEMENT SITE field instructor will work with the student to develop the student's field learning plan, which the field instructor will then sign; will provide a minimum of one hour week of professional supervision; will participate in at least one field visit per term (more if needed); will engage in problem-solving with the student,

should problems arise during the placement; and will work with the student to complete and sign the student's field evaluation and timesheet.

8. Should the PLACEMENT SITE have a designated task supervisor, they will work with the student and field instructor to develop the student's field learning plan, which the field instructor will then sign; participate in at least one field visit per term (more if needed); will engage in problem-solving with the student and/or with the student and field instructor, should problems arise during the placement; and will work with the student and field instructor to complete the student's field evaluation, which the field instructor will sign along with the student's timesheet.
9. SCHOOL OF SOCIAL WORK will designate a field liaison who will be available for consultation with both field instructors and students; will engage in problem-solving with the field instructor and the student, as needed; and will conduct one field visit each term to discuss the student's learning and professional development with the field instructor and student. The field liaison will serve as the point of contact in the event of a significant change of status of the student, field instructor, or PLACEMENT SITE.
10. PLACEMENT SITE agrees to consult the SCHOOL OF SOCIAL WORK prior to committing to any arrangements for financial exchange such as a stipend or other remuneration related to the student's efforts during the field experience.
11. To prevent discrimination against anyone applying to or enrolled in any learning experience, SCHOOL OF SOCIAL WORK adheres to the following policy:

For the safety of all students and for students who require accommodations, the Recommended Procedures (outlined by the DRS office and legal counsel) on students seeking accommodations for field work through the University's Office of Disability Resources are as follows.

10. 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 advisor (person who is matching them to a field site), who will inform the Director of Field Education, and Disability Resources and Services (DRS) in 140 William Pitt Union, 412-648-7890 (UPJ: G-4 Student Union, 814-269-7119; UPB: Hanley Library, Room 202, 814-362-7609) as early as possible before the term. Students may start this notification when completing their Request for Field Placement Form.
11. Accommodations related to field placement are determined based on an interactive process among the student, DRS, field advisor and the Director of Field Education and the field placement agency 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.

12. Once accommodations are determined, DRS will forward a copy of the Notification of Accommodations specific to field placement to the Director of Field Education who will communicate the accommodations directly with the appropriate field advisor and the student's field liaison (person who will monitor the progress of the student during the field experience to include at least one field visit per term). The field advisor will discuss the accommodations they are being requested directly with the field placement agency.
13. 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 (the student's field advisor and the Director of Field Education) who will review the written statement and will re-engage interactive process and/or identify an alternative field placement agency.
14. 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 advisor and the Director of Field Education for each field placement.
15. Notification of Accommodations are sent to the Director of Field Education, who grants the field advisor access to the information as needed.
16. Should the student's request for accommodations change during the duration of the field placement, DRS will re-engage with the student, the field advisor, the Director of Field Education, the student's field liaison and the field placement agency in the interactive process to determine reasonable accommodations.
17. Should the field placement agency 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 agency.
18. Field sites and instructors are informed of the DRS process as follows. A representative from DRS attends and orients all field instructors at the Field Instructor Orientations held at the Oakland campus at the beginning of the Fall, Spring, and Summer terms. At UPJ and UPB, group orientations are held when several new field instructors are starting; otherwise, when there is only one new

field instructor, they will complete the online Field Instructor Orientation and the MSW Regional Program Directors will be responsible for providing this information individually to the new field instructor.

19. The MSW Regional Program Directors at UPJ and UPB make these arrangements for the students at their respective campuses.
20. Agencies cannot be held responsible for not accommodating a student if no disability is disclosed or requested, and an undisclosed disability should not be used by the student at a later date as a reason for poor performance.

Students requesting accommodations should notify their field advisor and academic advisor (at UPJ and UPB the MSW Regional Program Directors serve as the field and academic advisors) and should contact the Disability Resources and Services (Oakland campus: [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu); UPJ: [OHCS@pitt.edu](mailto:OHCS@pitt.edu); UPB: [clh71@pitt.edu](mailto:clh71@pitt.edu)).

### **C. Evaluation and Grading**

1. PLACEMENT SITE agrees to accept responsibility for the ongoing ~~evaluation~~ assessment of student progress and the completion of the field evaluation. This ongoing assessment will help to inform the evaluation the student and field instructor complete at the end of each term of field placement.
2. SCHOOL OF SOCIAL WORK field liaison, in consultation with the Field Instructor, is solely responsible for the assignment of the fieldwork grade prior to the end of the term's grading period.

## Section 4: BASW Program Policies and Procedures

### Administrative Policies

#### *Time Schedule of Classes*

Before registration each term, the schedule of social work courses is posted online at the School's Web site ([Schedules](#)). The University publishes an online Schedule of Classes three times a year, shortly before each registration period for Fall, Spring, and Summer Terms. This publication can be accessed through the student portal at [www.my.pitt.edu](http://www.my.pitt.edu).

Registration Dates and the current Academic Calendar are available at [Calendars](#).

#### *Registration Procedures*

1. See: New Student Guide to the Office of the University Registrar, [New Student Guide](#)
2. Check your university enrollment appointment in the Student Center which is the date and time you're able to enroll. Once in your Student Center, your enrollment appointment will be listed in the Enrollment Dates box on the right-hand side of the page.
3. Schedule an appointment with your advisor prior to your online enrollment date and time. During the appointment, your advisor will review your program, interests, and career goals and will help you to develop a course schedule to meet your needs and satisfy the curriculum requirements.
4. Before each advising session, the student should refer to the BASW Major Enrollment Option guide in the BASW Program Student Handbook to help guide the student's decisions when scheduling courses. Students must successfully complete all BASW requirements, and a total of 120 credits to complete their BASW degree. Each semester, students should be sure to add their credits and check that their courses are in line with the BASW degree requirements.
5. Once you have met with your advisor and planned your schedule, your advisor will remove the "Academic Advisement Service Indicator." This will allow you to complete self-registration on your enrollment appointment date. Please note: You will not be able to enroll for classes until you have met with your advisor and the academic advisement service indicator is removed.
6. If you completed an Enrollment Form in your advising appointment, use this to complete self-registration on your scheduled enrollment appointment date. To complete the online self-registration, take the following steps:



- a. Log into [www.my.pitt.edu](http://www.my.pitt.edu) with your University Computer Account username and password. (This is the same username and password as your Pitt email account.) Click the “Sign In” button on the pull-down menu located in the orange ribbon on the right side of the page.
  - b. Choose the Student Services box under the heading “Student, Faculty, and Staff Resources” on the page.
  - c. Next, click the Access the Student Information System box under the “Tasks” heading to go to your Student Center.
  - d. Click Main Menu located in the light blue ribbon on the left side of the page and choose Self Service; then Student Center.
  - e. Once you have seen your advisor/know the courses in which you wish to enroll and your enrollment appointment date/time has arrived, you will enroll in those classes right from your Student Center page by clicking on the **enroll** link under "Academics" on your Student Center page. Add all classes to your enrollment shopping cart by entering the 5-digit class number in the “Enter Class Nbr” box and clicking on the “enter” box after each entry. Click the “Next” button to enter additional class numbers. After entering all class numbers, click the “Proceed to Step 2 of 3” button to confirm all the classes in your cart. Click on the “Finish Enrolling” button. A **green v** in the status column means that you have successfully enrolled. A **red x** shows there was an error during the enrollment process.
7. Students planning to graduate should complete a “Graduation Application” when registering for their final term. More information is available at: [Graduation Information](#)

### *Add/Drop Procedures:*

1. To **ADD** classes, Log into your Student Center through the Pitt Portal ([www.my.pitt.edu](http://www.my.pitt.edu)). Once you have logged in, click the “Enrollment” folder. Select “Enrollment: Add Classes” and follow the same steps you took to register initially for the term to add classes to your schedule.
2. To **DROP** classes, Log in to your Student Center through the Pitt Portal ([www.my.pitt.edu](http://www.my.pitt.edu)). Once you have logged in, click the “Enrollment” folder. Select “Enrollment: Drop Classes” and click the box next to the class or classes you would like to drop; then click the “Drop Selected Classes” button. Review the information on the “Confirm your Selection” screen. Click the “Finish Dropping” button to drop the classes you have selected. On the “View Results” screen, a **green v** will display next to the classes you successfully dropped.

### *Financial Penalties*

Students are assessed various "penalty" fees for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available at: [Tuition Rates Fees](#) . Students are urged to become acquainted with this information.

### *Cross Registration*

BASW Students are permitted to take courses in other colleges and universities in the Pittsburgh area through a cooperative program. BASW Students who wish to take courses at other universities should discuss this option with their advisor then complete the Pittsburgh Council on Higher Education (PCHE) form [PCHE Enrollment](#)

### *Transcript Review*

Students are held responsible for reviewing their University of Pittsburgh academic record (transcript) and/or grade reports each term to assure themselves of accurate recordings of grades, credit hours earned, advanced standing, etc. All transcript errors should be reported immediately to the student's advisor and to the School of Social Work Records Manager in the Student Services Center.

### *Official University Record: GPA Calculation*

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

### *Course Repeat Option*

An undergraduate student receiving less than a C- grade or a graduate student receiving less than a B- grade in a required social work course must repeat the course. A student who earns a failing grade in a required course or an NC in field has **one opportunity only** to repeat the course, and the second grade received will be the one used in calculating the student's GPA, provided the student has completed and submitted a Course Repeat Option form to the School of Social Work Records Manager in the Student Services Center. Please contact the School of Social Work Records Manager in the Student Services Center (412- 624-6303) to obtain additional information on the Course Repeat Form (Policy #9:3).

### *Student Evaluation of Courses*

At the end of each term, students are provided with an Office of Measurement and Evaluation (OMET) link in order to evaluate the courses in which they are enrolled.

### *Application for Graduation*

Students must apply for graduation during the term preceding the term in which they expect to graduate, preferably at the time of registration for their final term, but no later than the deadline posted in the academic calendar. In the term before the student graduates, the student, along with their advisor, should determine that in their final term, they will have successfully completed the required courses and the minimum number of **120 required credits** in order to graduate. Graduating students should not receive incomplete grades for courses taken in their final term.

Application for graduation is done through My.Pitt.edu. More information about the process is here: [Graduation Application](#).

### *Resignation*

Students who wish to drop all of their courses before the official end of the add/drop period should do so on-line. The student is not liable for term charges, and the registration will become void.

If it is after the end of the add/drop period, follow the Office of the University Registrar procedures for Termination of Registration found at: [Tuition Adjustments](#).

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

### *Refund Processing*

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

All questions regarding other available options should be directed to the Student Payment Center at [Refunds](#).

### *Financial Holds*

If a student does not pay their account in full (or make payment arrangements through Student Loans and Special Accounts) by the due date on their Invoice, Student Accounts will place a financial hold on the student's account. If the Invoice has been validated using an Aid Information Data Sheet or sponsor billing procedures, but the deferred aid credits or sponsor payments have not been received by the University within 30 days after validation, Student Accounts may place a financial hold on the account. A financial hold will deny student access

to certain University services, such as registration, add/drop and receipt of grades, transcripts and diplomas. See the SPC Student Payment Center for fees and financial holds, [Payments](#).

### ***No-Smoking Policy***

Smoking is prohibited in all University-owned and leased facilities and in all University vehicles. Procedures for requesting the designation of smoking areas are described in University Policy 04-05-03, [Smoking Policy](#)

## **Definition of Student Status**

### ***Continuing Student***

A student who has been accepted into and who has enrolled in the University of Pittsburgh Bachelor of Social Work (BASW) program and who has registered for classes at University of Pittsburgh- Oakland (Pitt-Main) during any term or session within the past calendar year.

