



University of
Pittsburgh

School of Social Work

**MSW Program
Handbook**

2023-2024

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SECTION 1: INTRODUCTION, ADMINISTRATIVE STRUCTURE, ADMISSION TO THE MSW PROGRAM

Preface

The MSW Program Student Handbook is prepared to provide essential information to MSW students in the School of Social Work. This Handbook is intended to provide the most up-to-date information possible and to serve as a general source of information. In no way is it intended to state contractual terms nor function as 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 To the extent any policy contained in this Handbook is inconsistent with the law, such policy is superseded by law.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.

MSW Mission and Goals

In furtherance of the University's and School's mission, the MSW Program's Mission Statement, which applies across all program options, was adopted by faculty on February 14, 2020.

The MSW Program's mission is grounded in the purpose and values of the social work profession as well as an understanding of the program's context. The MSW Program strives to prepare graduates with the specialized knowledge and skills needed to engage in evidence-informed and culturally responsive advanced social work practice – either Direct Practice with Individuals, Families, and Small Groups or Community, Organization, and Social Action (COSA) – that promotes human and community well-being and is guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry. The MSW Program's mission reflects the social work 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.

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

1. Engage in evidence-informed advanced specialized social work practice within a multicultural society.
2. Practice according to the principles, values, and ethics that guide the social work profession.
3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights.
4. Practice in a manner that enhances the quality of life for all persons, locally and globally, and that advances the struggle for social, economic, and environmental justice.
5. Practice with cultural humility.

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 Justice, Equity, Diversity, and Inclusion	Kya Conner
Associate Dean for Research	Jamie Booth
Chief of Staff	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 and Alumni Affairs	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 Mafrika
Research Manager	Laurie Mejia
BASW & PhD Program Assistant	
MSW Program Coordinator	Bethany McLaughlin
Field Education Administrator	Andrew Barrett

MSW Specialized Practice Chairs

Direct Practice (DP)	Beth Mulvaney
COSA	Mary Ohmer

Contacts for Certificate Programs

Children, Youth & Families (DP)	Helen Cahalane
Gender, Sexuality, & Women's Studies (COSA & DP)	Sara Goodkind
Gerontology (COSA & DP)	Rafael Engel
Home & School Visitor/School Social Work (DP)	Deborah Robinson
Integrated Health Care (DP)	Danny Rosen
Human Services Management (COSA)	Aliya Durham
Community Organizing and Practice (COSA)	Mary Ohmer

Mental Health (DP)

Travis Labrum

Liaisons for Dual, Joint, and Cooperative Degree Programs

MSW & Ph.D.

Sara Goodkind

MSW & Graduate School of Public and International Affairs

Mary Ohmer

MSW & Graduate School of Public Health (MPH)

Yodit Betru

MSW & Pittsburgh Theological Seminary Program

Misha Zorich

MSW & School of Law (JD)

Jeffrey Shook

MSW & School of Business (MBA)

Danny Rosen

Faculty Biographies

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

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 Student Executive Council identifies MSW student representatives.

Following are the standing committees of the School:

Academic and Professional Behavior Review Committee*

Admissions Committee*

BASW Program Committee*

Community, Organization, and Social Action Committee*

Direct Practice Committee*

Educational Policies Committee

Faculty Executive Committee

Justice, Equity, Diversity, and Inclusion 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. In addition, each specialized practice area holds meetings, and 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 emails notices of faculty candidate reviews and notifies the Student Executive Council as soon as interview appointments have been arranged with candidates.

Master of Social Work Program

The University of Pittsburgh's School of Social Work, successor to the Division of Social Work in the Department of Sociology, was founded in September 1918 and accepted its first class of Master of Social Work (MSW) students that year. In response to requests from members of the University of Pittsburgh's regional community, in 1996 the MSW program expanded with a program option at the University of Pittsburgh-Johnstown (UPJ) followed in 2002 with an additional MSW program option at the University of Pittsburgh-Bradford (UPB). These three sites complement and are integral components of the MSW Program.

During the MSW Program's more than a century-long existence, there have been significant social, economic, and political changes in the U.S. and around the world. The MSW Program takes pride in its history and in the commonalities that remain as we look toward the future. The MSW curriculum has been developed to meet the needs of the 21st century, equipping its graduates with the knowledge, skills, and values that allow them to be competent advanced social work practitioners.

The MSW Program's mission and goals are consistent with the Council on Social Work Education's (CSWE's) [Educational Policies and Accreditation Standards](#) (EPAS, 2015). In addition, the MSW Program's curriculum has been informed by the EPAS, and MSW students are expected to meet the following competencies:

- 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

The MSW curriculum is designed to achieve the Program's mission and goals by providing entering students with a professional education that includes both breadth and depth in knowledge and skill development. The generalist curriculum addresses the acquisition of knowledge, values, skills, and cognitive and affective processes that embody the behaviors of generalist social work practice. Upon this foundation, required of all MSW students, rest the two specialized practice curricula: Direct Practice with Individuals, Families, and Small Groups (Direct Practice [DP]); and Community, Organization, and Social Action (COSA). Each of the specialized practice areas provides for the development of in-depth specialized competencies that prepare students for autonomous practice at an advanced professional level.

MSW Program Requirements

The MSW degree requires the completion of a minimum of 60 credits, which consists of 42 class and 18 field practicum credits. Students who complete the MSW Program's full-time course of study can earn their MSW degree in **two years**. Students enrolled on a part-time basis typically can earn their MSW degree in **10 semesters** of consecutive enrollment.

Some students enter the MSW Program after having completed an undergraduate social work program accredited by the Council on Social Work Education-Board of Accreditation

(CSWE-BOA) or one recognized by the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors. This undergraduate social work degree must have been awarded within **seven academic calendar years** of admission to Pitt's MSW Program. Such students are eligible for Advanced Standing and can receive up-to a total of 21 credits (15 academic and 6 field education) toward completion of their MSW degree (see [Policy #25:2](#)).

All MSW students, whether full- or part-time or advanced standing or non-advanced standing, have a maximum of **four years** to complete all degree requirements.

Full-time students who are admitted to the MSW Program with provisional status have one semester to demonstrate satisfactory academic performance by maintaining a minimum GPA of 3.00 in all required courses or they will be dismissed from the MSW Program. Part-time students admitted provisionally must demonstrate satisfactory academic performance (maintaining a minimum GPA of 3.00) in all required courses by the end of their second semester of enrollment or they, too, will be dismissed from the MSW Program ([Policy #15:11](#)). All students admitted provisionally are notified of this in their e-mail acceptance letter.

Students in the MSW Program must take required courses for a letter grade and maintain a GPA of 3.00 or higher. At any point should a student's overall GPA fall below 3.00, the student shall be placed on academic probation ([Policy #9:6](#)). Field education must be taken for an S/NC grade. No student will be permitted to graduate with a grade of C+, C, C-, D+, D-, or F in a required course or a grade of NC in field education. 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 Academic Registration & Records Manager in the Student Services Center. UPB and UPI students must email the Course Repeat Form to the Academic Registration & Records Manager ([Policy #9:3](#)). Please contact the Academic Registration & Records Manager in the Student Services Center (412-624-6303) to obtain additional information on the Course Repeat Form.

Both class and field requirements include generalist and specialized practice curricula. The MSW generalist curriculum is the same for all MSW degree students. Students who are advanced standing, as defined by [Policy #25:2](#), may be granted advanced standing credits for a maximum of five generalist courses and six generalist field credits.

Students who do not have advanced standing may take exemption examinations in research and human behavior and the social environment if they have strong academic backgrounds in these areas ([Policy #25:2](#)). Students who pass these exemption exams will

be awarded the credits for these courses (up to six total credits) toward completion of their MSW degree.

All students must complete the School's designated class and field requirements for one of the two specialized practice areas: Direct Practice with Individuals, Families, and Small Groups (Direct Practice) or Community, Organization, and Social Action (COSA). In each specialized practice area, students complete required skill courses; skill electives; second-level HBSE, second-level research, and second-level policy having content relevant to the specialization; electives; and field education appropriate to the specialization ([Policy #5:5](#)).

Students interested in changing their specialized practice after beginning the MSW Program must show that the change would contribute directly to their educational goals and career plans. They should discuss this matter first with their Academic Advisor. They then must submit a Notification of Change in Specialization form, which has to be signed by the MSW Program Director and the Field Education Director. If needed, a new Academic Advisor, a new Field Advisor, and/or Field Liaison will be assigned. The procedures for changing specialized practice are presented in more detail in [Policy #5:3](#).

MSW Admissions and Advising Policies

MSW Admission Policy (Policy #15:11)

The School's Admissions Office processes all MSW applications. The Director of Admissions as well as members of the Admissions Committee process and finalize all admission decisions related the MSW program.

Admissions Criteria

To be admitted to the MSW Program, an applicant must meet the following requirements:

- Completion of a baccalaureate degree from an accredited college or university.
- Graduation with a minimum undergraduate grade point average of "B" (3.00 GPA on a 4.00 scale).

On rare occasions, a student with a baccalaureate grade point average of less than 3.00 may be admitted provisionally to the MSW program. However, applicants with grade point averages of less than 3.00 may be required to interview with the school's admissions team.

- Admitted applicants whose undergraduate GPA is less than a 3.00 are accepted into the MSW Program on a provisional basis.

All accepted MSW applicants are notified via the e-mail used in the application process of the decision letter for their application to the MSW Program.

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

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

Transfer Credits (Policy #25:1)

Students who within the past **seven** academic calendar years have completed graduate-level coursework, earning a grade of B or better, in a **field other than social work** can have their transcript evaluated to determine if any of these credits can be transferred. A maximum of 6 class credits can be transferred as general elective credits for post-baccalaureate coursework completed in a field or discipline other than social work. Transfer credits are not given for internships performed during graduate studies in a field or discipline other than social work.

Students who have begun, but have **not yet completed, a full year** of graduate social work education at another CSWE-BOA accredited master's program can receive up to 15 class credits and six (6) field education credits for courses in which they have earned a grade of B or better. Those who have **completed a full year** at another CSWE-BOA accredited MSW program can receive a maximum of 24 class and six (6) field education credits for courses in which they have earned a grade of B or better.

Students interested in having their transcripts CSWE-BOA accredited master's program evaluated for transfer credit should contact the MSW Program Director.

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.

Policy on Provisional Admission (Policy #15:11)

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

Definition

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

Requirements

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

- A. Students who enter the MSW Program **without** advanced standing (i.e., do not have a bachelor's degree in social work awarded by a CSWE-BOA accredited undergraduate social work program within the seven academic calendar years prior to MSW Program admissions), must achieve a minimum cumulative GPA of 3.00 within the four generalist courses (12 credits) and generalist field credits (3 credits).
- B. Students who enter the MSW Program **with** advanced standing (i.e., have a bachelor's degree in social work awarded by a CSWE-BOA accredited undergraduate social work program within seven academic calendar years prior to MSW Program admission) must achieve a minimum GPA of 3.00 in their first 12 classroom credits.

Procedures

Provisional students enter field at the discretion of the MSW Program Director and the Director of Field Education until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend their enrollment in the MSW Program beyond the two years needed by full-time students to graduate. However, in no case will the period of enrollment be permitted to extend beyond the four-year limit on earning the MSW degree.

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

Enrollment Options (Policy #26:1)

Full-Time Non-Advanced Standing Enrollment

Students who enter the MSW Program without advanced standing can complete all their course and field education requirements in two years of full-time study. The MSW Program defines full-time enrollment status as registration for a minimum of 9 credits in the Fall and Spring semester of each year. A student can complete the MSW Program by registering for fifteen (15) credits each in Fall and Spring for two consecutive academic years.

During the Fall Semester of the first year, non-advanced standing students can enroll in four (4) three-credit courses and three (3) credits of generalist field for a total of 15 credits. In the Spring Semester, they also enroll in four (4) three-credit courses and three (3) additional credits of generalist fieldwork. Non-advanced standing students with full-time enrollment complete their first field experience during the Fall and Spring Semesters of their first year for a total of six (6) credits over two semesters. During their second year, these same students take three (3) academic courses and six (6) credits of specialized practice field placement for a total of fifteen (15) credits each term.

Part-Time Non-Advanced Standing Enrollment

Part-time students who do not have advanced standing complete the five MSW generalist courses during the Fall, Spring, and Summer Semesters of their first year. Only after these generalist courses are successfully completed are these students permitted to enroll in specialized practice courses; second level HBSE, second-level Policy, or second-level Research courses; or skill electives. Part-time students begin their first field placement in conjunction with the MSW Generalist Practice course (SWGGEN2098) in their third semester. Part-time students must initiate their generalist field education no later than completion of twenty-one (21) credits of coursework.

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

Two courses (3 credits per course); or

One course (3 credit) plus a minimum of 3 field credits; or

A minimum of 6 field credits (equivalent to 2 courses).

Part-time students have **four** calendar years to complete all of the requirements for their MSW degree.

Enrollment for Students with Advanced Standing

Students who have received a social work degree within the past **seven** academic calendar years from a CSWE-BOA accredited undergraduate program (or one recognized by the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors) are eligible for advanced standing. Applicants to the MSW Program who have a social work degree from a college or university outside the United States and who wish to have their transcripts evaluated for advanced standing credit should contact the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service (swdres@cswe.org).

Those students who are granted advanced standing during the admission process can receive up to 15 academic credits. The number of advanced standing credits granted depends on the comparability of the student's undergraduate courses to this Program's generalist courses and, on the grades, earned in those undergraduate courses (i.e., must be a grade of "B" or higher). In addition, students entering with advanced standing can receive up-to six (6) field education credits. The six (6) credits of field education are granted based on the number of hours of field experience completed at the undergraduate level, provided that the undergraduate social work practicum totals a minimum of 400 clock hours and the student has achieved a passing grade or at least "B" or better.

Students who enter the MSW Program with advanced standing begin their studies in the Fall Semester and can matriculate through the program using a 12-month or a 16-month course of study. Full-time advanced standing students, not provisionally admitted, typically register for three (3) academic courses and six (6) credits of field education in both the Fall and Spring Semesters.

In the Summer Semester, students who are eligible and elect the 12-month advanced standing course of study, register for their remaining three courses. They graduate in August at the end of the summer term.

Advanced standing students who elect the 16-month course plan, in the Fall Semester of their second year, can register for their remaining three courses and graduate in December of their second year.

Students who have been granted advanced standing at the point of admission are also allowed to pursue their MSW degree on a part-time basis. As described above, part-time students must register during at least two of the three academic terms each calendar year and must take an approved number of academic and/or field education credits during each term of enrollment. Part-time students with advanced standing must complete all of the requirements for the MSW degree in **four** years.

Academic Advising (Policy #10:1)

Each student in the MSW program will be assigned an Academic Advisor upon matriculation. Students will be contacted by their Academic Advisor starting in the first semester of study. Each advisor will work with student advisees to clarify educational options, to answer questions about the MSW program, to identify career opportunities, and to serve as a primary contact person.

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

- a. registration (including add/drop, leaves of absence, and withdrawals);
- b. change of specialized practice and selection of certificate programs;
- c. clarification of all academic policies and procedures (i.e., advanced standing and exemptions, graduation requirements, grading policies, directed study);
- d. academic advising discussions including those regarding expectations and performance as well as grievance policies and procedures;
- e. professional advising questions including policies and procedures for grievance;
- f. information about other departments and/or programs within the School of Social Work and the University of Pittsburgh.

In addition, the Academic Advisor may serve as the Field Advisor and Field Liaison to the student's field placement during the generalist year and for some specialized practice students.

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

Requests for a change of Academic Advisor should be discussed with the current advisor and then directed to the MSW Program Director for approval and coordination.

SECTION 2: MSW CURRICULUM

Generalist Curriculum

The generalist curriculum is designed to provide MSW students with the knowledge, values, skills, and cognitive and affective processes that comprise competency at the generalist level of practice. An understanding of the profession's values, orientation, history and philosophy, and frames of reference for practice establishes a basis for students to progress through the advanced and specialized curricula of the MSW Program. All MSW students must complete the MSW Generalist requirements listed below unless they are exempted via advanced standing transfer credit or testing.

Required Generalist Courses

SWRES 2021	Generalist Social Work Research (offered Spring Term only)	3 crs.
SWGGEN 2034	Generalist SW Practice w/Diverse Populations (offered Fall Term only)	3 crs.
SWBEH 2063	Human Behavior and the Social Environment (offered Fall Term only)	3 crs.
SWWEL 2081	Social Welfare (offered Fall and Spring Terms)	3 crs.
SWGGEN 2098	Generalist Social Work Practice (offered Fall and Summer Terms)	3 crs.
SWGGEN 2099	Generalist Fieldwork (offered Fall, Spring, and Summer Terms)	6 crs.