### ***Inactive Status***

An undergraduate student who is not enrolled for courses during a twelve-month period is moved to inactive status and must apply for readmission and be approved by the Dean of his/her school before he/she may register again. Undergraduate students attempting to complete the degree are required to be readmitted before taking additional coursework.

### ***Policy on Re-Admissions***

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

## **BASW Academic Policies**

The BASW handbook aims to provide the most current information possible. However, the School of Social Work's website is updated most frequently. Information contained in the BASW Program Handbook is subject to change at any time. The handbooks are intended to serve as a general source of information and are in no way intended to state contractual terms.

### ***Credit for Life, Volunteer, or Work Experience (Policy #25:4)***

Consistent with the Educational Policies and Accreditation Standards of the Council on Social Work Education, the School of Social Work does **not** grant course or field credit, transfer credit, or exemptions for prior life, volunteer, or employment experience.

### ***Transfer Credit (Policy #25:1)***

BASW Transfer Credit is the awarding of academic credit toward the BASW degree for coursework or fieldwork completed at an accredited academic institution when such work is evaluated by the University of Pittsburgh's School of Social Work as entirely comparable.

Potential students applying to the BASW Program who have earned college-level credit at another accredited undergraduate social work program prior to entering the BASW Major **may** be eligible to have those credits counted toward completion of the BASW degree. An official transcript of all courses taken at other schools must be submitted at the time of application. To be considered for transfer credit, all courses must be evaluated and approved by the BASW Program Director, or their designate. Transfer credits are not used in computing the student's cumulative G.P.A. or BASW G.P.A.

Transfer credits are subject to the following guidelines and limitations:

1. Credits earned by the student at another accredited institution will be accepted if the quality of the credits earned is at least a "C" grade or better, per University of Pittsburgh Transfer Credit Policy ([Transfer Students](#))
2. Academic credit for fieldwork will be awarded only for fieldwork completed at an undergraduate social work program accredited by the Council on Social Work Education when such work is evaluated as entirely comparable.
3. Courses for which credit is sought must correspond with those offered by the University of Pittsburgh in objectives and content, as described in the University of Pittsburgh's *Transfer Tool* [Transfer Tool](#).
4. The number of credits reduced or granted for a given course can neither exceed the number on the official transcript from the school where they were earned, nor the number earned in the corresponding course at the University of Pittsburgh.
5. ***No transfer credits can be part of the final thirty (30) credits required for the BASW degree.*** The final thirty (30) credits must be earned in residence at the University of Pittsburgh.
6. All transfer credits are subject to re-evaluation if and when the student transfers from one school to another within the University of Pittsburgh.
7. ***No more than 90 credits can be transferred from four-year schools and no more than 60 credits can be transferred from two-year schools.*** This decision is made on the basis of the last school attended, according to the University of Pittsburgh Transfer Credit Policy.

8. If a course for which transfer credit has been awarded is repeated, the transfer credit is cancelled, and the student must enroll in another course to make-up those transfer credits.
9. Transfer credits awarded by the University of Pittsburgh's College of General Studies from the College Level Examination Program (CLEP) will be accepted consistent with University of Pittsburgh policy ([Clep Exams](#)).
10. Transfer credits awarded by the University of Pittsburgh's College of Arts and Sciences for Advanced Placement will be accepted consistent with these policies: [AP-IB-Credit](#)
11. Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the BASW Program does not grant course or field credit, transfer credit, or exemptions for prior life, volunteer, or employment experience.
12. Transfer credits for liberal arts courses in which the student has received a C grade or better do not have a statute of limitations, though the BASW program reserves the right not to accept liberal arts courses for transfer if the content is deemed outdated.
13. Transfer credit for social work courses in which the student has received a C grade or better must have been completed within the previous *seven* academic calendar years at a social work program accredited by the Council on Social Work Education when such work is evaluated as entirely comparable.
14. Transfer credits will be calculated by the administrative staff assigned to the BASW Program and included in the student's permanent record prior to registration for the Spring Term following the student's matriculation into the BASW Program.
15. A student may appeal a negative ruling regarding transfer credits to the Academic and Professional Behavior Committee, following the procedures described in this handbook for filing student grievances.

***BASW Admissions Policy (Policy #15:1)***

For admission to the Bachelor of Arts in Social Work Program (BASW), a student must:

1. Complete 60 transferable credits from an accredited undergraduate institution and/or an associate degree program. The distribution of liberal arts credits should be as follows:
 

Humanities	9 crs.
Natural Sciences	9 crs.

Social Sciences	9 crs.
Other Courses (preferably in the social sciences)	33 crs.

2. Demonstrate the capacity for successful work at the undergraduate level, with a minimum of 2.50 GPA on a 4.0 scale. The review of the academic record will include a computation of the cumulative quality point average (GPA), an identification of areas of high, average, and low performance, and a notation of the range of social science and other related course work.

Credits awarded from the College Level Examination Program (CLEP) by the College of General Studies -are acceptable for inclusion in the 60 credits.

### ***BASW Provisional Admissions Policy (Policy #15:30)***

The Policy on Provisional Admission codifies the intent and language of acceptance letters for students admitted provisionally as an applicant whose cumulative undergraduate Grade Point Average (GPA) falls below the 2.50 level required for admission to the BASW Program. Admission on provisional status is at the discretion of the Director of Admissions and the BASW Program Director, based on a review of application materials. Applicants with a GPA below 2.50 may be asked to submit additional materials to further evaluate readiness for undergraduate study. A student admitted on provisional status must demonstrate satisfactory academic performance in the BASW Program to be removed from that status. Satisfactory academic performance is defined as:

1. Students who enter the BASW Program as full-time students must achieve a minimum cumulative GPA of 2.50 within the first term of undergraduate study (12-15 credits).
2. Students who enter the BASW Program as part-time students must achieve a minimum cumulative GPA of 2.50 by the end of two terms of study in the undergraduate program (12-18 credits).
3. The course work to be completed and other conditions for enrollment will be determined by the BASW Program Director.
4. Provisional students will not be eligible to begin field practicum until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend their enrollment in the BASW Program beyond the two years needed by full-time students to graduate.
5. Failure to demonstrate satisfactory academic performance within one (1) semester of full-time study (12 or 15 credits) or two (2) semesters of part-time study (12-18 credits) by a provisionally admitted student will result in dismissal without possibility of re-admission to the BASW Program.

6. Satisfactory performance is defined as having a SW GPA of at least 2.50 and an overall GPA of at least 2.50.

***BASW Academic and Professional Advising Policy (Policy #10:1)***  
***Advising Policy***

**Academic Advising**

**Policy:**

Academic advising is a structured process where information about course sequencing, specialization, and access to academic resources, program, and institutional policies are reinforced with each student. The BASW program provides accurate and timely information to each student to support academic success. Each academic year, faculty who serve as academic advisors are provided relevant information about course and program offerings and are offered additional training as needed.

**Procedures:**

Prior to the student matriculating into the program, the BASW Program Director assigns academic advisors. Academic advisors and students are notified of their mutual assignments. Each term, students meet with their academic advisors for academic information and updates as well as to get permission to enroll for courses. In the subsequent term, this is to jointly work with the student to ensure they are fulfilling program requirements and, ultimately, eligible to graduate. This process ensures that academic advising supports, helps the student to track, and monitor progress to successful graduation. If an occasion arises that warrants a change in academic advisor, the change will be made by the BASW Program Director, and both the student and advisor will be notified.

Students should track their credits each semester to ensure that they have the minimum required **120 credits** for graduation and successfully completed the required courses to earn the BASW. Through the advising process, academic advisors share information related to courses, course offerings, registration, academic policies, and graduation processes. Academic advisors become aware of students' academic strengths and challenges and can provide targeted support and opportunities to help prevent potential problems. The goal is to develop a supportive working relationship that promotes student connection to the program and engagement with the broader University.

Academic advisors help students understand program and university policies. They can also serve as an advocate if students face academic or professional challenges by familiarizing students with the *Academic and Professional Behavior Policy* (Policy 11:1) or connecting students to resources on campus like the writing or counseling centers. Advisors provide formal structured support so that students feel connected to the program and have a point of contact for their academic and professional progress.



When students enroll for Practicum 1 and the concurrent Practicum Seminar and Lab 1, the seminar and lab instructor for the section in which the student is enrolled becomes their faculty advisor for the remainder of their enrollment in the BASW Program.

Academic advisors are the first point of contact for any or all of the following:

1. Registration, add/drop, leaves of absence, and withdrawals;
2. Clarification of all academic policies and procedures (e.g., grading policies, graduation requirements, directed study);
3. Discussions regarding academic expectations and performance;
4. Information about other departments and/or programs in the School of Social Work or the University of Pittsburgh;
5. Planning for the student's educational program in accordance with their career interests.

## **Professional Advising**

### **Policy:**

While academic advising focuses on the administrative aspects of sequencing coursework and attaining graduation in a timely fashion, professional advising provides institutional coaching and support on an ongoing basis and helps students navigate their educational and professional identity. Professional advising can take place in an informal manner when students interact with their academic advisor, teaching faculty, field supervisors, career center staff and alumni. Formal methods include individual meetings and seminars with structured content. It orients the student to the process of becoming a competent social worker through academic training and mentoring and outlines how students are to comport themselves in professional manner in relation to one another, guided by the standards outlined in the *Academic and Professional Behavior Policy* (Policy 11:1), as well as the ethics and professional values stated in the *National Association of Social Workers (NASW) Code of Ethics* ([Code-of-Ethics](#))

### **Procedures:**

Professional advising focuses on developing a relationship with students that provides guidance around educational choices, career goals, and life goals as well as reinforcing the professional decorum and standards of professional and ethical behavior that is specific to the social work profession. Professional advising can take place in the classroom, field, and in academic advising sessions and is initiated when students matriculate into the program. This integrated

process prepares students to enter into professional social work practice in a guided manner so that they can make meaningful contributions to the field.

Professional advising is ensured for all students and occurs in the following ways:

1. In academic advising which is mandated for all students.
2. In field advising which is mandated for all students. This includes discussion of potential field placements, participation in Practicum Seminar Lab 1&2, integration of field in the classroom, and participation and evaluation in field visits,
3. At the career center, which provides topical/timely trainings for all students and is a resource for early career transition,
4. In cohort-based learning programs, available for students who participate in fellowships and centers where they receive mentoring, specialized education and training on topics such 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.

In the senior year of enrolment in the BASW program, students enroll in the Practicum Seminar & Lab 1&2 courses which centers the field experience and gives dedicated space and time to discuss the social work profession and provides mentoring and coaching in real time: thus, in the senior year, advising is integrated with practice, class, field and professional experience.

The sequential format for advising creates a holistic approach that is student-centered and supports a student's intellectual and personal growth as they advance through the program. It is a relational process in which instructors and advisors in fieldwork, coursework and institutional support prepare students to enter into professional social work practice in a guided manner so that they can make meaningful contributions to the field of social work.

Professional advising can occur both formally and informally. Formal methods include structured one-on-one meetings, seminars set up by affiliated centers and programs, and specialized course offerings. Informal methods include open office hours, discussions before and after classes, and conversation about field placement experiences. Both formal and informal methods create space for students to practice professional behavior outlined in the *Academic and Professional Behavior Policy* (Policy 11:1), in and out of the classroom, at their field sites, and in the community. Faculty, staff, field supervisors, alumni, and experts in student's area of interest all provide professional advising and model social work values in each interaction.