Specialized Practice Curriculum

Specialized practice builds on generalist practice. The competencies gained through the generalist curriculum form the basis for the more advanced competencies introduced by the specializations. The University of Pittsburgh MSW Program offers two specializations: Direct Practice with Individuals, Families, and Small Groups (DP)¹ or Community,

¹ Only the Direct Practice (DP) Specialization is offered at the UPJ & UPB campuses.

Organization, and Social Action (COSA) practice. Each specialization exposes students to practice-specific roles; the uses and applications of research for practice; policy practice; practice with Public Health; organizational, and environmental influences on practice; and advanced practice theories, methods, and strategies.

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

The Direct Practice specialization, available at Pitt-Main, UPJ and UPB campuses, is designed to develop students’ advanced practice skills to prepare them for autonomous practice, grounded in the values and ethics of the social work profession using a strengths-based, person-in-the-environment perspective. Through coursework and field education, students are equipped with the knowledge and skills needed to engage in direct practice with individuals, families, and small groups with diverse backgrounds and identities. The Direct Practice specialization focuses on evidence-based modalities and provides students with community-based learning opportunities. Consistent with an emphasis on a strengths perspective, students become skilled at assisting clients/consumers/patients in addressing their needs and realizing their potential. Students are able to focus their studies by completing one of the existing direct practice certificates or one of the available dual/joint/cooperative degree programs offered with several other professional schools and programs.

Direct Practice Curriculum

Students must take a specialized human behavior course, a policy analysis course, and a research course with content specific to direct practice. Two direct practice skill courses are required, along with two direct practice skill electives; twelve (12) credit hours of specialized practice field practicum also are required. Sample Course of Study Guides can be found in Appendix A.

Direct Practice Required Courses

Direct Practice Skills:

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

Second-level HBSE:

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

Second-level Policy:

SWWEL 2039	Social Policy & Gerontology	3 crs.
	OR	
SWWEL 2056	Health Systems & Public Policy	3 crs.
	OR	
SWWEL 2057	Mental Health & Public Policy	3 crs.
	OR	
SWWEL 2059	Child & Family Policy	3 crs.

Second-Level Research:

SWRES 2033	Evaluative Research in the Social Services	3 crs.
	OR	
SWRES 2051	Single Subject Research	3 crs.
	OR	
SWRES 2045	Qualitative Research	3 crs.
	OR	
SWRES 2047	Community Based Participatory Research	3 crs.

Direct Practice Skill Electives (SWINT) 6 crs.

Electives 6 crs.

Direct Practice Field Placement

SWINT 2099	Direct Practice Specialization Field Placement	12 crs.
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Direct Practice (DP) Certificates

Direct practice students can also elect to pursue a certificate program to acquire greater depth of knowledge and skills in a particular area of practice, such as children, youth and families, gerontology, home and school visitor/school social worker, integrated healthcare, or mental health. Direct practice students are not required to pursue a certificate and students who decide not to complete all of the specific courses for a certificate are not penalized. The certificate programs available to direct practice students involve a specific “package” of courses and field placement experiences that foster greater depth of competence in specific areas of advanced social work practice². Students are encouraged to collaborate actively with their advisor to plan their course of study since the option to pursue a certificate must be declared no later than the end of the first semester of full-time study for students without advanced standing and at the time of initial registration for full-time students with advanced standing³. They should also work with their Field Advisor to facilitate the identification of appropriate field placements.

A [*Declaration of Intent form*](#) for each certificate option is available online. The Declaration of Intent form must be completed and submitted to the Academic Registration & Records Manager in the Student Services Center. Students should be aware that all certificate courses may not be available every semester or during evening hours.

DP - Children, Youth, and Families Certificate (CYF)

The Children, Youth, and Families certificate area is designed to prepare MSW graduates to provide services and interventions to children, youth, young adults, and families through a wide range of public and private agencies.

CYF Certificate Required Courses

In order to earn the Children, Youth, and Families Certificate, students must fulfill all specialized direct practice requirements as well as those of the certificate. Therefore, students must successfully complete Models of Intervention (SWINT 2082); an Advanced Direct Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course, and six credits of elective coursework, as well as:

SWBEH 2062	Human Behavior: Children and Families at Risk	3 crs.
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² MSW students on the UPJ campus have only the Mental Health Certificate available to them. While MSW students on the UPB campus have only the Children, Youth, and Families Certificate available to them.

³ Those intending to pursue the Home and School Visitor certificate must declare their intent in their application for admission to the MSW Program

SWWEL 2059 Child and Family Policy 3 crs.

In addition, students must successfully complete two Direct Practice skill electives from among those listed below:

SWINT 2011 Social Work Practice with Families 3 crs.

SWINT 2035 Intimate Partner Violence 3 crs.

SWINT 2042 SW Pract. w/Subst. Use & Other Addictive Disorders 3 crs.

SWINT 2049 Direct Practice with Children & Adolescents 3 crs.

SWINT 2063 Issues in Child Maltreatment 3 crs.

SWINT 2072 Social Work Practice & Traumatic Stress 3 crs.

SWINT 2096 Clinical SW w/African-American Families 3 crs.

CYF Certificate Required Fieldwork

The second (specialized direct practice) field placement (12 credits – 720 clock hours) must be completed in a community-based setting (program, unit, or agency) with a primary focus on providing direct services and interventions to children, youth, young adults, and families. This may be within a public agency or a private provider agency.

For further information, please contact: **Faculty Coordinator:** Helen Cahalane, PhD, MSW, ACSW, LCSW, hcupgh@pitt.edu

DP - Certificate in Gender, Sexuality, and Women's Studies (GSWS)

The Certificate in Gender, Sexuality, and Women's Studies provides an opportunity for MSW students to gain expertise in topics and issues related to gender and sexuality. Offered through the Dietrich School of Arts & Sciences – Gender, Sexuality, & Women's Studies Program, this MA certificate integrates the study of feminist theories with their application in research, policy, and practice. Many MSW students who pursue this certificate acquire excellent preparation (and an added credential) for working in fields related to gender and sexuality, such as (but not limited to) intimate partner violence, sexual assault prevention and counseling, family services, and LGBTQIA+ services and advocacy.

The Master's Certificate consists of four courses (12 credits) taken before graduation from the MSW Program and the completion of a research paper.

DP-GSWS Certificate Required Courses

In order to earn the Certificate in Gender, Sexuality, and Women's Studies, students must complete 12 credits that meet the certificate requirements (passing all courses with a "B" or better) as well as fulfill all specialized direct practice requirements. Students must successfully complete Models of Intervention (SWINT 2082); an Advanced Direct Practice courses in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second level HBSE course; a second-level policy course; a second-level research course; two GSWS courses (which can fulfill the MSW social work electives requirement):

GSWS 2252	Theories of Gender and Sexuality	3 crs.
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GSWS 2058	Feminist Social Work	3 crs.
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And **two** of these courses :

SWGEN 2034	Social Work Practice with Diverse Populations	3 crs.
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SWINT 2035	Intimate Partner Violence	3 crs.
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SWINT 2076	Human Sexuality	3 crs.
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Depending on the instructor and the focus of a student's work, other courses may meet the requirements. For example, students could do a directed study with a willing affiliated faculty member. Or they can petition the faculty coordinator to have a graduate course with a substantial gender, sexuality, or women's studies component accepted.

Additional Requirements for DP-GSWS Certificate

Gender, Sexuality and Women's Studies Certificate students must complete a research paper to be read by one affiliated faculty member. For further information, please contact: **Faculty Coordinator:** Sara Goodkind, PhD, MSW, sara.goodkind@pitt.edu

DP - Gerontology Certificate

The Gerontology Certificate Program prepares MSW students with the knowledge and skills necessary to work and innovate in an aging society. The Aging area has been a part of the school's curriculum since 1980. All gerontology students are exposed to various roles and settings that constitute contemporary social work practice in aging. Emphasis is given to understanding strengths and diversity among the aging population and the social, cultural, community, and policy contexts of aging including the opportunity that an aging society presents.

The Gerontology Certificate provides Direct Practice students with the specialized skills relevant to practice with older adults and/or their families at the individual, family, and small group level in a variety of community and health settings. The certificate offers a focus on leadership and advocacy.

Gerontology Certificate students are eligible and encouraged to apply to:

- [Hartford Program Partnership in Aging Education Fellowship](#)
- [Roth Fellowship](#)

DP-Gerontology Certificate Required Courses

Students complete the Direct Practice requirements as well as those of the certificate. Therefore, students must successfully complete Models of Intervention (SWINT 2082); an Advanced Direct Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course; and six credits of elective coursework, as well as:

SWBEH 2077	Adult Development and Aging	3 crs.
SWWEL 2039	Social Policy & Gerontology	3 crs.
SWINT 2030	Direct Practice with Older Adults	3 crs.

One of these Direct Practice skill electives:

SWINT 2004	Grief and Loss	3 crs.
SWINT 2007	Introduction to Psychopharmacology & SW Prac.	3 crs.

With Advanced Permission from the Certificate Chair, may substitute:

SWINT 2011	Social Work Practice with Families	3 crs.
SWINT 2042	SW Pract. w/ Subst. Use & Other Addictive Disorders	3 crs.
SWINT 2073	Integrated Healthcare in Pharmacology	3 crs.

DP- Gerontology Certificate Required Fieldwork

The second (specialized direct practice) field placement (12 credits – 720 clock hours) must be completed in a program, unit, agency, or community with a primary focus on aging and with appropriate DP focus to fit the student’s plan of study.

For further information, please contact: Faculty Coordinator: Rafael Engel, PhD, MSW, rengel@pitt.edu

DP - Home and School Visitor/School Social Work Certification (HSV/SSW)

The School of Social Work has offered a Home and School Visitor/School Social Worker certificate since the 1930s when it was created by pioneering social work practitioner and educator Marion Hathway. The HSV/SSW is an inter-professional Educational Specialist certificate program, operated jointly with the MSW Program, the Pitt School of Education, and the Pennsylvania Department of Education. It is intended for students who plan to deliver social work services in elementary or secondary schools. There are three models for state HSV certification:

1. Certification earned while earning the MSW
2. Certification earned post-MSW
3. Certification earned without an MSW

The HSV/SSW Certificate Program is designed to enhance professional competency in the development and delivery of high-quality social work services, in both public and private elementary and secondary schools, to students with diverse backgrounds and identities. The certificate is organized around the Direct Practice specialization, providing students the opportunity to gain advanced knowledge and skills via courses taken in the Schools of Social Work and Education with a field placement in an educational setting.

HSV/SSW Required Courses

MSW students must indicate their interest in obtaining the HSV/SSW certificate in their application for admissions to the MSW Program. Advanced standing students should contact the HSV Faculty Coordinator and complete the *Declaration of Intent* during the summer registration period before their first fall semester in the MSW Program. MSW students who do not have advanced standing will complete a [*Declaration of Intent*](#) during their first semester of enrollment. In order to satisfy the certification requirements of the Pennsylvania Department of Education as well as the Master's Degree in Social Work, students will complete 66 credits which may necessitate registering for courses during the Summer Term ([Click here for further information](#)).

To earn the HSV/SSW Certificate, students must fulfill all specialized direct practice requirements as well as those of the focus area. Therefore, students must successfully complete Models of Intervention (SWINT 2082); an Advanced Direct Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamic (SWINT 2033) approaches; a second-level research course; as well as:

SWBEH 2062	Children and Families at Risk	3 crs.
SWWEL 2059	Child and Family Policy	3 crs.
SWINT 2058	Social Work in School Settings	3 crs.

Students also must complete the four courses below, offered through the School of Education, which fulfill the MSW electives requirement:

TLL 2102	PA School Law	3 crs.
TLL 2257	Teaching English Language Learners	3 crs.
TLL 2500	Foundations of Special Education	3 crs.
TLL 2514	Supporting Students w/Disabilities in Inclusive Classrooms	3 crs.

HSV/SSW Required Fieldwork

The HSV/SSW specialized practice field placement (12 credits – 720 clock hours) must be completed in an approved school setting.

HSW/SSW Certification Earned Post-MSW or Certification Earned Without an MSW

For non-MSW students seeking the HSV/SSW certificate post-MSW, or earned without an MSW, the Home and School Visitor application must be completed and then submitted to the director of H&SV/SSW to be accepted into the program.

The course of study for the HSV/SSW certificate for those seeking the Certification earned post-MSW or Certification earned without an MSW may be found [here](#).

Pennsylvania HSW/SSW Credential

After graduation and after completing the requirements for PALSW/LCSW, graduates must submit The Pennsylvania Department of Education Checklist with supporting documents to the HSV Faculty Coordinator to process the Pennsylvania HSV credential.

For further information, please contact: **Faculty Coordinator:** Deborah Robinson, MSW, LSW, dcr16@pitt.edu

DP - Integrated Health Care Certificate (IHC)

The Integrated Health Care Certificate prepares MSW students specializing in direct practice with the knowledge and skills necessary to work with individuals, families, and small groups in a variety of institutional and community-based health-related settings. With a focus on leadership and advocacy, the goal of the certificate program is to increase the number of MSW's working in integrated healthcare settings. Students completing the Integrated Health Care Certificate will have a deeper understanding of the relationship between behavioral health (i.e., mental health, substance use) and physical health.

Students enrolled in the Integrated Health Care Certificate are also eligible to apply for the following Fellowships:

- [BHSP Fellowship Program](#)
- [Roth Fellowship](#)

IHC Required Courses

Students complete the Direct Practice requirements as well as those of the certificate. Therefore, students must successfully complete Models of Intervention (SWINT 2082); an Advanced Direct Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course; and six credits of elective coursework, as well as:

SWBEH 2066	HB: Health/Mental Health (HBSE II)	3 crs.
SWWEL 2056	Health Systems & Public Policy (Policy II)	3 crs.
SWINT 2025	Advanced SW Practice in Integrated Healthcare	3 crs.

One of these Direct Practice skill elective courses related to Pharmacology:

SWINT 2073	Integrated Healthcare in Pharmacology	3 crs.
SWINT 2007	Introduction to Psychopharmacology & SW Practice	3 crs.

IHC Required Fieldwork

The second (specialized direct practice) field placement (12 credits – 720 clock hours) must be completed in a program, unit, or agency with a primary focus on direct practice related to healthcare. Your Field Advisor will work with you to identify appropriate field education sites.

For further information, please contact: Faculty Coordinator: Danny Rosen, PhD, MSW, dannyrosen@pitt.edu

DP - Mental Health Certificate

The Mental Health Certificate is designed to prepare graduates for professional practice, in a wide range of social and human service agencies, with individuals, families and/or small groups who experience mental health/behavioral health challenges. MSW students complete a series of required and elective courses leading to the Mental Health Certificate.

Students interested in a mental health focus may apply for the:

- [Roth Fellowship](#)
- [BHSP Fellowship Program](#)

Mental Health Certificate Required Courses

Students complete the Direct Practice requirements as well as those of the certificate. Therefore, students must successfully complete Models of Intervention (SWINT 2082); an Advanced Direct Practice course in cognitive-behavioral (SWINT 2031), social systems (SWINT 2032), or psychodynamics (SWINT 2033) approaches; a second-level research course; and six credits of elective coursework, as well as:

SWBEH 2065:	Human Behavior: Mental Health	3 crs.
SWWEL 2057:	Mental Health and Public Policy	3 crs.

In addition to the two required courses, students pursuing the Mental Health Certificate must complete two elective mental health-related skills courses from the following approved list:

SWINT 2018:	Clinicals Skills in Social Work Practice for Mental Health Recovery	3 crs.
SWINT 2007:	Intro to Psychopharmacology & Social Work Practice	3 crs.
SWINT 2011:	Social Work Practice w/Families	3 crs.
SWINT 2042:	SW w/Subst. Use & Other Addictive Disorders	3 crs.
SWINT 2046:	Planned Short-Term Treatment	3 crs.
SWINT 2049:	Direct practice with Children	3 crs.
SWINT 2053:	Group Intervention w/High Risk Populations	3 crs.
SWINT 2072:	Social Work Practice & Traumatic Stress	3 crs.
SWINT 2031:	Advanced Direct Practice: Cognitive-Behavioral (in addition to the required ADP class)	3 crs.
SWINT 2032:	Advanced Direct Practice: Social Systems (in addition to the required ADP class)	3 crs.
SWINT 2033:	Advanced Direct Practice: Psychodynamic (in addition to the required ADP class)	3 crs.

Mental Health Certificate Required Fieldwork

The second (specialized direct practice) field placement (12 credits – 720 clock hours) must be completed in a mental health/behavioral health setting working with individuals, families and/or small groups who suffer from mental health or other behavioral health problems. This may be a public agency or a private provider agency, excluding private practice type settings.

For further information, please contact: **Faculty Coordinator:** Travis Labrum, LCSW, MSW, PhD TRL51@pitt.edu

Community, Organization, and Social Action (COSA)

The University of Pittsburgh, School of Social Work offered the first program in community organization in the United States. Similarly, it was one of the first schools of social work to offer a program in social administration, now more commonly called human services or social work management.

The COSA Specialization, which is offered only at the Pitt-Main campus, is designed for students to gain the advanced knowledge and skills required for contemporary social work practice with groups, organizations, and communities. COSA students acquire the ability to engage, assess, intervene, and evaluate practice with groups, organizations, and communities, bringing to bear evidence-informed approaches; a deep and abiding respect for diversity and difference; an emphasis on the strengths, assets, and empowerment of client systems; and a commitment to the social work profession's values. Students develop specialized skills in community organizing and mobilization as well as organizational management and administration, bringing to bear on their social work practice an understanding of how it can contribute to securing human rights and social, economic, and environmental justice for all people. They also hone their critical thinking and self-reflective skills through their field practicum and coursework.

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

COSA Curriculum

Students must take a specialized human behavior course, policy analysis course, and research course with content specific to COSA. Students must also complete the two required skills courses, fulfilling their remaining credits from a range of practice skills electives, general electives, and twelve (12) credit hours of specialized practice field practicum. Sample Course of Study Guides can be found in Appendix A.

COSA Required Courses

COSA Skills:

SWCOSA 2084	Human Service Organization Management	3 crs.
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SWCOSA 2088	Community Organizing & Planning	3 crs.
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Second-Level HBSE:

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

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

SWRES 2033	Evaluative Research in the Social Services	3 crs.
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OR

SWRES 2051	Single Subject Research	3 crs.
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OR

SWRES 2045	Qualitative Research	3 crs.
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OR

SWRES 2047	Community Based Participatory Research	3 crs.
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COSA Skill Electives (SWCOSA)		6 crs.
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Electives		6 crs.
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COSA Field Placement

SWCOSA 2099	COSA Specialized Practice Field Placement	12 crs.
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COSA Certificates

COSA's curriculum offers opportunities for students to diversify their education, and several options can be considered as a means of individualizing a student's academic plan. Students may pursue the existing COSA certificates and/or pursue a joint degree offered with several other professional schools and programs.

COSA - Human Services Management Certificate (HSM)

Many MSWs find themselves moving up quickly into supervisory, management, and even executive positions. The generalist perspective and systems knowledge from their social work education provides a strong basis for leadership in a range of social work settings. However, to better prepare COSA students to take advantage of these leadership opportunities, COSA students may pursue the Human Services Management Certificate which is offered in collaboration with the Network for Social Work Management (NSWM).

In addition to MSW Program and COSA specialization requirements, students pursuing the Human Services Management Certificate must complete Human Service Organization Management (SWCOSA 2084), Community Organizing & Planning (SWCOSA 2088), the second-level Human Behavior, Policy Analysis and Research courses for the COSA specialization, and six credits of elective courses. Successful completion of two required COSA skill courses (SWCOSA 2084 and SWCOSA 2088) and the following two COSA skill electives courses cover the Network of Social Work Management (NSWM) competency and practice behaviors in each course's area.

COSA Skill Elective Courses Required for the Human Services Management Certificate

SWCOSA 2086	Human Resources, Supervision, and Financial Management	3 crs.
SWCOSA 2040	Grants Proposal Writing	3crs.

HSM Required Fieldwork

The second (specialized COSA) field placement (12 credits – 720 clock hours) must be completed in a community-based or human services organization.

For further information, please contact: **Faculty Coordinator:** Aliya Durham, PhD, MSW, aliyadurham@pitt.edu.

COSA - Community Organizing and Practice Certificate (COP)

Community organizing and practice acknowledges community as a social environment that is broadly defined and rich in diversity. MSWs often find themselves working in community organizing and practice settings addressing a variety of planning, development, and social change issues. To prepare students to become leaders in this field, the School of Social Work offers a national Community Organizing and Practice Certificate, through a partnership with the Association for Community Organization and Social Action (ACOSA). This national certificate helps to define and affirm community organizing and practice competencies that have become increasingly important to the careers and advancement of MSW professionals.

In addition to MSW Program and COSA specialization requirements, students pursuing the Community Organizing and Practice Certificate must complete Human Service Organization Management (SWCOSA 2084), Community Organizing & Planning (SWCOSA 2088), the second-level Human Behavior, Policy Analysis and Research courses for the COSA specialization, and six credits of elective courses. In addition, students must successfully complete the following two COSA Skill elective courses:

SWCOSA 2090	Working with Group/Intergroup Relations	3 crs.
SWCOSA 2096	Community Planning and Development	3 crs.

COP Required Fieldwork

Students who pursue this certificate option must also complete a COSA specialization field placement (12 credits) in a community practice setting to apply the knowledge, values, and skills they are learning through their coursework.

For further information, please contact: **Faculty Coordinator:** Mary Ohmer, PhD, MSW, mlo51@pitt.edu.

COSA - Gerontology Certificate

The Gerontology Certificate Program prepares MSW students with the knowledge and skills necessary to work and innovate in an aging society. The Aging area has been a part of the school's curriculum since 1980. All gerontology students are exposed to various roles and settings that constitute contemporary social work practice in aging. Emphasis is given to understanding strengths and diversity among the aging population and the social, cultural, community, and policy contexts of aging including the opportunity that an aging society presents.

COSA students who complete the Gerontology Certificate focus on developing skills to work with task groups, programs, organizations, and communities to serve older adults and their families. The certificate offers a focus on leadership and advocacy. With extremely careful planning a COSA student can complete the Gerontology Certificate in conjunction with either the Human Service Management Certificate or the Community Organizing and Planning Certificate. Students considering obtaining both certificates are encouraged to discuss this with their Academic Advisor and the Certificate Chairperson.

Gerontology Certificate students are eligible and encouraged to apply to the following fellowships to enhance their experience:

- [Hartford Program Partnership in Aging Education Fellowship](#)
- [Roth Fellowship](#)

COSA-Gerontology Required Courses

Students complete the COSA requirements as well as those of the certificate. Therefore, students must successfully complete Human Services Organization Management (SWCOSA 2084); Community Organizing & Planning (SWCOSA 2088); Human Behavior in the Urban Environment (SWBEH 2008 [HBSE II]); a second-level research course; and one elective, as well as:

SWBEH 2077	Adult Development and Aging (HBSE II) (serves as an elective)	3 crs.
SWWEL 2039	Social Policy & Gerontology (Policy II) (serves as the 2 nd level Policy)	3 crs.

Two Gerontology-Related Electives:

One of the two electives must be a specialized COSA skill (SWCOSA) elective where the student completes a project or assignment with a gerontology focus. *Both could be SWCOSA electives.* Students who are only completing the COSA Gerontology Certificate can select any of the four regularly offered COSA skill elective courses (i.e., SWCOSA 2040; SWCOSA 2090; SWCOSA 2094); For SWCOSA electives, students will submit to the Certificate Chairperson a form with information about the assignment and topic.

Options for students also completing the Human Service Management Certificate:

SWCOSA 2040	Grant Proposal Writing	3 crs.
SWCOSA 2090	Human Resources, Supervision, and Financial Management	3 crs.

Options for students also completing the Community Organizing and Practice Certificate:

SWCOSA 2090	Working w/ Group & Intergroup Relations	3 crs.
SWCOSA 2096	Community Planning and Development	3 crs.

If you choose to do only one approved COSA gerontology elective, the final three elective credits could be a Gerontology Elective(s) from the University Certificate in Gerontology. This certificate is administered outside the School of Social Work. Offerings may vary and include courses from other Schools within the University. Students selecting this option would use these three credits to fulfill a general elective requirement for the MSW. The student would need to then take a second SWCOSA elective to complete their degree. Students should seek advanced permission from their Academic Advisor and the Certificate Chairperson. Please see the [University Certificates website](#) for current options.

Should students in the certificate want to take an elective other than those listed, the elective must fit the goals of the Gerontology Certificate and specialization and be approved by the Certificate Chair in advance. Elective courses outside the School of Social Work are permitted within the limits of MSW Program policy and with the prior approval of the student's Academic Advisor or MSW Program Director in addition to the Certificate Chair.

COSA-Gerontology Required Fieldwork

The second (specialized COSA) field placement (12 credits – 720 clock hours) must be completed in a program, unit, agency, or community with a primary focus on aging and with appropriate COSA focus to fit the student's plan of study.

For further information, please contact: Faculty Coordinator: Rafael Engel, PhD, MSW, rengel@pitt.edu

COSA - Certificate in Gender, Sexuality, and Women's Studies (GSWS)

The Certificate in Gender, Sexuality, and Women's Studies provides an opportunity for MSW students to gain expertise in topics and issues related to gender and sexuality. Offered through the Dietrich School of Arts & Sciences – Gender, Sexuality, & Women's Studies Program, this MA certificate integrates the study of feminist theories with their application in research, policy, and practice. Many MSW students pursue this certificate because it provides them with excellent preparation (and an added credential) for working in fields related to gender and sexuality, such as (but not limited to) domestic violence, sexual assault prevention and counseling, family services, and LGBTQIA+ services and advocacy.

The Master's Certificate consists of four courses taken before graduation from the MSW (12 credits) and completion of a research paper and a concept statement.

COSA-GSWS Required Courses

In order to earn the Certificate in Gender, Sexuality, and Women's Studies, students must complete 12 credits that meet the certificate requirements (passing all courses with a "B" or better) as well as fulfill all specialized COSA requirements. Therefore, students must successfully complete Human Service Organization Management (SWCOSA 2084); Community Organizing & Planning (SWCOSA 2088); a second level HBSE course (SWBEH 2008); a second-level policy course (SWWEL 2087); and a second-level research course.

The two required GSWS courses fulfill the MSW social work electives requirement:

GSWS 2252	Theories of Gender and Sexuality	3 crs.
GSWS 2058	Feminist Social Work	3 crs.

Students also must successfully complete two additional courses with content relevant to gender, sexuality, and women's studies. For students who do not have advanced standing, the third course requirement for the certificate may be fulfilled through:

SWGEM 2034	Social Work Practice with Diverse Populations	3 crs.
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For the 4th course (or the 3rd and 4th courses in the case of advanced standing students) it is possible to count another SW course; prior approval from Dr. Sara Goodkind, the Faculty Coordinator, must be obtained.

Depending on the instructor and the focus of a student's work, other courses may meet this requirement. For example, students also have the option of doing a directed study with a willing affiliated faculty member. Students may also petition to have graduate courses with a substantial gender, sexuality, or women's studies component accepted for this requirement.

COSA-GSWS Additional Requirements

Gender, Sexuality and Women's Studies Certificate students must complete a research paper to be read by one affiliated faculty member. Students must also compose a 300–600-word concept statement which articulates their "field of study" and how it relates to interdisciplinary approaches to gender/sexuality/women's studies.

For further information, please contact: **Faculty Coordinator:** Sara Goodkind, PhD, MSW, sara.goodkind@pitt.edu

MSW Dual, Joint, and Cooperative Degree Programs

Some students seek to complement their graduate social work education by earning an additional degree in another discipline or profession. The dual, joint, and cooperative degree programs, offered only at the Pitt-Main campus, afford students a unique way to complete their MSW studies while also pursuing another graduate degree. However, no student will be permitted to enroll in more than one (1) dual, joint, or cooperative degree program within the School of Social Work or between the School of Social Work and any other School or Program during the course of earning that dual or joint degree. Students must apply separately for admission and be admitted to the MSW Program as well as the respective dual, joint, or cooperative degree program. Students electing to terminate the dual, joint, or cooperative degree program before its completion must complete all the work required by the respective schools for either degree in order to receive that degree separately.

Master of Social Work/Graduate School of Public and International Affairs (GSPIA)

The MSW Program offers three unique joint degree programs through its COSA (Community, Organization, and Social Action) specialization and the Graduate School of Public and International Affairs. The joint programs provide students with a broad professional education which prepares them for service in urban non-profit and government organizations, community development policy, social and urban planning, and international development and non-governmental organization. Students in these joint programs earn a Master of Social Work (MSW) from the School of Social Work and either a Master of Public Administration (MPA), a Master of Public and International Affairs (MPIA) or a Master of International Development (MID).

Students must be admitted to both the MSW Program and the GSPIA program in order to qualify for admission to the joint degree program. Degree candidates meet all of the degree requirements of both schools, except where substitutions are appropriate and approved by MSW Program policy. Depending on which joint degree program the student elects, the total number of credits required for graduation ranges from 72 to 88. For most students, this means that individual programs can be completed within six to seven terms of full-time residency.

For further information, please contact: **Faculty Coordinator:** Mary Ohmer, PhD, MSW, mlo51@pitt.edu.

Master of Social Work/Master of Public Health (MPH)

The joint MSW/MPH degree program was developed to prepare students in both Social Work and Public Health to intervene more accurately with the complex psycho-social problems affecting the health and social functioning of people from diverse backgrounds and identities. Public health social workers are employed in outpatient and primary care settings as well as in community health agencies or as part of the voluntary organizations providing public health services, such as HIV/AIDS prevention, family planning, substance abuse prevention programs, community-based services for the aging, and services for families with a disabled child. Social work students who intend to pursue careers in non-health settings also benefit from the curricula offerings in this program with community-level prevention interventions meaningful in child welfare, maternal and child health (MCH), palliative care, services for the aged, and mental health.

NOTE: (Effective Fall, 2021) In order to meet the MSW Program requirement for SWRES 2021: Generalist Social Work Research, MSW students pursuing the joint degree with Public Health (MPH) will:

1. At matriculation, be advised to attempt the Social Work Generalist Research Exemption Exam if their background so indicates.
2. Be advised to enroll during their first fall in BCHS2525, the PH applied research course.
3. If an MSW/MPH student does not pass the exemption exam at matriculation, they will be encouraged to make an additional attempt after completing BCHS2525.
4. If, following completion of BCHS2525, an MSW/MPH student does not pass the generalist research exemption exam, they will be required to enroll in SWRES2021.

For further information, please contact: **Faculty Coordinator:** Yodit Betru, DSW, MSW yoditbetru@pitt.edu .

Master of Social Work/Master of Divinity

Social work and theology have many historical, philosophical, and applied commonalities. To integrate the two educational experiences and to prepare professionals competent to integrate their practice skills, the MSW Program, in cooperation with the Pittsburgh Theological Seminary (PTS), has developed a cooperative degree program leading to the Master of Social Work (MSW) and Master of Divinity (MDiv), Master of Theological Studies (MTS) or Mater of Arts in Pastoral Studies (MAPS) degrees.

This program provides a full social work and theological education that may be completed in four years. Candidates for the MSW/MDiv degrees normally enter the Seminary and concentrate on theological studies during the first two years of the program. The M.Div.

portion of the program is hybrid, and because courses are offered in a predictable rotation, students can select from in-person and online courses. The third and fourth years are spent primarily in the MSW Program with approximately one course each term being taken at the Seminary. Candidates for the MSW/MAPS or MSW/MTS degrees who enter the program through the Seminary will concentrate on theological studies during the first year. Application should be made to the University of Pittsburgh Graduate School of Social Work during the Fall Semester of the first year. The second and third years will be spent predominantly at the School of Social Work. The fourth-year fall semester will be completed at PTS.

For further information, please contact: **Faculty Coordinator:** Misha Zorich, MDiv, MSW, maz49@pitt.edu

Master of Social Work/Master of Business Administration (MBA)

Faced with an increasingly competitive market, nonprofit organizations are beginning to emulate management methods and paradigms practiced by for-profit companies, such as financial operations, human resource and data management, market and economic analysis, and evidence-based strategic planning. As philanthropic organizations become concerned about their accountability and utility of financial supports provided to various human service organizations, they are beginning to evaluate nonprofits beyond program outcomes or average cost per client to more advanced assessments, such as cost-efficiency and effectiveness and cost-benefit ratio.