If in the process of professional advising or in their tenure as a student in the program, it becomes evident that students are not able to adhere to the *Academic and Professional Behavior Policy* (Policy 11:1), or the larger university Student Code of Conduct, they may be referred to the Academic and Professional Behavior Committee, which will initiate a corrective process to formally guide the student toward improvement.

Professional advising also helps students make a connection between their academic experience and their future life plans. Professional advising helps students identify strengths, talents, and challenges and directs students to resources within the school and community. Advisors model professional behavior and use the advising relationship to address how students can work on self-awareness, interpersonal skills, problem solving skills, and conduct themselves in a manner that demonstrates respect for social work values. Professional advising reiterates how students are to comport themselves with one another in and out of the classroom and how they can develop their professional self in the educational setting.

### ***BASW Academic Standing Policy (Policy #9:2)***

Revised and Approved by Faculty: March 2003

Revised and Approved by Faculty: November 2003

Revised and Approved by Faculty: 2013

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

1. obtain a grade of “C-” or better in all required courses in their social work major (including Practicum 1 and 2);
2. maintain a minimum cumulative 2.50 on a 4.00 scale in their social work major; and,
3. maintain a minimum cumulative GPA of 2.50 on a 4.00 scale overall.

Students earning a cumulative GPA that puts them in the top two percent (2%) of their graduating class are considered for honors recognition at the annual Honors Convocation conducted by the University of Pittsburgh.

All courses in the BASW Program, including Practicum 1 & 2, must be taken for a letter grade. With the exception of both Practicum 1 and Practicum 2, should a student receive a grade below a “C-” in any social work course, the course must be taken again. **The option of re-taking a required course for which a grade below a “C-” was earned can be exercised only once.** 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 they do not receive a grade of C- or higher in a required course on the second attempt. Because fieldwork is recognized as the capstone of the BASW student experience, **should a student receive a grade below a C- in Practicum 1 or Practicum 2, the student will automatically be terminated from the BASW Program.**

Courses in the BASW Program are built directly on others and can be thought of as constituting a “sequence.” Typically, these “sequences” involve required practice, social welfare policy, and human behavior and the social environment courses. Thus, the Methods courses are numbered on the premise that students have achieved basic competence in Social Work with Individuals & Families before proceeding on to Social Work with Communities and Organizations, or Social Work with Groups. Similarly, Social Policy Analysis is designed to build on successful completion of Foundations of the Welfare State. Successful completion of Human Behavior in the Social Environment (HBSE) is requisite for enrollment in Generalist Social Work Practice with Diverse Populations. A sequence also exists for

field education in that students are expected to successfully complete Practicum 1 (and the concurrent Practicum Seminar and Lab 1 course) before moving on to Practicum 2 (with concurrent enrollment in Practicum Seminar and Lab 2). For courses offered as part of a “sequence,” students in the BASW Program must earn a grade of C- or better in an earlier course (or courses) in order to register for a more advanced course. Successful completion of the entire junior year social work curriculum is prerequisite to Practicum 1. In extraordinary circumstances, the Program Director (in consultation with the student’s Faculty Advisor) may grant rare exceptions to this prerequisite for a course or two (not including the Methods courses).

Students in the BASW Program must maintain a minimum cumulative GPA of 2.50 and a social work GPA of 2.50 during each term they are enrolled in the BASW Program. Should a student’s cumulative GPA fall below 2.50, or the social work GPA fall below 2.50, the student will be placed on **academic probation**. In this case, students will be given *two terms* to achieve program standards. Any student who fails to demonstrate satisfactory academic performance in the first term will remain on probationary status subject to formal academic review. A student will be given one additional semester to bring their cumulative GPA to the 2.50 level and/or the social work GPA to 2.50. The coursework to be completed and any other conditions for continued enrollment will be determined by the Academic and Professional Behavior Committee.

A student **will be dismissed** from the BASW Program if they do not obtain a minimum cumulative GPA of 2.50 and/or if the social work GPA falls below 2.50 after this *second semester* of academic probation. No student will be permitted to begin field placement until satisfactory academic performance has been demonstrated and their academic probation status cleared, even if this results in students’ having to extend enrollment in the BASW Program beyond the two years needed by full-time students to graduate.

Dismissal from the Hartford Partnership, Child Welfare Education for Baccalaureates (CWEB), or other program-related trainings or certifications does not inherently imply dismissal from the BASW Program.

To qualify for graduation, students must have a final cumulative GPA of 2.50 or higher and a social work GPA of 2.50 or higher. No student will be permitted to graduate from the BASW Program with a final grade of “D+”, “D”, “D-”, or “F” in a social work course. A student will be permitted to graduate from the BASW Program with a “D-” or better in a non-social work course as long as the student’s cumulative GPA is 2.50 or higher.

### **BASW Academic and Cumulative GPA Probation Policy**

Any student whose cumulative undergraduate Grade Point Average (GPA) falls below the 2.50 level and/or whose social work GPA falls below 2.50 will be placed on probationary status. A student will be notified in writing by the BASW Program Director if they have been placed on probationary status and will be given two terms to demonstrate satisfactory academic performance in the BASW Program in order to be removed from that status. Any student who fails to demonstrate satisfactory academic performance in the first term will remain on probationary status subject to formal academic review (see #11:1). A student will be given one additional semester to bring their cumulative GPA to the 2.50 level and/or the social work GPA to 2.50. The course work to be completed and any other conditions for continued enrollment will be determined by the Academic and Professional Behavior Committee. A student will be

dismissed from the BASW Program if they do not obtain a minimum cumulative GPA of 2.50 and/or if the social work GPA falls below 2.50 after this second semester of academic probation.

### *Criteria for Directed Study (Policy #27:1)*

#### A. Definition

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

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.
2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:
  - a. Exploration of the existing literature in a specified content area.
  - b. Engaging in research that contributes to knowledge and practice applications in a content area.
  - c. Development of professional materials.

#### B. Statement of Purpose

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

Directed study should:

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

### C. Faculty Participation

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

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

### D. Directed Study Plan

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

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

### E. Directed Study Evaluation

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

1. There must be a tangible product resulting from the study.
2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.

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

F. Procedures

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

***Statute of Limitations for School of Social Work Degrees and Leaves of Absence (Policy #26:1) – BASW Program***

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

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

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

## ***Academic and Professional Behavior Policy (Policy #11:1 – Includes Academic Integrity and Academic Review)***

Passed 05/2020; Supersedes existing Policies 11:1 and 12:1 includes the Problem-Solving Process

A student has an obligation to exhibit honesty and to respect the ethical standards of the social work profession in carrying out their academic and field placement assignments. A student represents the School of Social Work and the social work profession in their interactions with others, both on campus and in the community. A student is expected to act in a manner consistent with the Code of Ethics of the National Association of Social Workers ([Code of Ethics](#)); relevant laws; and the policies, procedures, and protocols outlined by the School of Social Work in the Student Handbooks for each of the three academic programs.

### **I. Academic Integrity and Student Obligations**

Without limiting the application of this principle, per University of Pittsburgh Policy 02-03-02, a student may be found to have violated this obligation if they\*:

- A. Refer during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
- B. Provide assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
- C. Receive assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
- D. Engage in unauthorized possession, buying, selling, obtaining, or using any materials intended to be used as an instrument of academic evaluation in advance of its administration.
- E. Act as a substitute for another person in any academic evaluation process.
- F. Utilize a substitute in any academic evaluation proceeding.
- G. Practice any form of deceit in an academic evaluation proceeding.
- H. Depend on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, or publication of work to be submitted for academic credit or evaluation.
- I. Provide aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, performing, or publication of work to be submitted for academic credit or evaluation.



- J. Present as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
- K. Submit a written assignment prepared for one course as original work for another course.
- L. Submit the work of another person in a manner which represents the work to be one's own.
- M. Knowingly permit one's work to be submitted by another person without the faculty member's authorization.
- N. Attempt to influence or change one's academic evaluation or record for reasons other than achievement or merit.
- O. Knowingly misrepresent field placement tasks and activities, attendance, or hours to field placement agency personnel or School of Social Work faculty or staff.
- P. Falsify required field education documents, such as field learning plans or field evaluations.
- Q. Fail to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to a fellow student.

\* Clauses A-N and Q come from the University of Pittsburgh Policy 02-03-02; Clauses O and P were added by the School of Social Work, consistent with University of Pittsburgh Policy 02-03-02, Clause 16 [Academic Policies](#).

## **II. Professional Behavior and Student Obligations**

Without limiting the application of this principle, a student may be found to have violated this obligation if they:

- A. Violate the University of Pittsburgh's Student Code of Conduct ([Code of Conduct](#)).
- B. Fail when using written, oral, or electronic platforms to communicate with dignity, respect, and sensitivity in all interactions with individuals in academic and professional settings. The use of derogatory, inflammatory, or defamatory language is never acceptable.

- C. Fail when using written, oral, or electronic platforms to engage in respectful and principled dialogue or debate with others with whom they disagree, either in an academic or professional setting.
- D. Fail to maintain the confidentiality of information, particularly client/constituent information or proprietary agency information.
- E. Use verbal, written, or electronic means to harass, bully, retaliate against, or intimidate an individual in an academic or professional setting.
- F. Fail to follow the Standards for Technology in Social Work (<https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>).
- G. Disclose an individual's, family's, or group's personal information by verbal, written, or electronic means without prior consent in an academic or professional setting.
- H. Physically threaten, harass, or assault another person in an academic or professional setting. Any allegation of physical misconduct will be referred immediately for investigation to the University of Pittsburgh (Oakland) Campus Police for incidents within their jurisdiction. For MSW students at UPJ or UPB, allegations will be referred to the Campus Police at their respective campuses for incidents within their campus jurisdictions. Allegations of physical misconduct occurring at a field agency or other community setting with which the student has contact in the course of their education will be referred to the local police.
- I. Sexually threaten, harass, or assault another person in an academic or professional setting. Any allegation of sexual misconduct will be referred immediately for investigation to the appropriate University contact. For incidents involving students at the Oakland Campus: the University's Office of Diversity and Inclusion: [Diversity](#).
- J. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
- K. Indulges, during a field placement in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the field instructor, other staff, or clients/constituents.
- L. Fail to demonstrate respect for diversity and difference in an academic or professional setting. The University of Pittsburgh is committed to creating a learning environment that "does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities." ([Notice on Non-discrimination](#)). Any allegation of

discrimination will be referred immediately to the appropriate University contact.  
Oakland Campus: Cheryl Ruffin 412-648-7282 or [cruffin@pitt.edu](mailto:cruffin@pitt.edu).

M. During a field placement:

1. Fail to adhere to the field placement agency's policies and procedures. A student cannot decide on their own to reject or fail to adhere to a field placement agency's policies or procedures, even if the student questions their utility, appropriateness, or ethics. A student who questions the utility, appropriateness, or ethics of the field placement agency's policies or procedures should raise the concern with their field instructor and engage in a problem-solving process, which is more fully described in Section IV (below).
2. Fail to adhere to the field placement agency's documentation and record keeping requirements. A student cannot decide on their own to reject or fail to adhere to a field placement agency's documentation or record keeping requirements, even if the student questions their utility, appropriateness, or ethics. A student who questions the utility, appropriateness, or ethics of the field placement agency's documentation or record keeping requirements should raise the concern with their field instructor and engage in a problem-solving process, which is more fully described in Section IV (below).
3. Remove from the field placement setting property or proprietary materials belonging to the agency without proper authorization.
4. Remove from the field placement setting client/constituent information, including but not limited to physical or electronic notes, files, or records, without proper authorization.