The MSW/MBA dual-degree program, which is open to COSA students, prepares them to be leaders and agency administrators in this increasingly business-oriented human service and non-profit organizational environment.

For further information, please contact: **Faculty Coordinator:** Danny Rosen, PhD, MSW, dar15@pitt.edu.

Master of Social Work/Doctor of Philosophy (PhD) in Social Work

An MSW degree from an accredited school of social work is required to be considered for admission to the PhD program. Those applicants without an MSW degree, who wish to pursue a social work academic career, may apply to the joint MSW/PhD program. Most schools of social work require their faculty members hold MSWs as well as PhDs. Preference is given to those MSW/PhD applicants who have prior social work-related professional experience. We will not be accepting applications for the 2023/2024 or 2024/2025 academic years.

For further information, please contact: **Faculty Coordinator:** Sara Goodkind Ph.D., sara.goodkind@pitt.edu

Master of Social Work/Juris Doctorate (JD)

The School of Social Work and the School of Law offer a joint Master of Social Work-Juris Doctor (MSW-JD) degree. The MSW-JD degree program focuses on the areas in which social work and law converge, such as child welfare, aging, health, mental health, juvenile and criminal justice, family issues, and housing. These areas of convergence exist in social work practice with individuals, families, and groups as well as with communities and organizations.

The intersection of legal and social work concerns is also evident at the policy level, and research from both professional disciplines has been used to inform these activities. It is common for practitioners from both fields to work in concert to draft, implement, and/or advocate for legislation at the local, state, and federal levels. We will not be accepting applications or candidates for the 2023/2024 year.

For further information, please contact: **Faculty Coordinator:** Jeffrey Shook, Ph.D., JD, jes98@pitt.edu

SECTION 3: FIELD EDUCATION

Introduction: Field Education in the MSW 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's Educational and Policy Accreditation Standards ([EPAS, 2015](#)) for each level.

In the MSW Program, inclusive of all three campuses (Pitt-Main, UPJ, and UPB) students must successfully complete 1080 hours (18 credit hours) of field education.

There are two levels of field placement. The first is **generalist** field placement (6 credits/360 hours). In generalist field the student learns to identify with the social work profession and to apply ethical principles and critical thinking in practice with individuals, families, groups, organizations, and communities. 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.

The second level placement is **specialized practice** field placement (12 credits/ 720 hours). Specialized practice builds on generalist practice by adapting and extending the social work competencies. The MSW Program offers two specializations, Direct Practice (DP) and Community, Organization, and Social Action (COSA).

The Direct Practice specialized competencies focus on social work practice with individuals, families, and small groups. While the COSA specialized practice competencies focus on social work practice with groups, organizations, and communities. Similar to generalist field, demonstration of specialized competence is informed by knowledge, values, skills, cognitive and affective processes that include the specialization student's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situation.

Students with advanced standing status are approved for 6 generalist field credits from their undergraduate fieldwork provided the undergraduate program was accredited by the Council on Social Work Education – Board of Accreditation (CSWE-BOA) at the time of the student's graduation.

The following section of this MSW Program handbook provides the policies and procedures for field education. These are presented in a temporal order that provides the chronological sequence of preparing for, successfully matching, and successfully completing both generalist and specialization field placement.

Students should also become familiar with the information online about [field education in the MSW Program](#).

For further information, please contact: **Director of Field Education:** Tonya Slawinski, PhD tslawin@pitt.edu or, **Office of Field Education, Field Education Administrator.**

Field Education Policies

Numbering of Field Education Policies – MSW Program (Policy #13:M30)

Current field education policies begin with this policy, which is designated Policy #13:M30. 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.

All field education policies, and the procedures and details described herein, apply to the MSW program options at the University of Pittsburgh Main (Pitt-Main, Oakland) campus, the University of Pittsburgh Johnstown (UPJ) campus, and the University of Pittsburgh (UPB) campus, unless otherwise indicated.

Definition of Key Terms – MSW Program (Policy #13:M31)

As used in the MSW Field Education Policies:

1. **A student** refers to an individual who has been admitted to and has matriculated in the MSW 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: [Internship Fact Sheet](#)
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.
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. At the University of Pittsburgh, the Director of Field Education must possess a PhD degree, a master's degree from a CSWE-BOA accredited social work program, and a minimum of five years' post-Master's social work practice experience.
7. **A Field Advisor** is the individual who is responsible for placing students; at the UPJ and UPB campuses, the MSW Regional Program Directors serve as the Field Advisor for students at those sites. The Field Advisor is the person who develops new field sites, monitors current field placements. In the generalist year, the Field Advisor also serves as the Field Liaison and Academic Advisor for students assigned to the Field Advisor's Generalist Social Work Practice course (SWGGEN 2098). In some circumstances, the Field Advisor will also perform Academic Advising and Field Liaison roles in the specialization year. To be a Field Advisor, an individual must possess an MSW 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-BOA accredited social work program and a minimum of two years' post-Master's social work practice experience.

Definition and Purpose of Field Education – MSW Program (Policy #13:M32)

I. Definition

Field Education is the signature pedagogy for social work. It serves as the opportunity to apply classroom learning to practice with individuals, families, groups, organizations, and communities at the generalist level. At the specialization level, students in the Direct Practice with Individuals, Families, and Small Groups (Direct Practice) Specialization apply their classroom learning to individuals, families, and small groups, whereas those in the Community, Organizations, and Social Action (COSA) Specialization apply their classroom studies to their work with groups,

organizations, and communities. At both the generalist and specialization levels, 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 field experience is designed to meet the MSW 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 with individuals, families, groups, organizations, and communities. 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.

Across all program options, 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 have the opportunity to develop their social work competencies and concomitant behaviors through in-person contact with clients/constituencies.

All students in their generalist field placements are able to have 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 Generalist Field Learning Plan.

C. The Specialization Field Placement

According to the Council on Social Work Education (EPAS, 2015), specialized practice builds 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.

The University of Pittsburgh's MSW Program offers two specializations at the Pitt-Main campus: Direct Practice with Individuals, Families, and Small Groups (Direct Practice) and Community, Organization, and Social Action (COSA). The Direct Practice Specialization is the only specialization offered at the UPJ and UPB campuses.

Across all program sites, students completing specialization field placements are placed at agencies that provide specialized practice opportunities for them to demonstrate specialization-specific social work competencies with clients/constituencies. Direct Practice Specialization students have opportunities to demonstrate their specialization's competencies with individuals, families, and small groups; students completing the COSA Specialization have opportunities to demonstrate their specialization's competencies with groups, organizations, and communities.

All students in their specialization field placements have the opportunity to develop Direct Practice or COSA competencies through in-person contact with clients/constituencies. All students also are able to have a broad range of learning experiences and assignment of professional responsibilities consistent with their educational level, professional development, and specialization. Educational goals and competencies for the specialization field placement are reflected in writing in an educational plan known as a Field Learning Plan, versions of which are specific to the Direct Practice Specialization and the COSA Specialization.

Admission to Field Education and Securing a Field Placement – MSW Program (Policy #13:M33)

I. Criteria for Admission to Field Education

- A. Students who wish to begin their generalist field placement must first be admitted to and matriculated in the MSW Program. (Please visit the [MSW Admissions](#) webpage for information).
 - a. Advanced standing students who seek to begin their specialization field placement must first be admitted to and matriculated in the MSW Program. (Please visit the [MSW Admissions](#) webpage for information).
 - b. All MSW students, inclusive of those with advanced standing and those beginning generalist field, also must complete and submit the following:
 - i. Student Agreement/Release of Information
 - ii. Field Request Form through Field Education software, SONIA
 - iii. Mandated Reporter Training available in Canvas and certificates of completion are housed in the student account in SONIA.
 - iv. HIPAA Training: [HIPAA Training](#)
 - c. Non-advanced standing students who seek to continue in field and begin their specialization placement must:
 - i. Be admitted to and matriculated in the MSW Program
 - ii. Have successfully completed their Generalist coursework and Generalist field education requirements. In rare instances, a student who does not meet specific academic criteria can begin a specialization placement.
 - iii. Complete and submit a Field Request Form
- B. Only students who meet the above criteria will be admitted to field education; non-compliance with any of the above will be reported to the MSW Program Director and the Director of Field Education.

Procedures:

1. At the Pitt-Main campus, incoming MSW students attend a Field Orientation Seminar during the full-day orientation for new students. Separate breakout sessions are offered to students who will begin generalist field placement and those who will begin specialization field placement. These sessions provide an overview of field education in the MSW Program, criteria for entry into field education, and details about how to begin the process of obtaining a field placement. At UPJ and UPB, because the incoming cohorts of MSW students are smaller, the orientation to field is integrated as part of the general orientation for new students.
2. Information regarding the criteria for admission to field education is reinforced by the Field Advisor.
3. Student Agreement/Release of Information

Applicants to the MSW Program receive the Student Agreement/Release of Information as part of their application packet. The Student Agreement/Release of Information makes applicants aware of the possible need for clearances as well as workplace and liability issues; it also contains language that permits the Office of Field Education to 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 MSW Program, and hence will not be able to matriculate in the Program, unless the e-signed Student Agreement/Release of Information is received.

4. Request for Field Placement Form

Once an individual is admitted to the MSW Program, they are asked to submit a deposit to confirm their acceptance of the admission offer. As soon as the deposit is received, a "Welcome" letter from the Director of Field Education is automatically generated. The letter offers an introduction to field education in the MSW Program, general information about the possible need for clearances, and the process for creating a Field Placement Request Form.

5. Mandated Reporter Training

- a. All incoming students from Pitt Main, UPJ and UPB are required to complete a Mandated Reporter training titled “Abuse Across the Lifespan.” Students will receive information about completing this training during field orientation. Certificates of completion are required before any field placements can begin and uploaded into the Field Education software platform.

6. HIPAA Training

- a. All incoming students from Pitt Main, UPJ and UPB are required to complete a HIPAA training module. Students will receive information about completing this training during field orientation. Certificates of completion are required before any field placements can begin and uploaded into the Field Education software platform.

II. Securing a Field Placement: The Matching Process

Field Advisors make field placement assignments. Students are not permitted to independently seek or secure their own field placements.

MSW 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 via Zoom, TEAMS video option, or in person.
2. 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.
3. A student who is interested in completing a field placement:
 - a. Outside their campus’s geographic area should submit a written request to their Field Advisor, the Director of Field Education, and the

MSW Program Director. Final approval of the request is made by the Director of Field Education and is contingent upon the availability of an approved field placement, Field Instructor, and 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:M39](#).
 - c. At the field placement agency at which they completed their generalist field placement must adhere to the criteria and procedures described in [Policy #13:M38](#).
4. 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.
 5. MSW 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](#); also see the Academic and Student Conduct Policy ([Policy #11:1](#)) for more detailed information about expected student conduct).
 6. The agency designated contact person is typically responsible for making an appointment for an interview with the student.
 7. If the student and the field placement agency's designated contact person (who may or may not be the prospective Field Instructor) agree to the field placement assignment, they both must provide feedback and complete their sections of the one-page MSW Field Placement Confirmation Form the link to which is provided to the student by their Field Advisor. The forms will be completed online and signatures of the student, the Field Instructor, and the Field Advisor are required by the due date. Until the MSW Field Placement Confirmation Form is received, the field placement may not begin, and field hours will not be accrued.
 8. 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:

Information and resources for students related to [obtaining clearances](#) is available.

9. If a student or the field placement agency's designated contact person do not agree to the field placement assignment and the MSW Field Placement Confirmation Form has not yet been completed and submitted, the student must immediately notify the Field Advisor (this lack of match will be noted in SONIA and other options for field placements are explored). In such instances, the student will be sent to another setting for an interview.
10. The option of interviewing with potential field placement agencies can be exercised three times. If there is an inability to match a MSW student to a field placement after three interviews, the situation is reviewed by the Director of Field Education, the MSW Program Director, and the Associate Dean for Academic Affairs. The meeting will include the MSW Regional Program Directors for UPJ or UPB for students at their locations. An individualized plan will be developed to assist the student in finding a field placement. Students who fail to implement the individualized plan, and therefore are not making academic progress in the MSW Program, will have a Mandatory Academic and Professional Behavior Review (Mandatory Review), in accordance with [Policy # 11:1](#), and may be placed on academic probations.

Details:

1. Information and forms related to the field placement matching process can be obtained from the [MSW Field Education page of the Field Education website](#).

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.

Field Education Hours – MSW Program (Policy #13:M34)

I. Number of Required Hours

MSW students are required to complete a total of 1080 hours (18 credits) of field education.

II. Completion of Required Hours

- A. The MSW Program requires 360 hours (6 credits) of generalist field education and 720 hours (12 credits) of specialization field education.
- B. Students may not complete less than 12 hours per week of field placement in a term and must satisfactorily complete the total number of hours required by the MSW Program.
- C. The amount of time a student spends in field should be reflected in their registration; one credit of field education equals 60 hours.
- D. When a student is continuing a placement at the same agency they are permitted to carry up to two weeks-worth of field hours into another term. Approval to carry over hours must be obtained in advance from the Field Instructor and the Field Liaison.

Procedures:

1. A student who receives approval to carry over hours may not end the field placement more than two weeks early.
 2. In no instance may a student carry over hours from a generalist field placement to a specialization field placement.
- E. No MSW student may complete a field placement more than two weeks before the end of the semester.
 - E. 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 Field Liaison. To avoid miscommunication, a statement of this agreement should be noted in the Field Learning Plan in SONIA. 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 (at UPJ and UPB MSW Regional Program Directors serve as both the academic and Field Advisors), the MSW 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.

Required Documentation While in Field – MSW Program (Policy #13:M35)

I. Field Learning Plan

Students are responsible for obtaining, completing with the Field Instructor, and electronically submitting a signed Field Learning Plan for each 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 Field Learning Plan must be submitted within 30 days of the start of a generalist or specialization 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 field placement hours.

III. Field Evaluation

Students are responsible for obtaining, completing with the Field Instructor, and electronically submitting a signed 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 Field Experience

At the conclusion of the 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 MSW Program Director and MSW Program Committee and faculty.

Procedures:

1. New students are notified of these requirements and are told how to access the forms during the Field Orientation Seminar, which is held as part of the orientation for new students. At UPJ and UPB, students are notified during the general orientation for new students.
2. During their 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.
3. These issues are also reviewed in the Generalist Practice course (SWG2 2098), which all non-advanced standing students complete.
4. A field education grade will not be entered until the documents identified in I, II, and III. (above) are completed, signed, and submitted.

- I. The MSW Program mandates all members of our community – students, Field Instructors, Field Advisors and Field Liaisons, the Director of Field Education, and other MSW 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 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; at UPJ and UPB, students are notified during the general orientation for new students. Information about the Field Safety Review Form is reinforced for non-advanced standing students in their Generalist class, where it is completed as an assignment. Field Advisors review the Field Safety Review form and the procedures for completing it when they meet with advanced standing students and continuing non-advanced standing students to discuss specialization field placement options.
- B. Each time a student begins a field placement they are required to complete, sign, and submit the Field Safety Review Form
- 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 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 completed in SONIA and will be retained in the student’s profile for the Office of Field Education.
- 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](#).

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:

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 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:

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 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:

If a student feels uncomfortable with using their own vehicle, they 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 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:

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 about 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.
 - a. [Oakland campus](#)
 - b. [UPJ](#)
 - c. [UPB](#)
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) 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.

6. Complaint Procedure

Any faculty, staff, or student who believes 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 overseen by the person or office receiving the complaint or referred to the:

- a. Oakland campus: [Office of Diversity and Inclusion](#)
- b. UPJ: [Office of Equity and Inclusion](#)
- c. UPB: [Office of Diversity and Inclusion](#)

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 oversaw the complaint.

7. Student Notification of Title IX Provisions

- a. At the Pitt-Main campus, non-advanced students enrolled in the Generalist class are oriented to Title IX provisions during that course, which is attended by a representative of

the University's Title IX Office. At UPJ and UPB, a representative of the campus Title IX Office informs students of Title IX provisions during the orientation for new students.

- b. Advanced Standing students are oriented to Title IX provisions during the Field Orientation held as part of the full-day orientation for new students at the Pitt-Main campus; a representative of the University's Title IX Office attends the Field Orientation. At UPJ and UPB, a representative of the campus Title IX Office informs students of Title IX provisions during the orientation for new students.
8. 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 fieldwork 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 (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.
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 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 that are being requested directly with the field placement agency. The Field Advisor, student and DRS representative will discuss how these accommodations will be communicated to the field site.
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 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 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.
10. The MSW Regional Program Directors at UPJ and UPB make these arrangements for the students at their respective campuses.
11. 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.
12. Student Notification of Provision for Disability Services and Resources
 - a. Non-advanced standing students at the Pitt-Main campus are informed of this process during the Field Orientation held during the orientation for new students; when meeting with their Field Advisor to discuss locating a field placement; and through the Generalist Field Seminar. Students at UPJ and UPB learn about the DRS process during the orientation for new students, in their Generalist class and when they meet

with their Field Advisor to discuss field placement options.

- b. Advanced Standing students at the Pitt-Main campus are informed of this process during the Field Orientation held during the orientation and when they meet with their Field Advisor to discuss field placement opportunities. Students at UPJ and UPB learn about the DRS process during the orientation for new students and when they meet with their Field Advisor to discuss field placement options.

- 13. 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; UPJ: OHCS@pitt.edu; UPB: clh71@pitt.edu).

Stipends – MSW Program (Policy #13:M37)

Although some agencies are able to offer students stipends during the field placement, many agencies cannot. The MSW 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.

Same-site Generalist and Specialization Field Placements - MSW Program (Policy #13:M38)

- I. Although unusual, students are sometimes allowed to complete both their generalist and specialization field placements at a single agency. The student in such situations must have different and distinct learning experiences that are educationally appropriate and that support the student's professional development and the Generalist Competencies and concomitant behaviors and the Specialization's Competencies.
- II. The option of allowing a student to remain at the same agency for generalist and specialization field placement will be considered under the following conditions:
 - A. The agency must be an approved field education agency ([see Policy #13:M41](#)).
 - B. The proposed Field Instructor meets the criteria to be appointed as a Field Instructor, as described in [Policy #13:M42](#).
 - C. The proposed specialization field placement must be able to meet the requirements of the student's educational program and level.
 - D. The specialization field learning assignments and experience must be different from and on a more advanced level than the student's generalist field learning assignments and experience. The specialization field learning assignments and experiences must align with and contribute to the student's development of the competencies identified for their chosen specialization.
 - E. The student provides a schedule of hours and specialization learning tasks/activities that are acceptable to the Office of Field Education and the Field Instructor.

Procedures:

1. A student interested in staying at the same field placement agency for both generalist and specialization placement must submit a written request to their Field Advisor. The request should, at minimum, describe the specialization field learning experiences that will be available, discuss how these differ from what was done in the generalist field placement, indicate who will provide field instruction, and offer a rationale for why the student prefers to remain at the same field placement agency.
2. The Field Advisor reviews the student's request and interviews the student and the proposed Field Instructor. In addition to asking each about learning opportunities, the Field Advisor will ask that each evaluate the potential for conflict-of-interest issues to arise.

3. The Field Advisor discusses the request and offers their recommendation to the Director of Field Education.
4. The Director of Field Education, in consultation with the UPJ and UPB MSW Regional Program Directors when the decision involves a student from their sites, reviews the recommendation before making a final decision, which is communicated to the Field Advisor, the proposed Field Instructor, and the student.

Employment-based Field Placement - MSW Program (Policy #13:M39)

- 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:M42](#).
 - 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 [MSW 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. The MSW Program permits one field placement to be employment-based. On rare occasions, a second placement at the same site may be considered when there is a large or umbrella agency with appropriate field learning opportunities that meet the student's educational and professional development needs and that are significantly different both from the student's employment assignments and experiences and from those completed during the student's generalist field placement. In such instances, the Field Advisor may recommend that a second, employment-based placement would benefit the student's learning and professional development. The final decision rests with the Director of Field Education.
2. 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.

Student Field Placement Activities during a Strike – MSW Program (Policy #13:M40)

- 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:

If the field placement cannot continue as planned because of a labor action or strike:

1. The student contacts their Field Instructor and 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, Field Liaison, and Field Advisor meet to discuss options for placing the student at another field setting.

Field Placement Agencies – MSW Program (Policy #13:M41)

I. Criteria for Selecting Agencies

Agencies are selected based on their ability to:

- A. Provide in-person contact with clients and constituencies.
 1. For Generalist students this entails contact with individuals, families, groups, organizations, and communities.
 2. For Direct Practice Specialization students this involves contact with individuals, families, and small groups.
 3. For COSA Specialization students this requires contact with 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:M42](#) 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, with input from the UPJ and UPB MSW Regional Program Directors for agencies in their areas.
- D. Sign an Affiliation Agreement

Procedures:

1. Agencies can be identified as a possible field site in various ways, including by Field Advisors, program faculty, UPJ and UPB MSW Program Directors 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 (at UPJ and UPB the MSW Program Directors) 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 concomitant behaviors and/or Specialization (i.e., Direct Practice or COSA) Competencies, 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 (at UPJ and UPB the MSW Program Directors) 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. The UPJ and UPB MSW Regional Program Director's alert the Director of Field Education to expect materials from prospective field placement agencies in their areas.
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 Field Education Administrator for the Office of Field Education receives an electronic copy of the signed Affiliation Agreement; copies are distributed to all signatories as well as the UPJ and UPB MSW Program Directors, when appropriate
7. The Administrative Assistant for the Office of Field Education adds the agency to the database of available Pitt-Main (Oakland) placement options and descriptions of field placement learning opportunities. The MSW Regional Program Directors at UPJ and UPB maintain lists of

available placement options and description of field placement learning opportunities for their respective sites.

Details:

1. Interested agencies can access [additional 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
3. The 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)
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. Newly approved field agencies will only receive one student the first year that they function as a field agency. This will be re-evaluated based on the experience of the agency and the student at the end of the first year and the availability of enough

approved MSW's to provide supervision for more than one student.

9. At Pitt-Main, [current lists of affiliated agencies organized by program level](#) are available. MSW Program Directors at UPJ and UPB maintain lists of affiliated agencies for their sites. Approved field sites are also available through SONIA.

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 fieldwork through the University's Office of Disability Resources are described in the Field Safety Review Form (see [Policy #13:M36](#)).

III. Benefits to Field Placement Agencies

The MSW 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 MSW Program and in shaping field education by indicating their interest to service on the Field Advisory Board organized by the Director of Field Education.

Field Instructors – MSW Program (Policy #13:M42)

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-BOA accredited social work program;
 2. A minimum of two years' post-Master's 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 MSW 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 possess a Master's degree from a CSWE-BOA accredited social work program and two years' post-Master's social work practice experience.

- C. Agency staff who do not possess a Master's degree from a CSWE-BOA accredited social work program and two years' post-Master's 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 designated Field Instructor reinforce the social work perspective.
- 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 must complete a Field Instructor Application. This online application through SONIA is emailed to the Field Instructor 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, in consultation with the UPB and UPJMSW Regional Program Director's for applicants from agencies in their areas, reviews the potential Field Instructor's application and résumé to ensure that the educational and experience criteria are met. The Director of Field Education approves the Field Instructor if all criteria are met. Individuals are notified that they are eligible to be a Field Instructor as soon as the required paperwork is completed through SONIA.
- C. An individual cannot begin serving as a Field Instructor/Task Supervisor until the appointment is made.

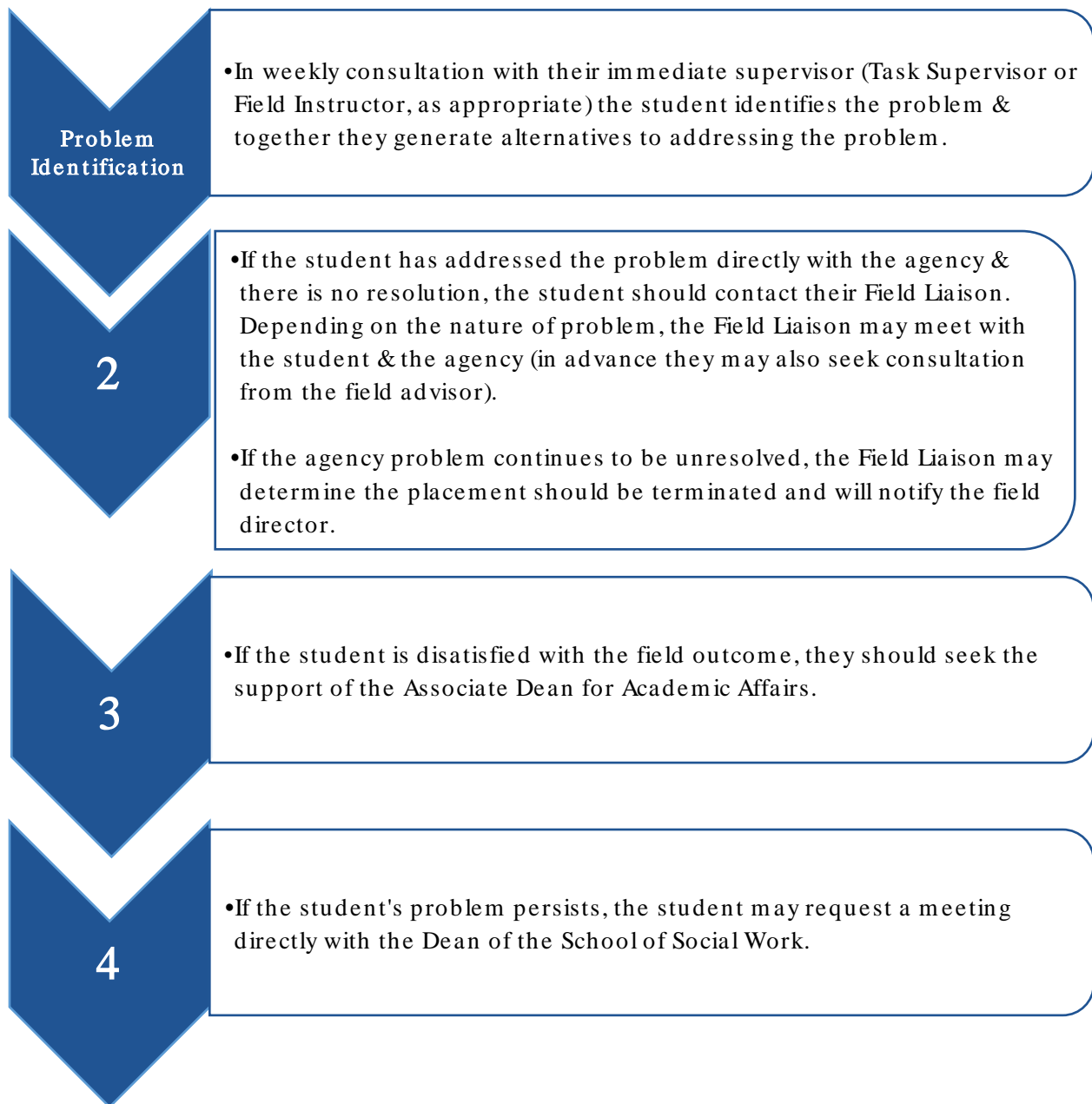
III. Field Instructor Responsibilities

Field Instructors are expected to:

- A. Provide regular and structured supervisory and instructional meetings with their student. A minimum of at least 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 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 relevant competencies and concomitant behaviors, in the 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 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](#).
- F. Complete, with their student, a Field Evaluation at the end of each term of field placement. The Field Evaluation requires the Field Instructor 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 Field Instructor 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.
- G. Meet with the student and the Field Liaison term 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, Zoom or through TEAMS. Generalist students have one Field Liaison visit over two terms and specialization students receive one liaison visit per term.

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 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](#)

IV. Field Instructor Training

Field Advisors on the Oakland campus and the MSW Regional Program Directors at UPJ and UPB are responsible for providing orientation and training to Field Instructors.

- A. New Field Instructors are required to participate in Field Instructor/Task Supervisor Orientation, which is available either in-person or online. Online Field Instructor/Task Supervisor Orientations are offered at the beginning of the Fall, Spring, and Summer terms for Pitt-Main, UPJ and UPB campuses. Returning Field Instructors are encouraged to participate in trainings particularly when there are changes in processes, competencies and software related to field.

Field Instructor/Task Supervisor Orientation familiarizes new Field Instructors 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. In addition, new Field Instructors become acquainted with the MSW curriculum and the distinction between generalist and specialization field education.

Those who complete the 3 hours 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. SIFIs are from 1-3 hours depending on the topic and CEU's are provided based on the hours.

Procedures:

1. Field Instructors can access the [MSW Handbook](#) and [all necessary documents](#).
2. A representative from DRS and TITLE IX orients all Field Instructors at the Field Instructor/Task Supervisor Orientation held at the beginning of the Fall, Spring, and Summer terms at the Pitt-Main campus as well as UPJ and UPB campuses.
3. Field Instructors are asked to evaluate the effectiveness of all trainings provided. 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.
- 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 term, 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 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 MSW Program Committee and faculty for review.

Task Supervisor – MSW Program (Policy #13:M43)

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 Field Liaison (if not also the Field Instructor), and the student.

- B. Participate with the Field Instructor/Task Supervisor, 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 same 3-hour online Field Instructor Orientation, space permitting.

III. Task Supervisor Benefits

A task supervisor who attends and completes online Field Instructor/Task Supervisor Orientation is eligible to receive 3 Continuing Education Units if they meet criteria(CEUs).

MSW Program and Office of Field Education Responsibilities (Policy #13:M44)

I. Limitations

The MSW 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 MSW 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

1. The Director of Field Education, with the collaboration of the Field Advisor, identifies someone to serve as the Field Instructor.

2. 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.
3. The pool of potential Off-site Designated Field Instructor candidates includes:
 - a. 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.
 - b. A retired or current social worker from the community.
 - c. A board member of the agency.

Procedures:

1. In the event that the person identified 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. Work with their student to develop learning opportunities and tasks appropriate to the student's educational program and level; the Off-site Designated Field Instructor and student document these activities, which help the student to make progress toward achieving relevant competencies and concomitant behaviors, in the Field Learning Plan for the field placement.
3. Schedules regular bi-weekly contact with the agency Task Supervisor to discuss the student's field learning and skills development.
4. Participates in problem-solving with the agency Task Supervisor and the student should issues arise during the placement.
5. 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.
6. 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](#).
7. 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 field grade 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

The Field Liaison plays a pivotal role linking the MSW Program and classroom instruction to the field placement. Open and ongoing communication is essential, and the Field Liaison is available by phone, email, Zoom, or through TEAMS to discuss issues, questions, or concerns that a Field Instructor or student might have during the term.

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 Field Liaison is required to make a minimum of one field visit per assigned student during the Generalist two term placement. The Field Liaison is required to make one visit per term during a student's specialization placement. 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 Competencies and concomitant behaviors or the Specialization Competencies, any issues or concerns arising during the course of the term(s), areas for future learning that would be of benefit to the student, and termination issues prior to the end of the placement.
3. The Field Liaison makes additional field visits if requested by the Field Instructor or student. Additional visits are not unusual for part-time students who will spend additional terms to complete their required field hours. For full time students 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, Zoom, or through TEAMS video.

Procedures:

1. The Office of Field Education's Director provides faculty with Field Liaison assignments.
2. Field Liaisons receive information for documentation about due dates via email through Outlook or through SONIA.
3. Field Liaison are provided trainings on the use of online field software (SONIA) and regularly scheduled help sessions are provided throughout the term.

B. Monitoring Student Learning

Much of the responsibility for monitoring students' learning and professional development during their generalist or specialization field placement is assigned to the Field Liaison, who has the following responsibilities:

1. Reviewing the Field Learning Plan developed by the student and Field Instructor and signing it upon completion of the review.
2. Conducting at field visits per requirements of the Generalist and Specialization field protocols to meet with the Field Instructor and the student.
3. Reviewing the 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 student's learning may be monitored through conference calls, Zoom, or through TEAMS video.

Procedures:

1. The Field Liaison reviews the 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 sufficient in-person contact with clients/constituencies and a range of practice experiences with relevant systems, the Field Liaison contacts the Field Instructor and the student to discuss these

concerns and collaborates with them to develop additional or alternative learning activities.

After the review is satisfactorily completed, the Field Liaison signs the Field Learning Plan and submits it through SONIA, the field education software where it is stored in the student's profile. All three campuses utilize the software to deliver, complete and store the students' field documents.

2. During the field visit, 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 Field Liaison reviews the 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 Field Liaison contacts the Field Instructor and the student to clarify the issues. Once the Field Liaison's concerns are satisfied, they sign the 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 concomitant behaviors that meet the student's educational program and level.