### III. Academic Performance

Each of the School of Social Work's three academic programs has established standards students are to achieve to remain in good academic standing. Failure to maintain the required academic standards for the specific degree program can impede the student's academic progress or even prevent the student from being able to graduate from the program.

#### A. BASW Program

In the BASW Program, required courses and field education must be taken for a letter grade. Should a student receive a grade below a "C-" in any required course, with the exception of field education, the course must be taken again. BASW students must maintain a minimum overall GPA of 2.50 on a 4.00 scale. Because fieldwork is recognized as the capstone of the BASW student experience, should a student receive a

grade below a "C-" in Practicum 1 or Practicum 2, the student will automatically be terminated from the BASW Program.

B. MSW Program

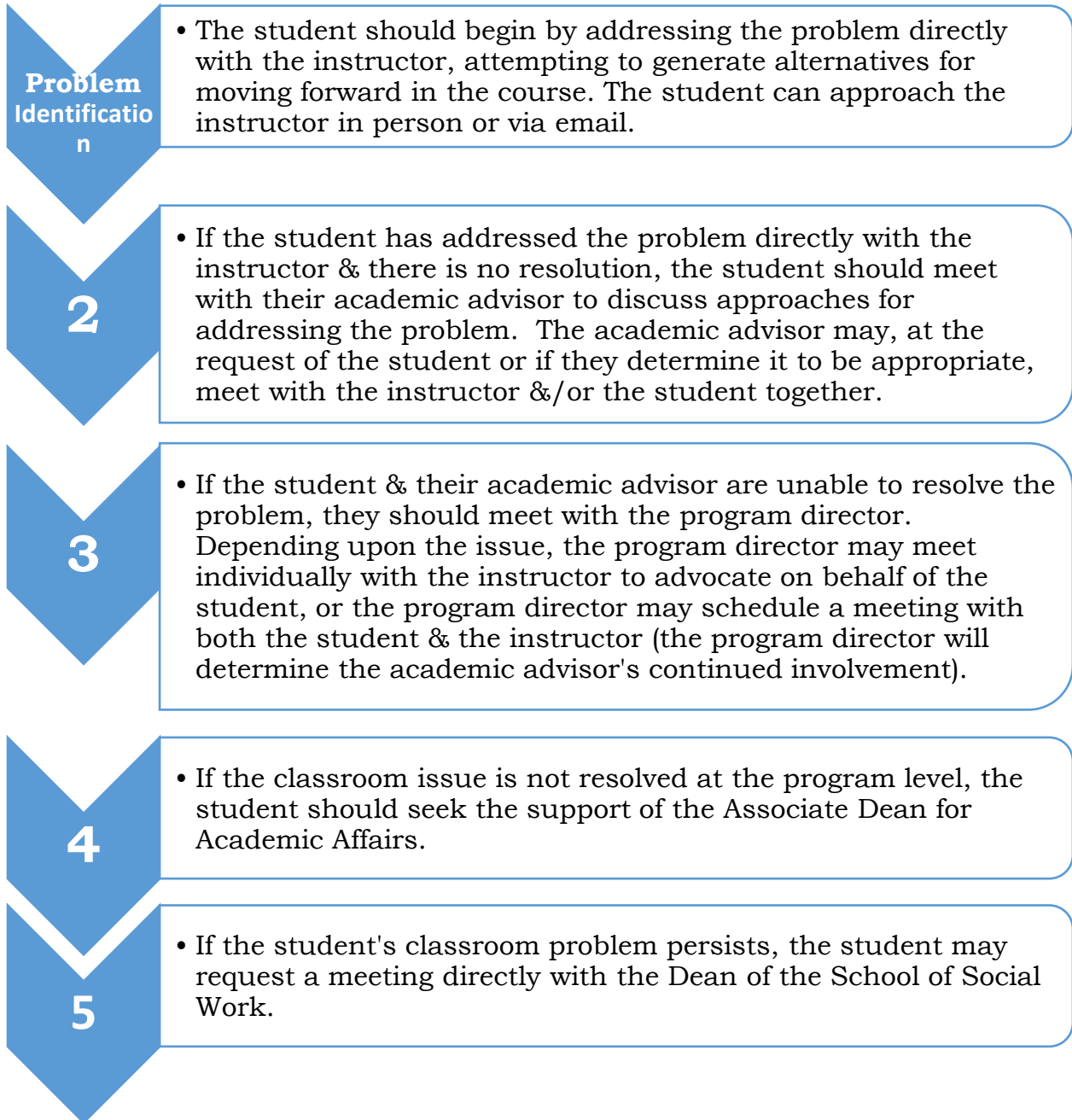
In the MSW Program, required courses must be taken for a letter grade. Field education must be taken for an S/NC grade; a grade of "NC" in field education is a failing grade. Should a student receive a grade below a "B-" in any required course, the course must be taken again. MSW students must maintain a minimum overall GPA of 3.00 on a 4.00 scale.

C. PhD Program

In the PhD Program, required courses must be taken for a letter grade. PhD students must maintain a minimum overall GPA of 3.00 on a 4.00 scale. PhD students must obtain a "B" or better in a required course. Should a student receive a grade of "B-" or lower in any required course, the course must be taken again.

#### IV. Problem-Solving Guidelines

### ***Problem-Solving Process When a Student Faces a Classroom Problem Affecting Their Performance in a Course\****



\*This problem solving process does not supercede processes in place for Title IX or Title IV alleged violations. It also is not used in place of SSW Academic and Professional Behavior Policy #11:1

The School of Social Work at the University of Pittsburgh aspires to provide a quality social work education across all three-degree programs. To this end, a commitment is made to students, faculty, field advisors, field liaisons, School of Social Work staff, field instructors, and field placement agencies to engage in a problem-solving process when the need for such a process is identified by any one of these parties.

The problem-solving process outlined here is to be considered a first step to addressing academic integrity, student behavior, academic performance, or other issues related to students' academic or professional activities (for example, excessive absences or consistent tardiness) where a Mandatory Academic and Professional Behavior Review (Mandatory Review) is not required (see V.B., below).

Problem-solving process steps should follow the commonly accepted model(s) that students are taught as a basic intervention method. These steps include, but are not limited to:

- A. Problem identification.
- B. Discussion of the problem, issue, or concern by those immediately involved with one of the following outcomes:
  1. the issue is resolved, or
  2. a plan to address the problem is agreed upon and implemented, or
  3. those immediately involved cannot agree on a workable solution.

For problems, issues, or concerns arising in the classroom context, the immediately involved parties typically are the faculty member (defined as full-time and adjunct faculty as well as PhD student Teaching Assistants [TAs]) and the student(s). For problems, issues, or concerns arising in the context of a student's field placement, the immediately involved parties typically are the field instructor and the student.

If the student and the faculty member/field instructor accept a specific resolution, including a plan to address the matter, offered by either of them, the matter will be considered closed. The faculty member/field instructor will prepare a memo summarizing the agreement, copies of which shall be retained by both the faculty member/field instructor and the student. The faculty member will submit a copy of the memo for retention in the student's academic file. In the case of a field matter, the field instructor will send a copy of the memo to the student's field liaison, who will place it in the student's academic folder.

- C. If a resolution is not reached in the discussion or if the agreement or plan to address the matter does not succeed in resolving the issue in the agreed-upon time frame, one or both parties can contact the academic advisor (if this is an academic issue) or the field liaison (if this is a field issue) and request that a meeting be scheduled. As appropriate, the academic advisor or field liaison will notify the appropriate program director (BASW, MSW, PhD) via email of this meeting.
- D. The academic advisor or field liaison facilitates the meeting between the involved parties in order to further engage them in problem-solving with the hope of achieving a mutually agreed upon solution to the problem.

If the student and the faculty member/field instructor accept a resolution, including a plan to resolve the issue, the matter will be considered closed. The academic advisor will prepare a memo summarizing the agreement, copies of which shall be distributed to the faculty member/field instructor and the student; a copy also shall be placed in the student's academic file.

- E. The academic advisor/field liaison will notify the appropriate program director via email if a solution cannot be facilitated or if the agreement or plan does not succeed in resolving the issue within the specified time frame. The program director will convene a Mandatory Academic and Professional Behavior Review (Mandatory Review) with all of the involved parties. In the case of a field issue, the Field Director will be invited to participate in the Mandatory Review. The Mandatory Review is the first step of the Academic and Professional Behavior Review, and the process used as well as any actions taken will be guided by the points outlined in VI.C. (below).

## **V. Types of Academic and Professional Behavior Reviews**

- A. Discretionary Academic and Professional Behavior Review (Discretionary Review)

For BASW students, Discretionary Reviews can be held for academic performance matters that do not require a Mandatory Review (see V.B., below).

1. For BASW students, instances in which a Discretionary Review can be held include, but are not limited to, the following academic performance matters:
  - a. When a BASW student has a cumulative GPA or major GPA of less than a 2.50.
2. Across all academic programs, a Discretionary Review can be convened when there is a violation of academic integrity or professional behavior not specified in V.B. (below), such as:

- a. Violations of the academic integrity standards, as identified in Section I Clauses A. through Q.
- b. Violations of those professional behavior standards that do not automatically necessitate a Mandatory Review, as identified in V. B.2. (below), or that are not automatically reported to other University bodies or to public safety authorities. Violations of professional behavior considered for Discretionary Review are those enumerated in Section II Clauses A., B., C., M1., M2.

B. Mandatory Academic and Professional Behavior Review (Mandatory Review)

Under certain conditions, consistent with the educational and professional responsibilities of the School of Social Work, Mandatory Review proceedings are required. The seriousness of these situations precludes the use of more informal processes to resolve the matter. Instances necessitating a Mandatory Review include, but are not limited to:

1. For BASW students, Mandatory Reviews are held for the following academic performance matters:
  - a. BASW Program
    - 1) A student's cumulative QPA is below 2.5 on a 4.00 scale.
    - 2) A student's cumulative social work QPA is below 2.5 on a 4.00 scale.
    - 3) An earned grade below "C-," except in field education. Because fieldwork is recognized as the capstone of the BASW student experience, should a student receive a grade below a "C-" in Practicum 1 or Practicum 2, the student will automatically be terminated from the BASW Program.
  - b. MSW Program
    - 1) A student's cumulative GPA falls below the 3.00 level on a 4.00 scale.
    - 2) A student receives a grade below a "B-" in a required course.
    - 3) A student receives a grade of "NC" in field.

For academic performance matters involving students in the PhD program, the process to be followed is discussed in the *Grading Standards for the Ph.D. Program* section of the of the PhD Program Handbook, which appears on page 39 ([Policies-Handbooks](#)).



2. For BASW students, Mandatory Reviews are also held when the following field education standards and procedures are violated:
  - a. Failure to secure a field placement after 3 interviews, as described in Policies 13:B33 and 13:M33.
  - b. Additional requests to withdraw from a field placement following one approved withdrawal, as described in Policies 13:B45 and 13:M45.
  - c. Making an independent and unilateral decision to terminate one's field placement, as discussed in Policies 13:B46 and 13:M46.
  - d. Removal from a field placement agency because of a psychosocial distress, substance abuse, or health difficulties that interfere with the student's and/or placement agency's functioning and effectiveness, as indicated in Policies 13:B46 and 13:M46.
  - e. Professional behavior standards identified in Section II Clauses K., M.3., and M.4.
3. For BASW students, a Mandatory Review is held when use of the problem-solving process fails to resolve the matter (see IV.B., above).
4. Across all academic programs, a Mandatory Review obtains in instances of violations of professional behaviors, as set forth in Section II Clauses D., E., F., G., J.

C. Academic and Professional Behavior Review Committee Hearing

The Academic and Professional Behavior Review Committee will be convened at the request of the Associate Dean for Academic Affairs. The Academic and Professional Behavior Review Committee is a formally constituted body charged with holding hearings when there are allegations involving academic integrity, professional behavior, or academic performance standards. The Academic and Professional Behavior Review Committee is described in more detail in VII. (below).

**VI. Conduct of Academic and Professional Behavior Reviews**

These procedures and processes are drawn largely from and are consistent with University of Pittsburgh Policy 02-03-02 ([Academic Policies](#))

- A. No student should be subject to an adverse finding that they committed an offense related to academic or professional behavior, and no sanction should be imposed relating thereto, except in accordance with procedures appropriate for disposition of

the particular matter involved. The degree of formality of proceedings, the identity of the decision maker or decision makers, and other related aspects properly reflect such considerations as the severity of the potential sanction, its probable impact upon the student, and the extent to which matters of professional judgment are essential in arriving at an informed decision. In all cases, however, the objective is to provide fundamental fairness to the student as well as an orderly means for arriving at a decision, starting first with the individual faculty member and then with designated administrative officers or bodies.

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

1. Any member of the University community who has evidence may bring to the attention of the faculty member a complaint that a student has failed, in one or more respects, to meet faithfully the obligations specified in sections V.A. and V.B. (above)

C. Academic and Professional Behavior Review Procedures and Processes

Students found to be in violation of the academic and professional behavioral standards will proceed through the adjudication process outlined below:

1. Discretionary Academic and Professional Behavior Review (Discretionary Review)

Discretionary Review is not meant to by-pass the relationship between the student and their faculty member/faculty advisor (or field instructor/field liaison). Nor is it meant to preclude problem-solving by these parties. Rather, Discretionary Review offers a formal venue for addressing and attempting to resolve impediments to a student's academic and professional behavior, such as those described in section V.A. (above).

A Discretionary Review is convened by the appropriate program director who meets with the student and the faculty member and faculty advisor or the field instructor and field liaison to develop a plan. In the case of a field issue, the Field Director will participate in the meeting. The plan should specify actions to be taken, the student's and the faculty member's/field instructor's responsibilities, and a date when the success of the plan in resolving the problem will be assessed.

If the student and the faculty member/field instructor accept a specific resolution, the matter will be considered closed. The program director will prepare a memo

summarizing the agreement. Copies of the memo will be distributed to the student and the faculty member and faculty advisor or the field instructor and field liaison; a copy shall be placed in the student's academic file, which is kept in the Student Services Center.

If no solution is agreed upon, or if the plan developed does not address the problem in the agreed-upon period, the program director will ask the Associate Dean for Academic Affairs to convene an Academic and Professional Behavior Review Committee hearing.

## 2. Mandatory Academic and Professional Behavior Review (Mandatory Review)

Mandatory Review offers a formal venue for addressing and attempting to resolve impediments to a student's academic and professional behavior. In certain situations, including but not limited to those identified in section V.B. (above), the problem-solving process is bypassed and a more formal, official means of addressing the problem, issue, or concern is required.

A Mandatory Review is convened by the appropriate program director to develop a remediation plan. In the case of academic issues, meeting will include the student, the involved faculty member, and the academic advisor. In instances involving a field issue, participants will include the student, the field liaison, and the Field Director; the field instructor will be asked to submit the Field Evaluation or statement documenting the problem. The remediation plan should specify actions to be taken, the responsibilities of all parties, and a date when the success of the plan in resolving the problem will be assessed. Remediation plans can involve, for example, specific course assignments to be completed, academic support services to be utilized, changes in registration, or methods to demonstrate professional behaviors. Moreover, as an outcome of the Mandatory Review, a student may be placed on academic probation or may even need to withdraw for a specific period of time in order to complete courses in the correct sequence.

The program director will prepare a memo detailing the remediation plan, including actions to be taken and by whom, and the plan's timeline. Copies of the memo will be distributed to the student and the faculty member and the faculty advisor or the field liaison and Director of Field Education. In instances involving field education, the field liaison will be responsible for communicating those portions of the remediation plan involving the field placement to the field instructor.

A copy of the program director's memorandum detailing the remediation plan also shall be placed in the student's academic file, which is kept in the Student Services Center. Access to such information identifying an individual student for the following uses will be granted only for the following:

- a. To a faculty member who is involved with a student integrity or professional behavior violation at the initial stage and who wishes to use this previous record in determining whether a resolution between the faculty member and the student or a Mandatory Academic Review may be most appropriate, especially in the case of repeat offenders
- b. To the program director, field liaison, or faculty advisor who was a party to the agreement and who needs to assess whether or not its terms have been fulfilled.
- c. To the School's Academic and Professional Behavior Review Committee after a decision has been made in a case, but before a sanction has been recommended.

If the student rejects the remediation plan or if the resolution or plan developed does not address the problem in the agreed-upon period, the program director will ask the Associate Dean for Academic Affairs to convene an Academic and Professional Behavior Review Committee hearing.

### 3. Retention of Voluntary Agreements

A written summary of a voluntary agreement reached as a result of problem-solving or a Discretionary Review is placed in the student's academic file, which is kept in the Student Services Center. Access to such information identifying an individual student for the following uses will be granted only for the following:

- a. To a faculty member who is involved with a student integrity or professional behavior violation at the initial stage and who wishes to use this previous record in determining whether a resolution between the faculty member and the student or a Mandatory Academic Review may be most appropriate, especially in the case of repeat offenders
- b. To the program director, field liaison, or faculty advisor who was a party to the agreement and who needs to assess whether or not its terms have been fulfilled.
- c. To the School's Academic and Professional Behavior Review Committee after a decision has been made in a case, but before a sanction has been recommended.

Voluntary agreements will be removed from the student's file and destroyed after the student leaves the program.

4. Academic and Professional Behavior Review Committee Hearing
  - a. If an agreed upon resolution between the faculty member/field instructor and the student cannot be reached, or if an agreed-upon plan fails to resolve the matter in the specified time frame, or if a student rejects the remediate plan or if the remediation plan is not implemented, the appropriate program director will file a written statement with the Associate Dean for Academic Affairs. Such statement should set forth the matter, including a factual narrative of events. The statement should also include the names of persons' having personal knowledge of circumstances or events as well as the general nature and description of all evidence. If this occurs at the end of a term, and/or the last term of enrollment, the "G" grade should be issued for the course/field education credits until the matter is decided. In situations involving the student's last term, before graduation, degree certifications can be withheld, pending the outcome of the hearing, which should be expedited as quickly as possible.
  - b. The Associate Dean for Academic Affairs will transmit to the student the written statement submitted by the appropriate program director, together with a copy of this policy and the time and place when the School's Academic and Professional Behavior Review Committee will meet on the matter.
  - c. In proceedings before the School's Academic and Professional Behavior Review Committee, the student shall have the right:
    - 1) to be considered innocent until found guilty by clear and convincing evidence of a violation of the student obligations of academic integrity or professional behavior;
    - 2) to have a fair disposition of all matters as promptly as possible under the circumstances;
    - 3) to elect to have a private or public hearing;
    - 4) to be informed of the general nature of the evidence to be presented;
    - 5) to confront and question all parties and witnesses except when extraordinary circumstances make this impossible;
    - 6) to present a factual defense through witnesses, personal testimony and other relevant evidence;
    - 7) to decline to testify against himself or herself;

- 8) to have only relevant evidence considered by the Academic and Professional Behavior Review Committee; and
  - 9) to a record of the hearing (audio tape), at their own expense, upon request.
- d. The hearing should provide a fair inquiry into the truth or falsity of the charges, with the charged party and the faculty member or charging party afforded the right to cross-examine all adverse witnesses. At the level of the School's Academic and Professional Behavior Review Committee, legal counsel shall not be permitted, but a non-attorney representative from within the University community shall be permitted for both faculty and students. A law student cannot be used as a representative at the Academic and Professional Behavior Review Committee hearing.
  - e. Any member of the University community may, upon a showing of relevancy and necessity, request witnesses to appear at the hearing. Witnesses who are members of the University community will be required to appear, and other witnesses may be requested to appear at a hearing. When necessitated by fairness or extraordinary circumstances, the Chair of the Academic and Professional Behavior Review Committee may make arrangements for recorded or written testimony for use in a proceeding.
  - f. Hearing procedures

The hearing will be conducted as follows:

- 1) The Chair of the Academic and Professional Behavior Review Committee will not apply technical exclusionary rules of evidence followed in judicial proceedings nor entertain technical legal motions. Technical legal rules pertaining to the wording of questions, hearsay, and opinions will not be applied formally. Reasonable rules of relevancy will guide the Chair of the Academic and Professional Behavior Review Committee in ruling on the admissibility of evidence. Reasonable limits may be imposed on the number of factual witnesses and the amount of cumulative evidence that may be introduced;
- 2) The Chair of the Academic and Professional Behavior Review Committee will state the reasons for holding the hearing;
- 3) Objections to procedure shall be entered on the record, and the Chair of the Academic and Professional Behavior Review Committee shall make any necessary rulings regarding the validity of such objections;

- 4) The appropriate program director will summarize their case and shall offer evidence in support thereof;
- 5) The student or representative(s) for the student shall have the opportunity to question the charging party;
- 6) The appropriate program director shall be given the opportunity to call witnesses;
- 7) The student or representative(s) for the student shall be given the opportunity to question each witness of the charging party after they testify;
- 8) The appropriate program director shall inform the Chair of the Academic and Professional Behavior Review Committee when their presentation is completed, at which time the Academic and Professional Behavior Review Committee members are be given an opportunity to ask questions of the persons participating in the hearing;
- 9) The student may testify or not as they choose;
- 10) The appropriate program director shall have the opportunity to question the accused if the accused voluntarily chooses to testify;
- 11) The student or a representative for the student shall have the opportunity to call witnesses;
- 12) The appropriate program director shall have the opportunity to question each witness of the accused after they testify;
- 13) The student shall inform the Chair of the Academic and Professional Behavior Review Committee when their presentation is complete, and the Academic and Professional Behavior Review Committee members are given the opportunity to ask questions of the accused as well as the accused's witnesses;
- 14) The Chair of the Academic and Professional Behavior Review Committee will have an opportunity to address the Academic and Professional Behavior Review Committee on School of Social Work regulations or procedure in the presence of all parties, but shall not offer other comments without the consent of all parties; and,
- 15) The hearing shall be continued and the members of the Academic and Professional Behavior Review Committee shall deliberate in private until

a decision is reached and recorded. During the deliberation, members of the Academic and Professional Behavior Review Committee will have the opportunity to review any agreements or plans contained in the student's academic file.

16) The hearing shall reconvene and the recommended decision shall be verbally communicated to the student and the appropriate program director.

- g. A suitable record (audio tape) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.
- h. The Chair of the Academic and Professional Behavior Review Committee prepares a written summary of the hearing and a detailed description of the recommended decision, including any sanctions.
- i. The recommended decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further proceedings whenever they deem this to be necessary. Upon completion of such additional proceedings, if any, and within a reasonable time, the Dean will issue a final decision. The Dean may reject any findings made by the Academic and Professional Behavior Review Committee adverse to the student, and may dismiss the charges or reduce the severity of any sanction imposed, but the Dean may not make new findings adverse to the student, and may dismiss the charges or increase the severity of a sanction, except in the case of repeating offenders of Academic Integrity guidelines.
- j. The Chair of the Academic and Professional Behavior Review Committee shall then transmit to the student and the appropriate program director copies of all actions taken by the Academic and Professional Behavior Review Committee and the Dean. If a sanction is imposed, the notice to the student will make reference to the student's opportunity, by petition filed with the Provost, to appeal to the University Review Board.