- A. 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 MSW 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:

As a result of students' evaluations and feedback from 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 term, 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 MSW 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 provide input.

VI. Problem-Solving

Consistent with [Policy #11:1](#), 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.

VII. Grading

A. Grade Submission

- 1. The Field Liaison is responsible for submitting a student's field education grade at the end of each term.
- 2. As detailed in [Policy #9:4](#), the Field Liaison's determination of the student's field grade shall be based on:
 - a. the field evaluation completed during that term or session;
 - b. the School's receipt of the Field Evaluation form and time sheet;
 - c. the Field Instructor's recommendation; and
 - d. the liaison's review of the Field Evaluation form (which shall be documented by the liaison signing the form) and verification of the requisite number of field hours documented on the time sheet.
- 3. Submission of a grade by the Field Liaison is contingent upon the student submitting all required paperwork ([see Policy #13:M35](#)) and completing the field education hours for which they were registered ([see Policy #13:M34](#))

[II.G.](#)) before the grade submission deadline. Please refer to B.3. (below) for the conditions under which an ‘T’ grade may be submitted.

B. Grade Options

1. Consistent with [Policy #9:3](#), the grading options in the MSW Program for field education (i.e., SWGEN 2099, SWINT 2099, SWCOSA 2099) are satisfactory or unsatisfactory – an unsatisfactory grade is entered as no credit (“NC”).
2. According to School of Social Work [Policy #9:6](#), a student who receives a “NC” grade for field placement (SWGEN 2099, SWINT 2099, or SWCOSA 2099) automatically is placed on academic probation and will have a Mandatory Academic and Professional Behavior Review (Mandatory Review). If the outcome of the Mandatory Review is to provide the student with an additional field placement opportunity, the student will not receive credit for hours performed at the field placement agency for which they received the “NC” grade.
3. Students requesting an “T” grade because field requirements have not been satisfied by the end of the semester must submit to their 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 request should be submitted before the end of the term for which the student is requesting the “T” grade. The Field Liaison informs the Director of Field Education of the student’s request. A plan is developed for the student to be able to complete their field hours in a timely fashion.

Withdrawal from a Field Agency Placement – MSW Program (Policy #13:M45)

I. Withdrawal Circumstances and Processes

Once a signed MSW 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 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 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 the Field Instructor. Should the withdrawal occur before the end of the add/drop period, the registration for field education credits is dropped and the Academic Advisor makes 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 on the basis of 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 MSW 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 during the remainder of the student's tenure in the degree program automatically invoke the Mandatory Academic and Professional 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](#), 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 functioning and effectiveness, a Mandatory Academic Review ([Policy #11:1](#)) will be held and if it is determined in the Mandatory Review that a student be given another opportunity to re-do the field placement, an individualized plan will be developed and progress assessed at the conclusion of the plan.

If the Field Liaison assigned a grade of "NC" for the original placement because the student was removed from their placement for the reasons identified in the prior paragraph, the student's opportunity to re-do the field placement will be contingent upon whether the conditions set forth in the individualized plan were met within the agreed-upon time period. If they were met, the student will be given the opportunity to re-do the field placement; however, field hours completed in the original placement will not be counted toward the number needed to satisfy the field education requirement. If the conditions were not met in the specified time period, the MSW Program Director will refer the matter to the Associate Dean for Academic

Affairs for a hearing before the Academic and Professional Behavior Review Committee, consistent with [Policy #11:1](#).

If the student was removed from their placement for the reasons identified above and a final grade was not assigned, the student's opportunity to re-do the field placement will be contingent upon whether the conditions set forth in the individualized plan were met within the agreed-upon time period. If the conditions were met in the agreed-upon time, the student will be given the opportunity to re-do the field placement and field hours completed in the original placement will be counted toward the number needed to satisfy the field education requirement. If the conditions were not met in the specified time period, a grade of "NC" will be entered and a Mandatory Review will be convened by the MSW Program Director to determine if the student should have any further field placement opportunities, consistent with [Policy #11:1](#).

Should a student demonstrate unsatisfactory performance in two field placements, they will be dismissed from the MSW Program, consistent with [Policy #9:3](#). The student's rights to appeal the dismissal and the process to be used are described in the Academic and Professional Behavior Policy ([Policy #11:1](#)).

Termination of a Field Placement – MSW Program (Policy #13:M46)

A student cannot decide on their own to terminate an assigned field placement. Such an action on a student's part will result in Mandatory Academic and Professional Behavior Review, as described in [Policy #11:1](#).

If a student's field placement is terminated due to unsatisfactory performance, the student will receive a grade of "NC." Such terminations will automatically fall within the purview of the MSW Program's Academic and Professional Behavior Policy ([Policy #11:1](#)) that requires a Mandatory Academic and Professional Behavior Review. The consequences for field hours shall be the loss of all field hours completed at the placement for which the student received a "NC."

The option of re-doing a field placement in which a grade of "NC" was earned can be exercised **only once** ([Policy #9:3](#)). If, as a consequence of the Mandatory Review, a student is permitted to re-do a field placement, whatever grade is earned in that placement will be the one permanently entered into the student's academic transcript. A student who has earned a satisfactory grade in that placement must submit a Course Repeat Form to the Academic Registration & Records Manager in the Student Services Center in order to have the "NC" grade replaced. UPB and UPJ students must email the [Course Repeat Form](#) to the Academic Registration & Records Manager. Please contact the Academic Registration &

Records Manager in the Students Services Center to obtain additional information on the Course Repeat Form.

As explained in [Policy #9:3](#), if a student demonstrates unsatisfactory performance in a second field placement, no further field placements shall be made and the student will be terminated from the MSW Program. The student's rights to appeal the termination decision and the process to be used are described in the Academic and Professional Behavior Policy ([Policy #11:1](#)).

Field Learning Plans and Field Evaluation Forms – MSW Program

Generalist Field Learning Plan & Field Evaluation Forms

Generalist Field Learning Plan

PeopleSoft ID: _____

Select Term: Fall/Spring/Summer

Certificate: Yes/No

If yes, select one: Children, Youth, and Families/ Gerontology/ Home and School Visitor/
Integrated Health Care/ Mental Health/ Community Organizing/ Human Service
Management

Certificate in Gender, Sexuality, and Women’s Studies: Yes/No

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 MSW Field Instructor)

Date Field Placement Commences: _____

Date Field Placement Ends: _____

Generalist Field Learning Plan

MSW students participating in the generalist field placement are engaging with individuals, families, groups, organizations, and communities. The generalist field learning plan is the first step in creating a framework for the field placement. Field Instructors, who serve as teachers and mentors, for generalist students during their MSW 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 faculty Field Liaison.

The field learning plan connects the student's coursework with the Council on Social Work Education ([CSWE] EPAS 2015) social work competencies that all students must achieve during their placement. This form will serve as a syllabus for the field practicum placement and will be made available through SONIA, the Field Education Office's online software program.

Guidelines for the Generalist Field Learning Plan

- **Competencies**

The nine competencies specified in the 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 MSW Field Instructor.

- **Required Hours**

Students in a generalist placement must complete **360** 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 MSW 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 Faculty Field Liaison for approval and stored in SONIA.

- **Faculty Field Liaison Role**

The faculty Field Liaison uses the field learning plan as a focus during field visits. Each generalist student will receive a field visit in their final term of 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 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 with individuals, families, groups,

organizations, and communities.

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, safety, privacy, an adequate standard of living, health care, & education. Social workers understand the global interconnections of oppression & human rights violations & are knowledgeable about theories of human need & social justice & strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, & responsibilities are distributed equitably & that civil, political, environmental, economic, social, & cultural human rights are protected.) Each required generalist practice behavior listed below demonstrates this competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment with regard to unique practice situations.

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

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

team work & 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

Final Comments/Elaboration:

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



Online: <http://www.socialwork.pitt.edu/academic-programs/field-education/> Revised 6/2020

INTRODUCTION

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

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

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

The end-of-term evaluation consists of reviewing the Field Learning Plan with a focus on what was accomplished, what was not, the quality of the student's work, the student's strengths, and weaknesses, and further learning that is suggested for the student's professional development. Following a review and discussion with the student, The field evaluation is completed and signed by the student, Field Instructor, and tasks supervisor, if appropriate and then forwarded to the Field Liaison for the final signature. The Field Learning plan is process takes place through SONIA and is stored in the student record.

Nine Generalist Social Work competencies are measured in this evaluation:

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

Each competency is evaluated on a 5-point Likert scale that ranges from "Advanced Competence" to "Unacceptable Progress." Additionally, the demonstration of 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 in regard to unique practice situations. Competence is seen as developmental and dynamic, changing in response to learning. The 4 Learning Dimensions include:

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

The MSW student engages in generalist practice in field placement. The MSW Program defines “generalist practice” as being grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods based on scientific inquiry and best practices in their work with diverse individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, 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 MSW 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 MSW Field Liaisons.

Generalist Field Evaluation

PeopleSoft ID: _____

Select Term: Fall/Spring/Summer

Certificate: Yes/No

If yes, select one: Children, Youth, and Families/ Gerontology/ Home and School Visitor/ Integrated Health Care/ Mental Health/ Community Organizing/ Human Service Management

Certificate in Gender, Sexuality, and Women's Studies: Yes/No

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 MSW Field Instructor)

Date Field Placement Commences: _____

Date Field Placement Ends: _____

Generalist Evaluation

The MSW 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 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 MSW Field Instructor.

- **Required Hours**

Students in a generalist placement must complete **360** 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.

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

- 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 nine (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.

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.


Selected answer's score:

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.

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.

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.

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:



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



Direct Practice Field Learning Plan & Field Evaluation Forms

Direct Practice Field Learning Plan

PeopleSoft ID: _____

Select Term: Fall/Spring/Summer

Certificate: Yes/No

If yes, select one: Children, Youth, and Families/ Gerontology/ Home and School Visitor/
Integrated Health Care/ Mental Health

Certificate in Gender, Sexuality, and Women’s Studies: Yes/No

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 MSW Field Instructor)

Date Field Placement Commences: _____

Date Field Placement Ends: _____

DP Field Learning Plan

MSW students participating in the direct practice (DP) specialization are engaging with individuals, families, and small groups. The DP field learning plan is the first step in creating a framework for the field placement. Field Instructors, who serve as teachers and mentors, for DP students during their MSW 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 Field Liaison. The field Learning plan is completed and signed by the student, Field Instructor, and tasks supervisor, if appropriate and then forwarded to the Field Liaison for the final signature. The Field Learning plan is process takes place through SONIA and is stored in the student record.

The field learning plan connects the student's coursework with the Council on Social Work Education ([CSWE]; EPAS, 2015) 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 DP Field Learning Plan

- **Competencies**

The nine competencies specified in the DP Field Learning Plan are consistent with the 2015 Educational Policies and Accreditation Standards (EPAS) established by the CSWE. At the specialized practice DP level, all field students are expected to have contact with individuals, families, and small groups. 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 MSW Field Instructor.

- **Required Hours**

Students in a DP placement must complete **720** 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 MSW 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 Faculty Field Liaison for approval.

- **Faculty Field Liaison Role**

The Faculty Field Liaison uses the field learning plan as a focus during field visits. Each student will receive a field visit for every term they are in the 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 engaged in direct practice recognize the importance of the practitioner client.

relationship, the person-in-environment perspective, the strengths perspective, the professional use of self with clients, and the social, economic, and environmental justice implications of their interventions. They adhere to ethical guidelines of professional behavior and model ethical use of intervention modalities in practice. Direct practice social workers recognize their role on inter-professional teams in practice as well as the ethical use of technology for direct social work practice.

Practice Behaviors:

Demonstrate professional boundaries, roles, demeanor, and ethical use of technology in direct social work practice and relationships with clients and professionals 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

Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles, and frameworks to issues specific to direct practice.

Box for providing narrative description

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, self-regulation, and supervision to manage personal values and maintain professionalism in practice situations with individuals, families, groups, and other relevant 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 #2: Engage Diversity and Difference in Practice

Social workers engaged in direct practice are knowledgeable about various forms of diversity, difference, power, and privilege and how the intersectionality of these influence the practitioner-client relationship and the issues with which clients present. Further, social workers in direct practice recognize they are cultural beings with their choices affected by both their and the client’s life experiences; they practice cultural humility in their interactions with clients from diverse backgrounds.

Practice Behaviors:

Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and the impact this has on clients.

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 clients as experts of their own experiences.

Specific Activities(when 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 personal biases and values in working with clients to avoid contributing to stereotypes, shaming, stigmatization, marginalization, and oppressive practices.

Specific Activities(when 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 engaged in direct practice recognize all people should be accorded equal and basic human rights. Direct practitioners acknowledge access, availability, and affordability of services can pose barriers to clients receiving services. Direct practice social workers apply frameworks grounded in human rights and social, economic, and environmental justice in helping people from diverse backgrounds achieve their goals.

Practice Behaviors:

Advocate on behalf of clients to secure basic human rights, including availability, affordability, and accessibility of services to meet bio-psycho- social-spiritual-cultural needs

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 human rights and culturally responsive social, economic, and environmental justice frameworks to navigate practice with clients 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 #4: Engage in Practice-informed Research and Research-informed Practice

Social workers engaged in direct practice recognize the importance of practice experiences in informing research. They utilize evidence-informed research in the selection and provision of appropriate direct practice interventions, taking into consideration the values and ethics of the profession and the diversity of the client population. Direct practice social workers collaborate as appropriate with colleagues to design and implement practice-informed research.

Practice Behaviors:

Apply research evidence to inform the selection and implementation of appropriate interventions

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 practice experience to inform research on interventions with clients

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 engaged in direct practice advocate on behalf of clients, understanding that agency or government policies can negatively affect clients directly, as the result of policy consequences, or by ignoring the most vulnerable and deserving clients. Direct practice social workers examine how historical and contemporary societal factors influence policies and how those policies in turn shape the practice environment and the lives of clients.

Practice Behaviors:

Apply policy practice frameworks and skills including outreach, education, empowerment, and advocacy to work with clients and to advance 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

Analyze critically how agency, local, state, federal, and/or global policies affect clients' well-being, clients' access to, as well as provision of direct practice 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

Competency #6: Engage with Individuals, Families, Small Groups

Social workers engaged in direct practice use interpersonal skills, knowledge, and cognitive and affective processes to engage with individuals, families, and small groups. Recognizing human behavior is affected by social and biological factors and that most interventions require knowledge and skills from various disciplines, direct practice social workers engage in continuous self-assessment - evaluating their values and assumptions including how these affect the practitioner-client relationship with individuals, families, and small groups.

Practice Behaviors:

Apply knowledge of human behavior and the social environment to direct practice skills used in engaging and building rapport with individuals, families, and small groups 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

Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, which foster effective direct social work practice

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 through critical self-reflection an understanding of how one's personal and professional experiences may affect one's ability to work effectively with individuals, families, and small groups 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 #7: Assess Individuals, Families, Small Groups

Social workers engaged in direct practice acknowledge the importance of comprehensive and accurate assessments of individuals, families, or small groups utilizing the most reliable and valid tools. They use their knowledge and skills in fully assessing the client’s presenting issue and how this is related to other relevant factors. Direct practice social workers accede that for intervention to be successful, assessment (including goal setting and objectives) must be agreed upon with their clients.

Practice Behaviors:

Accurately assess bio-psycho-social-spiritual-cultural needs, using evidence-informed protocols and modalities

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

Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, challenges, risks, and protective factors within

clients, including individuals, families, and small groups 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 #8: Intervene with Individuals, Families, and Small Groups

Social workers engaged in direct practice utilize evidence-informed interventions to optimize the well-being of individuals, families, and small groups from diverse backgrounds, appreciating the importance of working from a social work value base with interdisciplinary teams. Direct practice social workers are able to intervene and terminate relationships with clients once stated goals are reached and in a way that empowers clients.

Practice Behaviors:

Utilize interdisciplinary prevention and intervention strategies based upon mutually agreed upon goals that effectively enhances bio-psycho-social-spiritual-cultural functioning and well-being of individuals, families, and small groups

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 interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to enhance the bio-psycho-social-spiritual-cultural functioning and well-being of individuals, families, and small groups

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 that advance mutually agreed-upon goals with individuals, families, and small groups

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, and Small Groups

Social workers engaged in direct practice recognize the importance of ongoing evaluation of the practice relationship with individuals, families, and small groups from diverse backgrounds in order to determine the effectiveness of selected interventions, being aware of power differentials in the practitioner-client relationship that can affect client outcomes. Direct practice social workers share evaluation results with relevant parties and use this feedback to improve their practice.