## 5. Timeliness

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



## 6. Sanctions

The alternative sanctions which may be imposed upon a finding that a violation has occurred of the Academic and Professional Behavior Standards of the School of Social Work has been committed are the following:

- a. Dismissal from the University without expectation of readmission.
- b. Suspension from the University for a specific period of time, with no additional conditions.
- c. Suspension from the University for a specific period of time, with additional conditions specified by the Committee.
- d. Change in registration status coupled with a remediation plan; failure to carry out the remediation plan in the specified time will result in dismissal from the University without expectation of readmission.
- e. Reduction in grade, or assignment of a failing grade, in the course (academic or field) in which the violation was committed.
- f. Reduction in grade, or assignment of a failing grade, on the paper or examination in which the offense occurred.

## 7. Review and Appeal

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

## 8. Retention of Materials

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

## **VII. Academic and Professional Behavior Review Committee**

### **A. Composition**

#### **1. Permanent Members**

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

#### **2. Alternate Members**

There is to be a total of seven (7) alternate members of the Academic and Professional Behavior Review Committee. Four (4) of the alternates are to be faculty persons appointed by the Dean and are to be designated as 1st, 2nd, 3rd, and 4th Alternate. Three (3) of the alternates are to be students, one (1) individual from each degree level (undergraduate, master's, and Ph.D.) and are to be designated as 1st, 2nd, and 3rd Alternate. If a vacancy occurs, a replacement will be immediately appointed.

#### **3. Chairperson**

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

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

C. All appointments to the Academic and Professional Behavior Review Committee are to be for a twelve-month term. The Dean is to submit a written request for identification of student members and student alternates to the BASW Club, Student

Executive Council, and Doctoral Student Organization. This request should specifically mention the requirement set forth above.

D. Conflict of Interest

1. Any faculty member with a current academic or field education relationship with the student under review may be included in the discussions but will not be included in the formal deliberations and vote.
2. If circumstances involving conflict of interest results in the elimination of permanent members and the three (3) alternates in either category, the Dean will appoint faculty replacements and the Student Executive Council will identify student replacements.

**VIII. Academic Integrity and Faculty Obligations**

A. Faculty Obligations

1. A faculty member accepts an obligation, in relation to their students, to discharge their duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the social work profession.
2. Without limiting the application of the above principle, members of the faculty are also expected (except in cases of illness or other compelling circumstances) to conduct themselves in a professional manner, including the following:
  - a. To meet their classes when scheduled;
  - b. To be available at reasonable times for appointments with students, and to keep such appointments;
  - c. To make appropriate preparation for classes and other meetings;
  - d. To perform their grading duties and other academic evaluations in a timely manner;
  - e. To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during the evaluation;

- f. To base all academic evaluations upon good-faith professional judgment;
- g. Not to consider, in academic evaluation, such factors as disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression unrelated to the school's academic or professional behavior standards;
- h. To respect the confidentiality of information regarding a student contained in university records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be required by law;
- i. Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which infringes upon such students' freedom of choice;
- j. To give appropriate recognition to contributions made by students to research, publication, service, or other activities;
- k. To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation;
- l. To respect the dignity of students individually and collectively in the classroom and other academic contexts.

#### B. Hearing Procedures for Allegations Against Faculty

1. Any member of the University community having evidence may bring to the attention of the Dean a complaint that a faculty member has failed, in one or more respects, to meet faithfully the obligations set forth above. The Dean, in their discretion, will take such action by way of investigation, counseling, or action—in accordance with applicable University procedures—as may appear to be proper under the circumstances. The faculty member's and student's interest in confidentiality, academic freedom, and professional integrity in such matters will be respected.
2. To provide a means for students to seek and obtain redress for grievances affecting themselves individually, the following procedures should be followed.

These are not intended and shall not be used to provide sanctions against faculty members.

3. Where an individual student alleges with particularity that the actions of a faculty member have resulted in serious academic injury to the student, the matter shall (if requested by the student) be presented to the School's Academic and Professional Behavior Review Committee for adjudication. Serious academic injury includes, but is not necessarily limited to, the awarding of a lower course grade than that which the student has earned or suspension from a class. However, this is not intended to address normal grading decisions of faculty exercising good-faith professional judgments in evaluating a student's work.
4. It is the responsibility of the student, before seeking to have a grievance adjudicated, to attempt to resolve the matter by personal conference with the faculty member concerned, and, if such attempts are unavailing, to call the matter to the attention of the appropriate Program Director for consideration and adjustment by informal means. If a matter remains unresolved after such efforts have been made, the following grievance procedures shall be employed:
  - a. The aggrieved student will file a written statement of charges with the Associate Dean for Academic Affairs.
  - b. If the Associate Dean for Academic Affairs determines that the charges are subject to adjudication under the terms of the Academic and Professional Behavior Policy, they will transmit the charges to the faculty member, together with a copy of these regulations.
  - c. The letter of transmittal to the faculty member, a copy of which will also be sent to the student, will state the composition of a committee that has been named to make an informal inquiry into the charge. The purpose of this committee is to provide a last effort at informal resolution of the matter between the student and the faculty member.
  - d. This committee shall meet with the faculty member, the student, and others as appropriate to review the nature of the problem in an attempt at reaching a settlement of the differences. This is not a formal hearing, and formal procedural rules do not apply. Upon completion of this meeting, if no mutually agreeable resolution results, the committee may produce its own recommendation for a solution to the conflict.
  - e. Should the committee recommend that the faculty member take some corrective action on behalf of the student, its recommendations shall be provided to the faculty member. As promptly as reasonable and at least within five (5) working days after the faculty member receives the

recommendations of the committee, the faculty member shall privately take that action which they elect, and so advise the student and the chair of the committee of that action.

- f. Should the committee conclude that the faculty member need not take corrective action on behalf of the student, this finding shall be forwarded to both the faculty member and the student.
  - g. If the student elects to pursue the matter further, either because they are dissatisfied with the resulting action of the faculty member or the conclusion of the committee, they should discuss this intent with the chair of the committee, who should review the procedures to be followed with the student. If the student wishes to proceed with a formal hearing, the chair of the committee will advise the Associate Dean for Academic Affairs that the case appears to involve a student's claim of serious academic injury, and that the formal hearing procedure must be initiated.
  - h. The formal hearing should provide a fair inquiry into the truth or falsity of the charges, with the faculty member and the student afforded the right to cross-examine. At the level of the School's Academic and Professional Behavior Review Committee, legal counsel shall not be permitted, but representatives from within the University community shall be permitted for both faculty and students.
- 5. A suitable record (audio recording) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.
  - 6. The recommended decision, which shall be written, will include a determination of whether the charges have been proven by clear and convincing evidence, together with findings with respect to the material facts. If any charges are established, the recommended decision shall state the particular remedial action to be taken.
  - 7. The recommended decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further proceedings whenever they deem this to be necessary. The Dean may limit the scope of any further proceedings or require that part or all of the original proceedings be reconvened. Upon completion of such additional proceedings, if any, the Dean will issue a final decision. The Dean may reject any findings made by the Academic and Professional Behavior Review Committee, may dismiss the charges or reduce the extent of the remedial action to be taken. If the Dean believes the remedial action to be taken may infringe upon the exercise of academic freedom, they will seek an advisory opinion from the Senate Tenure

and Academic Freedom Committee (TAFC) before issuing their own decision. The decision of the Dean shall be in writing, shall set forth with particularity any new findings of fact or remedies, and will include a statement of the reasons underlying such an action.

8. The Dean will then transmit to the faculty member and to the student copies of all actions affecting them taken by the Academic and Professional Behavior Review Committee and the Dean. Suitable records will be maintained as confidential and retained in the Office of the Dean.
9. Remedial Action
  - a. Remedies on a student's behalf should usually be those agreed to willingly by the faculty member. Other remedial action to benefit a student may be authorized by the Dean only upon recommendation of the Academic and Professional Behavior Review Committee and limited to: allowing a student to repeat an examination; allowing a student to be evaluated for work that would otherwise be too late to be considered; directing that additional opportunities be afforded for consultation or instruction; eliminating a grade that had been assigned by a faculty member from the transcript; changing of a failing letter or numerical grade to a "pass" or "satisfactory" grade, so as not to adversely affect a student's grade average; allowing a student to repeat a course without paying tuition or any other penalty, schedule and program permitting.
  - b. If some action is contemplated that might be deemed to infringe upon the academic freedom of the faculty member, the Dean will seek an advisory opinion from the Senate Tenure and Academic Freedom Committee (TAFC). In such cases, the Senate TAFC may identify other acceptable remedies or render such advice as may be appropriate in the particular situation.
  - c. No action detrimental to the faculty member will be taken, except as in strict accordance with established University procedures. An adjustment hereunder in the student's behalf shall not be deemed a determination that the faculty member was in any way negligent or derelict.

#### 10. Review and Appeal

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

without the advice of the University Review Board, shall constitute an exhaustion of all required institutional remedies.

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

#### 11. Timeliness

- a. It is the responsibility of all parties, including administrative officers, to take prompt action in order that grievances may be resolved quickly and fairly. While no explicit time limit could apply to all cases, failure to use diligence in seeking redress may constitute grounds for denial of a hearing or other relief, especially if prejudice results. Parties have the right to seek review of the Provost or to petition the University's Review Board for an appeal from a decision of the Academic and Professional Behavior Review Committee or investigatory committee within five (5) working days of the date of the decision letter.
- b. The informal investigatory committees and the formal Academic and Professional Behavior Review Committee shall be composed of both students and faculty. The composition, selection procedures, and terms of members of the formal Academic and Professional Behavior Review Committee are detailed in section VII. (above). The informal investigatory committee shall consist of one faculty member appointed by the Associate Dean for Academic Affairs and one student selected from any one of these groups - BASW Club (BASW Program), the Student Executive Council (MSW Program), and the Doctoral Student Organization (PhD Program). The faculty member shall chair the investigatory committee.

#### 12. Retention of Materials

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

#### C. Grievance Procedures Against Senior Administrators

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



## Grading Policies

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

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

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

The grading system quality points are:

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

The following grades carry no quality points:

G	Unfinished Coursework - Coursework unfinished because of extenuating personal circumstances
H	Honors - Honors (exceptional) completion of course requirements
I	Incomplete - Incomplete coursework, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars (I grades are not given in the BASW program)
N	Audit - Non-credit
NC	No Credit
NG	Unfinished Class Work—Class work unfinished because of extenuating personal circumstances—not in progress
R	Resignation - Student resigned from the University
S	Satisfactory - Satisfactory completion of course requirements
U	Unsatisfactory - Unsatisfactory completion of course requirements
W	Withdrawal
Z	Invalid Grade - Invalid grade reported
**	No Grade - No grade reported

## **"G" Grades**

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

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

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

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

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

The time extension may be up to one year after the "G" grade was recorded. Thereafter, the "G" grade converts to "NG" and is irrevocable. The student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

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

## **"I" Grades - (BASW students are not eligible to earn "I" grades)**

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

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

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

Thereafter, the "I" grade may remain permanently on the transcript.

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

Graduating students must complete all coursework by the end of the term in which they are to be graduated.

### ***"W" Grades***

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

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

A student who wishes to withdraw from a course after the add-drop date, but prior to the end of the 9th week of the term (or 4th week of the session), must complete a Monitored Withdrawal Request Form, available from the School of Social Work Records office in the Student Services Center (UPB and UPJ students can email a request for this form to the School of Social Work Records office).

For courses offered by the School of Social Work, each individual instructor must be notified (as evidenced by the instructor's signature on the University form). The form must then be submitted to the Student Services Center, Room 2101, Cathedral of Learning.

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

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

### ***"Audit" (N) Grades for Academic Courses***

The student must apply for the option to audit an academic course at the beginning of the term (at the time of registration, in fact, or at the latest by the first session of the class). The student pays full tuition fees for the course, earns no credit, and the course appears on the student's transcript. As far as requirements are concerned, usually the student meets all the performance expectations of the instructor: papers, presentations, examinations, etc. However, it is within the privilege of the faculty member to permit the Audit student merely to attend the lectures

and to participate only as much as the student wishes. For example, the student and the instructor can agree that the student will not write any papers for the class, or the student will not take any exams, but this, too, must be cleared in advance.

### ***“S/NC” Satisfactory/No Credit Grade***

The Dietrich School offers both a standard letter-grade option and the Satisfactory/No-Credit (S/NC) option for students enrolled in most Dietrich School courses. Under the S/NC option, a student who does satisfactory work (a grade of C or better) in a course receives the grade of “S”. If the student’s work is not satisfactory (a grade of C- or lower), the grade of NC (no credit) is given. Courses for which an S is earned are counted toward graduation but are not computed in the student’s GPA. Courses for which an NC is earned are not counted toward graduation or the GPA, since the NC designates that no credit has been earned.

Students can select the S/NC grade option when enrolling for a course. After the end of the add/drop period, a student must complete a Grade Option/Audit Request form and submit it to the Office of Student Records by the Grade Option deadline noted each term on the Dietrich School undergraduate calendar. After the S/NC grade is submitted by the instructor, the grade will not be considered for a letter grade change at any time.

***Note: There are some formal limitations to a student’s choice of grading systems; they should check with an academic advisor before deciding to take a course S/NC.***

### ***Grade Changes***

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

### ***Grades for Courses in Other Departments***

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

### ***Grade Assignments: “Z” Grades***

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

## Section 5: Student Life & Student Resources

### Libraries

The Buhl Library of Social Work is located on the first floor of Hillman Library at Pitt-Main. The Buhl Social Work Collection supports coursework, instruction, and research from the undergraduate to doctoral-level in social work. The Buhl Library is staffed by the social work liaison librarian, Mr. Arif Jamal, whose office is located in 172A Hillman Library, office number 412-648-7759 or email ([ajamal@pitt.edu](mailto:ajamal@pitt.edu)) – he is available to assist faculty, staff, and students across all program areas.

The items in the Buhl Library of Social Work represent the major areas of interest in social work as reflected by the specializations, focus areas, and certificates offered for study in the BASW Program.

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

#### 1. Lending Services

To check out materials in any University Library a current, validated student identification card is required. The Lending Desk is located on the ground floor of the Hillman Library. Materials unavailable in any one university library may be available through Interlibrary Loan Services (ILS). For more information about ILS and other services and resources, students and faculty across all program options can access online information here: <http://www.library.pitt.edu>.

#### 2. Reserve Room Materials

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

#### 3. Computerized Search

Online access to electronic resources is available to all students with a student login. Consultations for using electronic resources are available for social work students. For further information, all students should access <http://www.library.pitt.edu> ; or any of the librarians in the respective campus libraries,

#### 4. Other Library Resources

In addition to library collections in Hillman, there are various departmental and associated libraries in the University of Pittsburgh system, available to students and faculty across all program options. These include the Falk Health Professions Library and the Barco Law

Library. Borrowing privileges differ among the various libraries. For more information, go online to: <http://www.library.pitt.edu>. Select “Libraries and Collections” for a listing of all libraries at Pitt. Social Work students also have access to the library facilities at Carnegie-Mellon University. The Interlibrary Loan (ILL) service can be used to obtain books and articles from other institutions.

## **Student Affairs**

### ***Student Lounge and Communication Center***

As the Pitt-Main supports full and part-time undergraduate, graduate, and doctoral social work students, it has specific spaces identified for their social needs. All Pitt-Main students are able to rest between classes, meet with other student colleagues and, have coffee or tea in the Student Lounge on the 23<sup>rd</sup> floor (2310). A refrigerator and microwave are available for use. Computers and a printer are available in a private study area for use by doctoral students only.

### ***Gender Neutral Restroom***

Across all program options, all social work students, staff, and faculty can access single occupancy restrooms or any restroom that corresponds with their gender identity. Interactive campus maps with single occupancy bathroom spaces identified can be found here: <https://www.studentaffairs.pitt.edu/lgbtqia/single-occupancy-restrooms/>. In addition, students seeking transgender information, resources, or services should visit <http://www.studentaffairs.pitt.edu/search/lgbtq>.

### ***Lactation Rooms***

There are several lactation rooms around Pitt-Main campus. The locations of these rooms are now listed online at [Lactation Rooms](#).

Please note that other rooms may be available within University units as well.

### ***Student Travel to Conferences***

Students across all program options may be eligible for financial support to attend professional conferences. The procedures are as follows:

- Download the **Request for Funding (RFF)** form from the Student Executive Council (SEC) website [Funding Opportunities](#). You may also contact the SEC at [MSWSEC@pitt.edu](mailto:MSWSEC@pitt.edu).
- Complete the form using as much detail as possible; if the exact amount of expenses incurred is unknown, please provide an estimate. **The RFF must be completed at least 30 days prior to the event or conference.** Requests will not be considered if the event has already occurred. The maximum award amount is \$500.
- The RFF is submitted electronically by emailing it to [MSWSEC@pitt.edu](mailto:MSWSEC@pitt.edu) and the SEC will review the funding request at their next meeting.

- The applicant will be contacted by the Business Manager with a final decision on their request. Please note: the applicant's presence may be requested at an SEC meeting to further discuss their funding request in person.
- After the RFF has been approved and the student returns from their travel, they must submit a **Request for Reimbursement (RFR)** form within 14 business days unless prior arrangements have been made with the SEC. Any reimbursement requests submitted after the deadline will not be granted, even if the initial RFF was approved. Appropriate documentation must accompany the RFR for all expenses approved under the initial request (i.e. receipts, MapQuest directions with proof of mileage, conference registration confirmation, lodging invoice, etc). Any expenses without the appropriate supporting documentation will not be granted.
- You may be asked to also submit a brief description of how the event or conference went and/or any photos you may have been taken. We will post this information on the School of Social Work's website or newsletter. This will allow fellow students to be able to see your accomplishments and experiences. We may also ask that you participate in a panel discussion for travel grantees. Sharing this information will allow fellow students to see your accomplishments and learn from your conferences.
- If there are any further questions regarding this process, please don't hesitate to contact the Business Manager at [MSWSEC@pitt.edu](mailto:MSWSEC@pitt.edu).

**NOTE:** Given the extremely limited amount of the SEC funds available for conference travel, students should request to attend only those conferences which are critical to their professional development.

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

### *Student Emergency Loan*

University of Pittsburgh - Student Loan – [Emergency Student Loans](#)

The Student Organization Resource Center (SORC), (412-648-7830), University of Pittsburgh, provides small emergency loans for current students across all program options. The Student Organization Resource Center will process those loan requests. Students must present a validated ID prior to completing the loan request forms.

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

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

2. Loans are made for emergency purposes only to students who are in good financial standing at the University.
3. The maximum loan is \$300.00. A two to three business day processing time is required.
4. Complete repayment of any previous Emergency Student Loan is necessary for new loans to be approved.
5. Loans are repayable in monthly installments up to a MAXIMUM of 3 MONTHS coinciding with the PittPay billing cycle set forth by the Student Payment Center.
6. Loans must be paid in full prior to graduation. Failure to repay your loan as agreed may result in withholding your transcript or diploma and not being permitted to register for future terms.

### *Career Services*

The Office of Career Service within the School of Social Work offers students and alumni(ae) across all program options a wide array of opportunities to help achieve career goals. The specialization in social work careers provides students and alum with the information and connections necessary to empower people, lead organizations and grow communities. The School of Social Work boasts a community of over 10,000 alum and hosts student and alum networking events throughout the year, on different campuses. The Career Services page on the School of Social Work website provides information about current job opportunities, and there is an extensive listing of Career Resources to help individuals secure the job of their choice. The Director of Career Services is available to all students and alumni for help with the job search, resume and cover letter writing, networking, and interview skills. For more information on Career Services, contact Bobby Simmons, the Director of Career Services, at (412) 624-6354, Room 2227 Cathedral of Learning, [bobby@pitt.edu](mailto:bobby@pitt.edu), or visit the website at [Career Services](#).

### *School of Social Work Alumni(ae) Society*

The Alumni Society serves as a bridge between graduates of the University of Pittsburgh School of Social Work and the social work community by providing recognition of alumni excellence, promoting professional networking and development opportunities, and ensuring the continued distinction of the school. There are more than 11,000 Social Work graduates from the University of Pittsburgh who are members of the School's Alumni Society. The Society operates under the umbrella of and with support from the Pitt Alumni Association. Directed by an Executive Committee of alum volunteers, the Society's activities are carried out through task-based committees, strategically formed and aligned with the missions of both the School of Social Work and the Pitt Alumni Association.



To recognize and honor outstanding achievement in social work, five alum are recognized annually through the School of Social Work's Distinguished Alum Awards program. Categories include Distinguished Contributions to Social Work Education, Distinguished Contributions/Career in Social Work Practice, Outstanding Alumni, Outstanding Field Instructor, and Rising Star (for recent grads). This award program, begun in 1968, has recognized many alum whose exceptional contributions represent a variety of professional abilities.

For more information, please read here: [Alumni](#)

## **Student Organizations**

Student participation on school committees is encouraged. Since these committees formulate and modify policies affecting academic and student affairs, students are encouraged to exercise their rights and responsibilities to participate on these committees.

### ***Bachelor of Arts in Social Work (BASW) Club***

The BASW Club is designed to promote and enhance the development of the academic and social aims and interests of the students in the BASW Program. The BASW Club also promotes student and community interest in and interaction with the School of Social Work. The BASW Club has no dues. When students are accepted into the BASW major they are automatically members of the BASW Club. Students who are social work minors or are considering social work as a profession may attend meetings and be involved in activities but are NOT considered voting members of the BASW Club.

The BASW Club is led by an executive board, elected annually, comprised of the following positions; President, Vice President, Secretary, Social Chair, Junior Representative (2), and a Business Manager.

The BASW program encourages student participation in all academic committees that serve to formulate and modify school-related policies in partnership with the BASW Club. BASW students serve on the following committees:

1. Academic and Professional Behavior Review Committee
2. Admissions Committee
3. BASW Program Committee
4. Inclusion and Diversity Committee
5. Planning and Budget Committee

For more information on the BASW Club please visit [BASW Club](#).

### ***Union of Black Social Work Students (UBSWS)***

Established in 2019, the organization brings together students at the BSW, MSW, and PhD levels to advance Black Social Work values. The organization promotes the professional development of members, celebrates the history of Black Social Work at the University of Pittsburgh, and promotes the well-being of Black residents in Western Pennsylvania through community action.