Practice Behaviors:

Utilize appropriate evaluation methods to assess the effectiveness of bio-psycho-social-spiritual-cultural interventions

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 methods to assess how power, oppression, and diversity, impact interventions and practice effectiveness with individuals, families, and small groups 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

Disseminate evaluation results as appropriate to clients, stakeholders, supervisors, and administrators

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



PeopleSoft ID: _____

Select Term: Fall/Spring/Summer

Certificate: Yes/No

If yes, select one: Children, Youth, and Families/ Gerontology/ Home and School Visitor/ Integrated Health Care/ Mental Health

Certificate in Gender, Sexuality, and Women's Studies: Yes/No

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 MSW Field Instructor)

Date Field Placement Commences: _____

Date Field Placement Ends: _____

DP Field Evaluation

The MSW field evaluation is based on the field learning plan developed with the student at the beginning of their placement. During the Direct Practice (DP) placement, students should be evaluated on their knowledge and skill development across their work with individuals, families, and small groups.

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 Direct Practice Field Evaluation

- **Competencies**

The DP field evaluation should be based on the student's progress on tasks and practice behaviors from the field learning plan. DP students are expected to have practiced skills across individuals, families, and small groups. 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 MSW Field Instructor.

- **Required Hours**

Students in a DP placement must complete **720** 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.

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

- 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 nine (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.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers engaged in direct practice recognize the importance of the practitioner client relationship, the person-in-environment perspective, the strengths perspective, the professional use of self with clients, and the social, economic, and environmental justice implications of their interventions. They adhere to ethical guidelines of professional behavior and model ethical use of intervention modalities in practice. Direct practice social workers recognize their role on inter-professional teams in practice as well as the ethical use of technology for direct social work practice.

Practice Behaviors:

1. **Demonstrate professional boundaries, roles, demeanor, and ethical use of technology in direct social work practice and relationships with clients and professionals from diverse backgrounds.**

2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles, and frameworks to issues specific to direct practice.
3. Use reflection, self-regulation, and supervision to manage personal values and maintain professionalism in practice situations with individuals, families, groups, and other relevant 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 #2: Engage Diversity and Difference in Practice

Social workers engaged in direct practice are knowledgeable about various forms of diversity, difference, power, and privilege and how the intersectionality of these influence the practitioner-client relationship and the issues with which clients present. Further, social workers in direct practice recognize they are cultural beings with their choices affected by both their and the client's life experiences; they practice cultural humility in their interactions with clients from diverse backgrounds.

Practice Behaviors:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and the impact this has on clients.
2. Engage clients as experts of their own experiences.
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients to avoid contributing to stereotypes, shaming, stigmatization, marginalization, and oppressive practices.

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 engaged in direct practice recognize all people should be accorded equal and basic human rights. Direct practitioners acknowledge access, availability, and affordability of services can pose barriers to clients receiving services. Direct practice social workers apply frameworks grounded in human rights and social, economic, and environmental justice in helping people from diverse backgrounds achieve their goals.

Practice Behaviors:

- 1. Advocate on behalf of clients to secure basic human rights, including availability, affordability, and accessibility of services to meet bio-psycho- social-spiritual-cultural needs**
- 2. Apply human rights and culturally responsive social, economic, and environmental justice frameworks to navigate practice with clients 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 #4: Engage in Practice-informed Research and Research-informed Practice

Social workers engaged in direct practice recognize the importance of practice experiences in informing research. They utilize evidence-informed research in the selection and provision of appropriate direct practice interventions, taking into consideration the values and ethics of the profession and the diversity of the client population. Direct practice social workers collaborate as appropriate with colleagues to design and implement practice-informed research.

Practice Behaviors:

1. Apply research evidence to inform the selection and implementation of appropriate interventions
2. Utilize practice experience to inform research on interventions with clients

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 engaged in direct practice advocate on behalf of clients, understanding that agency or government policies can negatively affect clients directly, as the result of policy consequences, or by ignoring the most vulnerable and deserving clients. Direct practice social

workers examine how historical and contemporary societal factors influence policies and how those policies in turn shape the practice environment and the lives of clients.

Practice Behaviors:

1. Apply policy practice frameworks and skills including outreach, education, empowerment, and advocacy to work with clients and to advance social, economic, and environmental justice
2. Analyze critically how agency, local, state, federal, and/or global policies affect clients' well-being, clients' access to, as well as provision of direct practice services

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, Small Groups

Social workers engaged in direct practice use interpersonal skills, knowledge, and cognitive and affective processes to engage with individuals, families, and small groups. Recognizing human behavior is affected by social and biological factors and that most interventions require knowledge and skills from various disciplines, direct practice social workers engage in continuous self-assessment - evaluating their values and assumptions including how these affect the practitioner-client relationship with individuals, families, and small groups.

Practice Behaviors:

1. Apply knowledge of human behavior and the social environment to direct practice skills used in engaging and building rapport with individuals, families, and small groups from diverse backgrounds;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, which foster effective direct social work practice

3. Demonstrate through critical self-reflection an understanding of how one’s personal and professional experiences may affect one’s ability to work effectively with individuals, families, and small groups from diverse backgrounds

Selected answer: 3/3 correct

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, Small Groups

Social workers engaged in direct practice acknowledge the importance of comprehensive and accurate assessments of individuals, families, or small groups utilizing the most reliable and valid tools. They use their knowledge and skills in fully assessing the client’s presenting issue and how this is related to other relevant factors. Direct practice social workers accede that for intervention to be successful, assessment (including goal setting and objectives) must be agreed upon with their clients.

Practice Behaviors:

- 1. Accurately assess bio-psycho-social-spiritual-cultural needs, using evidence-informed protocols and modalities**
- 2. Develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, challenges, risks, and protective factors within clients, including individuals, families, and small groups from diverse backgrounds**

Selected answer: 3/3 correct

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, and Small Groups

Social workers engaged in direct practice utilize evidence-informed interventions to optimize the well-being of individuals, families, and small groups from diverse backgrounds, appreciating the importance of working from a social work value base with interdisciplinary teams. Direct practice social workers are able to intervene and terminate relationships with clients once stated goals are reached and in a way that empowers clients.

Practice Behaviors:

1. **Utilize interdisciplinary prevention and intervention strategies based upon mutually agreed upon goals that effectively enhances bio-psycho-social- spiritual-cultural functioning and well-being of individuals, families, and small groups**
2. **Apply interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to enhance the bio-psycho-social-spiritual-cultural functioning and well-being of individuals, families, and small groups**
3. **Facilitate effective transitions and endings that advance mutually agreed-upon goals with individuals, families, and small groups**

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, and Small Groups

Social workers engaged in direct practice recognize the importance of ongoing evaluation of the practice relationship with individuals, families, and small groups from diverse backgrounds in order to determine the effectiveness of selected interventions, being aware of power differentials in the practitioner-client relationship that can affect client outcomes. Direct practice social workers share evaluation results with relevant parties and use this feedback to improve their practice.

Practice Behaviors:

1. Utilize appropriate evaluation methods to assess the effectiveness of bio-psycho-social-spiritual-cultural interventions
2. Select appropriate methods to assess how power, oppression, and diversity, impact interventions and practice effectiveness with individuals, families, and small groups from diverse backgrounds
3. Disseminate evaluation results as appropriate to clients, stakeholders, supervisors, and administrators

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:

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



COSA Field Learning Plan & Field Evaluation Forms

COSA Field Learning Plan

PeopleSoft ID: _____

Select Term: Fall/Spring/Summer

Certificate: Yes/No

If yes, select one: Community Organizing / Human Service Management

Certificate in Gender, Sexuality, and Women's Studies: Yes/No

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 MSW Field Instructor)

Date Field Placement Starts s: _____

Date Field Placement Ends: _____

COSA Field Learning Plan

MSW students participating in the Community Organizing and Social Action (COSA) specialization are engaging with groups, communities, and organizations. The COSA field learning plan is the first step in creating a framework for the field placement. Field Instructors, who serve as teachers and mentors, for COSA students during their MSW 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 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 COSA Field Learning Plan

- **Competencies**

The nine competencies specified in the COSA Field Learning Plan are consistent with the 2015 Educational Policies and Accreditation Standards (EPAS) established by the CSWE. At the specialized practice level, all COSA field students are expected to have contact with 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 MSW Field Instructor.

- **Required Hours**

Students in a COSA placement must complete **720** 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 MSW student, the Field Instructor, and the Task Supervisor (if applicable). The field Field Learning Plan is completed and signed by the student, Field Instructor, and tasks supervisor, if appropriate and then forwarded to the Field Liaison for the final signature. The Field Learning plan is process takes place through SONIA and is stored in the student record.

- **Faculty Field Liaison Role**

The faculty Field Liaison uses the field learning plan as a focus during field visits. Each student will receive a field visit for every term they are in the 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 engaged in COSA recognize the importance of inclusive participation in the helping relationship, the person-in-environment and strengths perspectives, the professional use of self with constituencies and stakeholders, and the economic, environmental, and social justice implications of their practice. They adhere to ethical guidelines of professional behavior in accordance with the NASW Code of Ethics, modeling ethical practice that supports the collective process of social change. Social workers in COSA recognize their role on inter-professional teams and the ethical use of technology.

Practice Behaviors:

Apply the NASW Code of Ethics, relevant laws and regulations, the ethical use of technology and ethical decision-making principles and frameworks to issues specific to COSA social work practice

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 boundaries, demeanor, appropriate use of consultation and leadership in their COSA social work practice to ensure the use of ethical interventions to improve the well-being of groups, organizations, and communities, which in turn impact the well-being of individuals, and

Specific Activities(where appropriate)

families

Measurement

Observation Documentation Assignment Discussion Journal

Due Dates:

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

[Clear answer](#)

Use reflection, self-awareness, and supervision to manage personal values and maintain professionalism in practice situations with groups, organizations, and communities

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 engaged in COSA are knowledgeable about various forms of diversity, difference, power, and privilege and how the intersectionality of these influence the relationships and issues with constituencies and stakeholders. COSA social workers recognize they are cultural beings with their choices affected by both their own and their constituencies' life experiences. COSA social workers recognize different perspectives and worldviews, and the complexities and contradictions at times inherent in addressing multiple oppressions and disparities

Practice Behaviors:

Use an intersectional and anti-oppressive lens, focusing on the strengths of diversity and difference, to foster inclusive communities and multicultural organizations that reflect the diversity of the people with whom they work.

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 diverse constituencies and stakeholders 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 cultural humility to understand how one’s personal biases, power, and privilege affect the engagement and development of organizational and social action strategies with diverse populations.

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 engaged in COSA recognize that all people should be accorded equal and basic human rights and they work to advance human rights and social, economic, and environmental justice with, and on behalf of groups, organizations, and communities. COSA practitioners acknowledge that access, availability, and affordability of services and resources can pose barriers to their constituents and stakeholders. Informed by theories of social justice, human rights, power dynamics, and other frameworks, COSA social workers advance human rights and social, economic, and environmental justice locally and globally to benefit groups, organizations, and communities.

Practice Behaviors:

Apply knowledge of civil and human rights theories and frameworks, and international documents, conventions, policies, and covenants to improve the social, economic, and environmental well-being of groups, organizations, and communities

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

Work with diverse constituencies and stakeholders to protect and advance civil, human, economic, political, cultural, and environmental rights, and to eliminate oppressive structural barriers that impede the equitable distribution of social goods, rights, and responsibilities

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

COSA practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with constituencies and stakeholders and those directly affected by social problems, COSA practitioners build culturally informed knowledge and utilize evidence-informed research in the selection and provision of appropriate community, organizational, and institutional interventions, taking into consideration the unique conditions and diverse backgrounds of the groups, organizations, and communities with whom (and within which) they work.

Practice Behaviors:

Identify, critically evaluate, and use data and scholarship to build new knowledge and inform the development, implementation and evaluation of organizational and community programs and

social policies

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

Integrate the voices and experiences of those directly affected by social, economic, and political inequality throughout the research and intervention development process, recognizing the differences in conducting research with, research by, and research on groups, organizations, and

communities

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 engaged in COSA advocate on behalf of their constituencies, understanding that agency and government policies can negatively affect constituencies directly, as the result of policy consequences, or by ignoring the most vulnerable and deserving populations. COSA practitioners examine how historical, political, social, economic, cultural factors and contemporary ideologies shape the policy environment and use this knowledge to advance reforms.

Practice Behaviors:

Analyze the multiple levels at which policy is made (i.e., at the agency, local, state, federal, and/or international levels) and assess the impact on groups, organizations, and communities and where changes are needed to occur; recommending strategies for policy reform that advance human and civil 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

Apply policy practice frameworks to collaborate with constituencies and stakeholders on advocacy and lobbying efforts to improve the effectiveness of social services, enhance the well-being of people, and ensure 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 Groups, Organizations, and Communities

COSA practitioners use skills, knowledge, and cognitive and affective processes to engage with groups, organizations, and communities, beginning with engaging key stakeholders to better understand social problems as well as their lived experience, including their self-identified strengths and needs. COSA social workers engage in continuous self-assessment, understanding and evaluating their own experiences, values, and assumptions, including how these affect their engagement with diverse groups, communities, and organizations.

Practice Behaviors:

Identify and actively engage groups, organizations, and communities affected by the issue or problem as collaborators and in ways that value, respect, and include their expertise, knowledge, & culture.

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 an ecological systems perspective, theories of human behavior and the social environment, and other interdisciplinary frameworks (e.g., critical race theory, feminist theory, etc.) to engage

diverse client systems and constituencies and examine the structural and institutional forces and power dynamics that shape the context of social problems.

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 interpersonal, relationship building skills (including empathy, reflection, and active listening) and facilitation and mediation skills to gain credibility and build collaborations with diverse groups, organizations, and communities to define and communicate needs and solutions to social problems.

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 Groups, Organizations, and Communities

Social workers engaged in COSA acknowledge the importance of comprehensive and accurate assessments of groups, organizations, and communities. They use appropriate and valid tools, theories, frameworks, models, and strategies to assess groups, organizations, and communities, applying strength-based, anti-oppressive, and anti-racist perspectives. They identify resources and assets and develop strategies to address stakeholder concerns. COSA practitioners use information and evidence in acknowledging and respecting constituents and stakeholders' issues. They acknowledge that assessment of goals and objectives must be agreed-upon with their constituents and stakeholders.

Practice Behaviors:

Critically assess group, organizational, and community needs, assets, benefits, gaps in services, rights and the distribution of resources and power to identify and develop mutually agreed upon goals 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

Engage constituencies and stakeholders in conducting assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals and groups within organizations and communities 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 #8: Intervene with Groups, Organizations, and Communities

Social workers engaged in COSA utilize research evidence to address the causes of social problems and optimize the well-being of groups, organizations, and communities of diverse backgrounds. They work within interdisciplinary teams and incorporate the voices and knowledge of constituencies and stakeholders impacted by social problems when designing and implementing interventions. COSA social workers are able to intervene and terminate relationships with constituents once stated goals are reached and in a way that empowers and builds capacity within those groups, organizations, and communities. Using collaborative and interdisciplinary processes, COSA practitioners design and implement positive change interventions that are strategic and reflect the profession's values of social, economic, and environmental justice.

Practice Behaviors:

Identify, analyze, and implement evidence-informed and theory-driven interventions to achieve group, organizational, and community goals 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](#)

Develop, monitor, and/or strengthen capacities to achieve desirable group, organizational, and community outcomes by collaboratively identifying the strengths, expertise, and potential contributions of relevant constituencies and stakeholders to collectively exert power for social

Specific Activities(where appropriate)

change.

Measurement

Observation Documentation Assignment Discussion Journal

Due Dates:

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

[Clear answer](#)

Engage in leadership activities to facilitate, negotiate, mediate, and advocate in partnership with diverse groups, organizations, and communities.

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 Groups, Organizations, and Communities

Social workers engaged in COSA recognize the importance of ongoing evaluation of their working relationships with constituencies and stakeholders of diverse backgrounds in order to determine the effectiveness of the selected group, organizational, and community interventions, being aware of power differentials that can affect intervention outcomes. They evaluate the processes and outcomes of change efforts and use evaluation findings to promote social, economic, and environmental justice, sustainable and accessible services and programs, and evidence-informed practice. COSA social workers involve constituents in the evaluation process and share evaluation results with relevant constituencies and stakeholders, using this feedback to improve their practice.