For more information: [UBSWS](#)

### ***Student Government Board (SGB)***

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

For further information, contact the Student Government Board: SGB, Room 848 William Pitt Union, 412-648-7970. [SGB](#)

## **Professional Organizations**

### ***National Association of Social Workers (NASW)***

Founded in 1955, the National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. For membership information see: [NASW](#)

### ***Council on Social Worker Education (CSWE)***

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its vision is to ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society; advancing excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions. As of June 2022, CSWE members automatically include all social work faculty, staff, and students of accredited and candidacy social work programs (there are no longer individual memberships for these people, membership is automatic with accredited program dues). Through its many initiatives, activities, and centers, CSWE supports quality social work

education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories, [CSWE](#)

Membership includes an electronic subscription to the *Journal of Social Work Education*- available here: [Journal of Social Work Education](#).

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

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

Some of the functions of the organization are as follows:

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

For more information, students across all program options are encouraged to go online: [Natl Association of Black Social Workers](#)

### ***Council on Social Work Education (CSWE)***

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its vision is to ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society; advancing excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions. As of June 2022, CSWE members automatically include all social work faculty, staff, and students of accredited and candidacy social work programs (there are no longer individual memberships for these people, membership is automatic with accredited program dues). Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

[CSWE](#)

Membership includes an electronic subscription to the *Journal of Social Work Education*- available here: [Journal of Social Work Education](#).

## Items of Special Interest to Students

### *Office of Student Appeals*

The University established an Office of Student Appeals as part of its effort to expand student services related to tuition options, resignation, and withdrawal. This Office services students across all program options and may be accessed via email at [tuition@cfo.pitt.edu](mailto:tuition@cfo.pitt.edu); or 412-624-7610. The mailing address is: University of Pittsburgh, Student Appeals Office, University Place, Pittsburgh, PA 15260.

### *Identification Card*

The Pitt ID, also known as your Panther Card, declares students, staff, and faculty as members of the Pitt community across all program options; and is the “passport” to access most essential campus services and spaces. Panther Cards may be ordered online via photo submission, and then picked up at Panther Central. You are required to show an official government-issued photo ID when you pick-up their card. Further information may be found at: <https://www.pc.pitt.edu/>

### *Public Transportation*

With a current and valid Pitt ID, Pitt-Main students may ride any Pittsburgh Regional Transit buses, trolleys, or inclines at no charge. Further information may be found at: [Public Transportation](#)

### *Student Health Services and Insurance*

Students have access to health and mental health services. The Student Health and Counseling Services are both located on the 2<sup>nd</sup> floor of Nordenberg Hall in the Wellness Center. For more information about the extensive services and resources available, please go to: [Counseling Services](#) and [Health Services](#)

Students interested in purchasing their own health insurance may seek further information here: [Health Insurance](#)

### *Academic Supports*

Students are able to access academic supports here: [Student Affairs](#)

### *The Office of Veterans Services*

Students seeking information related to veteran’s benefits, services, and related programming should seek more information here: [Veterans](#)

### *Office of Disability Resources and Services*

The Offices of Disability Resources and Services (DRS) provides a broad range of support services and resources to assist students who have a disability that impedes their academic progress. Students interested in registering for services should contact DRS to schedule an appointment with the office and be prepared, if requested, to provide appropriate documentation of their disability. The office is located in 140 William Pitt Union. For more information, call (412) 648-7890 or access their website: [Disability Resources and Services](#).

### *Office of International Services*

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

### *Book Centers*

#### **University Store on Fifth**

4000 Fifth Avenue  
(412) 648-1455  
[University Store](#)

Store hours may be found at the following link:

[Store Hours](#)

Textbooks may be purchased at the University Book Center. In addition to textbooks, the University Book Center handles all school supplies.

### *Transcripts*

Students seeking official transcripts must access the University of Pittsburgh Office of the Registrar. All transcripts and enrollment verifications may be completed online at: [Transcripts](#)

### *Computing Services*

Social work students are able to access technology support 24/7 ([Technology Help Desk](#)), as well as information about the extensive technology resources and services available:

<http://technology.pitt.edu/>

### *[my.pitt.edu](#)*

The University of Pittsburgh's Web portal, my.pitt.edu, provides a single point of Web access to the information that you use every day. Portal users can access their email, the Learning

Managements system, student account management tools, remote learning tools, video platforms, advising platform, travel forms, etc., from anywhere they have Internet access. You'll need your University Computer Account username and password to log into my.pitt.edu. Your account is created automatically when you enter the University as a student. A letter will be sent to you upon creation of your University computer account with your *username* and an assigned *password*; the latter you are strongly encouraged to customize. More information may be found here: <http://technology.pitt.edu/>

### ***Campus Computing Labs***

Students with a valid University Computing Account may use any of the computer labs located on the respective campuses. For locations and specific services available for students, please go to: <https://www.technology.pitt.edu/services/computer-labs-and-kiosks>

### ***Travel Registration at the University of Pittsburgh***

See: [Trip Registration](#)

Over the years, two forces have shaped the University's thinking about international travel of faculty, staff, and students. First, momentous events around the world have made it important for the University to be able to quickly identify University personnel abroad. Second, with increasing numbers of global programs, it is useful to be able to provide an aggregate overview of the range of engagement abroad each year. Thus, the Council of Deans has adopted a policy that requires registration of international travel for all University students and staff and strongly encourages registration for faculty.

#### **Who Must Register:**

- Staff
- Undergraduate students
- Graduate and professional students

**Student Travel Guidelines:** The Office of the Provost has approved **Student Travel Guidelines** administered via the Pitt Study Abroad Office (SAO). **All students** (Graduate & Undergraduate), per these guidelines, must notify the SAO ([Global Experiences Office](#)) of any official University travel (curricular and co-curricular) to ensure they are registered and all necessary forms have been completed regardless of whether or not the travel is a part of Pitt Study Abroad Program.

#### **Registration Exceptions:**

- Faculty (though not required, registration is still strongly encouraged)
- Those participating in a program administered through the Study Abroad Office
- Any student who notified Study Abroad of their travel and completed and submitted the required forms; Pitt SAO will enter that student
- Those managing a program administered through the Study Abroad Office

- Those traveling for something other than University business (e.g., vacation)

### **How to Register:**

Registration is automatic for those who have booked via Anthony Travel or directly in Concur. All other travel plans must be entered manually. Students who worked with Pitt SAO, will be entered by Pitt SAO.

**\*It is recommended for all to verify your registration contact information in the portal, even for automatic registrations as migration from Concur can change that information based on your Concur expense management settings.**

All international travel registration is conducted through the International SOS *MyTrips* portal, which can be accessed by clicking the *MyTrips* tab at the top right of the Pitt International SOS page (<https://www.internationalsos.com/masterPortal/default.aspx?akey=23B1BEE0-EB31-C2FE-13CB25CBF5FC0A12>)

*NOTE: This is being used in lieu of the pre-existing University Travel Registry.*

Once you have created an initial profile, you will be able to enter emergency contact information, register your trip by submitting your flight segments and hotel details for the appropriate dates, and receive a travel advisory email about your destination. Please note that trip legs are entered independently; therefore, we ask that you enter your return trip when registering, this way, the University and ISOS will know that you are no longer abroad in case of an emergency.

### **Contact:**

For more information on trip registration or to answer any questions, please contact:

Global Operations Support, [Global Operations Support Manager](#).

Key Points of Contact: [Key Department Contacts](#)

Emergency Contact: [Emergency Contact](#)

### ***Nondiscrimination Policy Statement***

The University of Pittsburgh is committed to creating a learning environment that “does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.” ([Non-discrimination](#)). Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the

University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities across all program options. Any allegation of discrimination will be referred immediately to the appropriate University contact. Oakland Campus: Cheryl Ruffin 412-648-7282 or [cruffin@pitt.edu](mailto:cruffin@pitt.edu).

### ***Anti-Harassment Policy Statement***

No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically, verbally or electronically) when the conduct is severe or pervasive and objectively and subjectively has the effect of: (1) unreasonably interfering with such person's work or equal access to education, or (2) creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy and Sexual Harassment Policy, harassment on the basis of a legally protected classification, such as racial harassment or sexual harassment, is prohibited across all program options. This policy statement will be applied with due respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom, and, when constitutionally protected speech is implicated, only to the extent consistent with the First Amendment.

For more information, please read here: [Notice of Nondiscrimination](#)

### ***Consensual Relationships Policy***

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 07-14-01; [Consensual Relationships](#)) prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action. Transgressions of this policy may result in the forfeiture of the legal and monetary protections of the University's indemnification policy. See Policy 07-06-06, Faculty and Staff Indemnification, [Faculty and Staff Indemnification](#)

### ***Sexual Harassment***

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

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



The law provides that: ***No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.*** In summary, Title IX prohibits gender-based discrimination in all University of Pittsburgh programs and activities, including, but not limited to, recruiting, admissions, financial aid, academic programs, student services, counseling, guidance, advising, grievance procedures, discipline, course/class assignments, grading, recreation, athletics, housing, meal services, and employment.

For more information, [Title IX Compliance](#)

#### Examples of Unlawful Practices Under Title IX Relating to Sexual Misconduct

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

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

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

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

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

The first step would be for the student to report the assault to the University Title IX office at [Sexual Misconduct and Title IX](#). This link also provides resources and support services.

The Title IX Officer and point of contact in the School of Social Work is Megan Soltesz, Director of Administration. Ms. Soltesz can be reached at 412-383-0515, or [mms34@pitt.edu](mailto:mms34@pitt.edu)

The Pitt Concern Connection is used for many ethics and compliance topics, including Title IX, workplace discrimination, the University's response to COVID-19, financial controls, and more. Students can report a concern or incident as a witness or a victim using this link [https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?\\_=1612800567898](https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?_=1612800567898) or by calling 1800 468 5768. Oakland students can also report in person on the 31st floor of the Cathedral of Learning.

***Policy: Family Educational Rights***

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

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

Further information may be found at: [FERPA](#)

***Policy: Request for Parental Accommodation***

***School of Social Work***

Students requesting a parental accommodation under the **Graduate** Student Parental Accommodation Guidelines should complete and submit this form prior to the anticipated childbirth or adoption to the Office of the Dean, 2117 Cathedral of Learning. For more information, please read here:

[https://www.provost.pitt.edu/documents/Grad\\_Parental\\_Accommodation\\_Guidlelines2011.pdf](https://www.provost.pitt.edu/documents/Grad_Parental_Accommodation_Guidlelines2011.pdf)

Date of application: \_\_\_\_\_

Estimated date of birth or adoption: \_\_\_\_\_

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

Name: \_\_\_\_\_

Campus address: \_\_\_\_\_

Email address: \_\_\_\_\_

Academic program: \_\_\_\_\_

Department: \_\_\_\_\_

Date of graduate program entry: \_\_\_\_\_ Degree intent: \_\_\_\_\_

Student is a:

Birth Mother

Eligible Student (see [guidelines](#) for eligibility)

Funding status during the requested accommodation period:

Teaching Assistant (TA) or Teaching Fellow (TF)

Graduate Student Assistant (GSA)

Graduate Student Researcher (GSR)

Other fellowship (please specify): \_\_\_\_\_

None

Accommodation to start on \_\_ \_\_/\_\_ \_\_/\_\_ \_\_ through \_\_ \_\_/\_\_ \_\_/\_\_ \_\_

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

Documentation from a health care provider submitted for birth mother.

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

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

\_\_\_\_\_ and school/program:

\_\_\_\_\_.

Individuals listed below will receive written notification of the accommodation.

**Faculty Advisor**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Signature: \_\_\_\_\_

**Director of Graduate Studies**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Signature: \_\_\_\_\_

**Department Chair**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Signature: \_\_\_\_\_

**School of {insert name}**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Graduate School signature: \_\_\_\_\_

**Terms of accommodation** (as necessary)