Practice Behaviors

Collaborate with constituencies and stakeholders to select appropriate evaluation questions, plans, and methods for documenting, improving, or changing group functioning and effectiveness, organizational programs and policies, and community performance 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

Use and translate evidence and research-informed evaluation outcomes to increase the effectiveness and sustainability of groups, organizations, and communities, and to generate recommended future actions for

policies and planned change efforts that advance social work values.

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](#)

Evaluate the outcomes of their practice with groups, organizations, and communities using quantitative and qualitative data analyses and current technological processes and resources and disseminate evaluation findings to constituencies and stakeholders.

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



PeopleSoft ID: _____

Select Term: Fall/Spring/Summer

Certificate: Yes/No

If yes, select one: Community Organizing / Human Service Management

Certificate in Gender, Sexuality, and Women's Studies: Yes/No

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 MSW Field Instructor)

Date Field Placement Commences: _____

Date Field Placement Ends: _____

COSA Field Evaluation

The MSW field evaluation is based on the field learning plan developed with the student at the beginning of their placement. During the Community Organizing and Social Action (COSA) placement, students should be evaluated on their knowledge and skill development across their work with 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 COSA Field Evaluation

- **Competencies**

- The COSA field evaluation should be based on the student's progress on tasks and practice behaviors from the field learning plan. COSA students are expected to have practiced skills across 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 is expected to be completed by the MSW Field Instructor.

- **Required Hours**

Students in a COSA placement must complete **720** 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.

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

- 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 nine (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.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers engaged in COSA recognize the importance of inclusive participation in the helping relationship, the person-in-environment and strengths perspectives, the professional use of self with constituencies and stakeholders, and the economic, environmental, and social justice implications of their practice. They adhere to ethical guidelines of professional behavior in accordance with the NASW Code of Ethics, modeling ethical practice that supports the collective process of social change. Social workers in COSA recognize their role in inter-professional teams and the ethical use of technology.

Practice Behaviors:

- Apply the NASW Code of Ethics, relevant laws and regulations, the ethical use of technology, and ethical decision-making principles and frameworks to issues specific to COSA social work practice.
- Demonstrate professional boundaries, demeanor, and appropriate use of consultation and leadership in their COSA social work practice to ensure the use of ethical interventions to improve the well-being of groups, organizations, and communities, which in turn impact the well-being of individuals and families.
- Use reflection, self-awareness, and supervision to manage personal values and maintain professionalism in practice situations with groups, organizations, and communities.

Selected answer: **Competent**

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 engaged in COSA are knowledgeable about various forms of diversity, difference, power, and privilege and how the intersectionality of these influence the relationships and issues with constituencies and stakeholders. COSA social workers recognize they are cultural beings with their choices affected by both their own and their constituencies' life experiences. COSA social workers recognize different perspectives and worldviews, and the complexities and contradictions at times inherent in addressing multiple oppressions and disparities

Practice Behaviors:

- Use an intersectional and anti-oppressive lens, focusing on the strengths of diversity and difference, to foster inclusive communities and multicultural organizations that reflect the diversity of the people with whom they work.
- Engage diverse constituencies and stakeholders as experts of their own experiences.
- Apply self-awareness and cultural humility to understand how one's personal biases, power, and privilege affect the engagement and development of organizational and social action strategies with diverse populations.

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 engaged in COSA recognize that all people should be accorded equal and basic human rights and they work to advance human rights and social, economic, and environmental justice with, and on behalf of groups, organizations, and communities. COSA practitioners acknowledge that access, availability, and affordability of services and resources can pose barriers to their constituents and stakeholders. Informed by theories of social justice, human rights, power

dynamics, and other frameworks, COSA social workers advance human rights and social, economic, and environmental justice locally and globally to benefit groups, organizations, and communities.

Practice Behaviors:

- Apply knowledge of civil and human rights theories and frameworks, and international documents, conventions, policies, and covenants to improve the social, economic, and environmental well-being of groups, organizations, and communities.
- Work with diverse constituencies and stakeholders to protect and advance civil, human, economic, political, cultural, and environmental rights, and to eliminate oppressive structural barriers that impede the equitable distribution of social goods, rights, and responsibilities.

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

COSA practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with constituencies and stakeholders and those directly affected by social problems, COSA practitioners build culturally informed knowledge and utilize evidence-informed research in the selection and provision of appropriate community, organizational, and institutional interventions, taking into consideration the unique conditions and diverse backgrounds of the groups, organizations, and communities with whom (and within which) they work.

Practice Behaviors:

- Identify, critically evaluate, and use data and scholarship to build new knowledge and inform the development, implementation, and evaluation of organizational and community programs and social policies.
- Integrate the voices and experiences of those directly affected by social, economic, and political inequality throughout the research and intervention development process, recognizing the differences in conducting research with, research by, and research on groups, organizations, and communities.

Selected answer: 3 score: 0

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 engaged in COSA advocate on behalf of their constituencies, understanding that agency and government policies can negatively affect constituencies directly, as the result of policy consequences, or by ignoring the most vulnerable and deserving populations. COSA practitioners examine how historical, political, social, economic, cultural factors and contemporary ideologies shape the policy environment and use this knowledge to advance reforms.

Practice Behaviors:

- Analyze the multiple levels at which policy is made (i.e., at the agency, local, state, federal, and/or international levels) and assess the impact on groups, organizations, and communities and where changes are needed to occur; recommending strategies for policy reform that advance human and civil rights and social, economic, and environmental justice.
- Apply policy practice frameworks to collaborate with constituencies and stakeholders on advocacy and lobbying efforts to improve the effectiveness of social services, enhance the well-being of people, and ensure 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 Groups, Organizations, and Communities

COSA practitioners use skills, knowledge, and cognitive and affective processes to engage with groups, organizations, and communities, beginning with engaging key stakeholders to better understand social problems as well as their lived experience, including their self-identified strengths and needs. COSA social workers engage in continuous self-assessment, understanding and evaluating their own experiences, values, and assumptions, including how these affect their engagement with diverse groups, communities, and organizations.

Practice Behaviors:

- **Identify and actively engage groups, organizations, and communities affected by the issue or problem as collaborators and in ways that value, respect, and include their expertise, knowledge, and culture.**
- **Apply an ecological systems perspective, theories of human behavior and the social environment, and other interdisciplinary frameworks (e.g., critical race theory, feminist theory, etc.) to engage diverse client systems and constituencies and examine the structural and institutional forces and power dynamics that shape the context of social problems.**
- **Use interpersonal, relationship-building skills (including empathy, reflection, and active listening) and facilitation and mediation skills to gain credibility and build collaborations with diverse groups, organizations, and communities to define and communicate needs and solutions to social problems.**

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 Groups, Organizations, and Communities

Social workers engaged in COSA acknowledge the importance of comprehensive and accurate assessments of groups, organizations, and communities. They use appropriate and valid tools, theories, frameworks, models, and strategies to assess groups, organizations, and communities, applying strength-based, anti-oppressive, and anti-racist perspectives. They identify resources and assets and develop strategies to address stakeholder concerns. COSA practitioners use information and evidence in acknowledging and respecting constituents' and stakeholders' issues. They acknowledge that assessment of goals and objectives must be agreed-upon with their constituents and stakeholders.

Practice Behaviors:

- Critically assess group, organizational, and community needs, assets, benefits, gaps in services, rights, and the distribution of resources and power to identify and develop mutually agreed-upon goals and outcomes.
- Engage constituencies and stakeholders in conducting assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals and groups within organizations and communities 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 #8: Intervene with Groups, Organizations, and Communities

Social workers engaged in COSA utilize research evidence to address the causes of social problems and optimize the well-being of groups, organizations, and communities of diverse backgrounds. They work within interdisciplinary teams and incorporate the voices and knowledge of constituencies and stakeholders impacted by social problems when designing and implementing interventions. COSA social workers are able to intervene and terminate relationships with constituents once stated goals are reached and in a way that empowers and builds capacity within those groups, organizations, and communities. Using collaborative and interdisciplinary processes, COSA practitioners design and implement positive change interventions that are strategic and reflect the profession's values of social, economic, and environmental justice.

Practice Behaviors:

- Identify, analyze, and implement evidence-informed and theory-driven interventions to achieve group, organizational, and community goals and outcomes.
- Develop, monitor, and/or strengthen capacities to achieve desirable group, organizational, and community outcomes by collaboratively identifying the strengths, expertise, and potential contributions of relevant constituencies and stakeholders to collectively exert power for social change.
- Engage in leadership activities to facilitate, negotiate, mediate, and advocate in partnership with diverse groups, organizations, and communities.

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 Groups, Organizations, and Communities

Social workers engaged in COSA recognize the importance of ongoing evaluation of their working relationships with constituencies and stakeholders of diverse backgrounds in order to determine the effectiveness of the selected group, organizational, and community interventions, being aware of power differentials that can affect intervention outcomes. They evaluate the processes and outcomes of change efforts and use evaluation findings to promote social, economic, and environmental justice, sustainable and accessible services and programs, and evidence-informed practice. COSA social workers involve constituents in the evaluation process and share evaluation results with relevant constituencies and stakeholders, using this feedback to improve their practice.

Practice Behaviors

- Collaborate with constituencies and stakeholders to select appropriate evaluation questions, plans, and methods for documenting, improving, or changing group functioning and effectiveness, organizational programs and policies, and community performance processes and outcomes.
- Use and translate evidence and research-informed evaluation outcomes to increase the effectiveness and sustainability of groups, organizations, and communities, and to generate recommended future actions for policies and planned change efforts that advance social work values.
- Evaluate the outcomes of their practice with groups, organizations, and communities using quantitative and qualitative data analyses and current technological processes and resources and disseminate evaluation findings to constituencies and stakeholders.

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:

OVERALL END OF FIRST TERM EVALUATION

Unacceptable progress: This intern is functioning below the expectations of a Generalist field placement intern. This intern is not prepared for entry-level social work practice.

Insufficient competence: This intern is functioning somewhat below the expectations of a Generalist field placement intern. This intern may not be prepared for entry-level social work practice.

Competent: This intern met the competency expectations of a Generalist field placement intern and is ready to begin entry-level social work practice.

Proficient: This intern excelled in this field placement by performing above competency expectations for an intern in a Generalist field placement and is ready to begin entry-level social work practice and is eligible for advanced standing in the MSW program which may also mean entry into specialized field placement.

Advanced: This intern exceeded the competency expectations for an intern in a Generalist field placement and is ready to begin entry-level social work practice as well as being granted advanced standing in the MSW program with guaranteed entry into specialized field placement.

Please check ONE of the following at the first evaluation. Only complete this section at the end of the field practicum.

- Advanced Proficient Competent Insufficient Competence Unacceptable Progress

Clear answer

Final Comments/Elaboration:

OVERALL END OF SECOND TERM EVALUATION

Unacceptable progress: This intern is functioning below the expectations of a Generalist field placement intern. This intern is not prepared for entry-level social work practice.

Insufficient competence: This intern is functioning somewhat below the expectations of a Generalist field placement intern. This intern may not be prepared for entry-level social work practice.

Competent: This intern met the competency expectations of a Generalist field placement intern and is ready to begin entry-level social work practice.

Proficient: This intern excelled in this field placement by performing above competency expectations for an intern in a Generalist field placement and is ready to begin entry-level social work practice and is eligible for advanced standing in the MSW program which may also mean entry into specialized field placement.

Advanced: This intern exceeded the competency expectations for an intern in a Generalist field placement and is ready to begin entry-level social work practice as well as being granted advanced standing in the MSW program with guaranteed entry into specialized field placement.

Please check ONE of the following at the second term evaluation. Only complete this section at the end of the field practicum.

- Advanced Proficient Competent Insufficient Competence Unacceptable Progress

Clear answer

Final Comments/Elaboration:

The following section should be completed by the intern:

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:

Clear answer

I agree with the evaluation.

I do not agree with the evaluation.

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



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

SECTION 4: MSW PROGRAM POLICIES AND PROCEDURES

Administrative Procedures

These procedures apply to all MSW students including those on the Pitt-Main campus, as well as those at UP-Johnstown & UP-Bradford.

Time Schedule of Classes

A few weeks before the beginning of registration each term, the schedule of social work classes is posted online at the [School's website](#). 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](#).

Registration Dates and the current Academic Calendar can be accessed by [clicking here](#).

Registration Procedures

1. See: [New Student Guide to the Office of the University Registrar](#).
2. Check for your university enrollment appointment. This can be found in PeopleSoft/HighPoint CX under the Enrollment menu, by clicking on "Enrollment Dates."
3. Schedule an appointment with your academic advisor prior to your online enrollment date and time. During the advising appointment, your academic advisor will review your program, interests, and career goals and will develop a course schedule to meet your needs and to satisfy the curriculum requirements. 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 academic advisor and the academic advisement service indicator is removed.
4. When registering for Field credits, be sure to choose the exact number of Field credits for which you are enrolling after you enter the class number (5-digit number). If you do not choose the exact number of credits, the system will default to one (1) credit.

5. If you completed an Enrollment Form during your academic advising appointment, use this to complete self-registration on your scheduled enrollment appointment date. [Take the following steps to complete the online self-registration](#)
6. Students planning to graduate during the current academic year should follow the procedures found on the [School's website](#). These procedures must be followed exactly and submitted by the deadline. Failure to do so will result in the assessment of a late fee or will prevent graduation at the anticipated time.

Add/Drop Procedures

1. To **ADD** classes, Log into your Student Center through the [Pitt Portal](#). 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](#). 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** ✓ 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 by [clicking here](#). Students are urged to become acquainted with this information.

Cross Registration

MSW Students on the Pitt-Main campus are permitted to take courses in other departments, such as Sociology, Graduate School of Public and International Affairs, Psychology, Law, and at other universities. In order to do so, students: (1) discuss course options with their academic advisor and (2) obtain permission from the course instructor. A cooperative program also exists between the University of Pittsburgh and other universities and colleges in Pittsburgh (Carlow, Carnegie-Mellon, Chatham, Duquesne, Pittsburgh Theological Seminary, Robert Morris). 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](#).

Transcript Review

Students are held responsible for reviewing all their University of Pittsburgh academic records (transcripts) and/or grade reports **each term** to assure themselves of accurate recordings of grades, credit hours earned, advanced standing, etc. [See the information available from the University's Registrar](#). All transcript errors should be reported immediately to the student's academic advisor **and** to the Academic Registration & Records Manager in the Students 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 earned 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 Academic Registration & Records Manager in the Student Services Center. UPB and UPJ students must email the Course Repeat Form to the Academic Registration & Records Manager. Please **contact the Academic Registration & Records Manager in the Students Services Center 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 follow the procedures found at the [School's website](#) to apply for graduation through the University.

Resignation

Students who wish to drop all 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, after the end of the add/drop period, follow the Office of the University Registrar procedures for [Termination of Registration](#). There is also a special resignation service phone line (412) 624-7585, which operates 24 hours a day, including weekends and holidays.

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 activity in PittPay in order to process **all** financial transactions.

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

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 prevents the student from accessing 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.](#)

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](#).

Academic Policies

Corresponding University of Pittsburgh Academic Regulations are located at: <https://www.provost.pitt.edu/policies-guidelines>

The online handbooks aim to provide the most current information possible. However, information contained in the MSW Program Handbook is subject to change. The handbook is intended to serve as a general source of information but in no way is it intended to state contractual terms.

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

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

Credit for Life, Volunteer, or Employment Experience (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.

Policy on Provisional Admission (Policy #15:11)

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

Definition

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

Requirements

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

- A. Students who enter the MSW Program **without** advanced standing (i.e., do not have a bachelor's degree in social work awarded by a Council on Social Work Education Accreditation-Board of Accreditation (CSWE-BOA) accredited undergraduate social work program within the **seven** academic calendar years prior to MSW Program admissions), must achieve a minimum cumulative GPA of 3.00 within the four generalist courses (12 credits) and generalist field credits (3 credits).
- B. Students who enter the MSW Program **with** advanced standing (i.e., have a bachelor's degree in social work awarded by a Council on Social Work Education-Board of Accreditation (CSWE-BOA) accredited undergraduate social work program within **seven** academic calendar years prior to MSW Program admission) must achieve a minimum GPA of 3.00 in their first 12 classroom credits.

Procedures

Provisional students enter field at the discretion of the MSW Program Director and the Director of Field Education until satisfactory academic performance has been demonstrated and the provisional status cleared, even if this results in a student having to extend their enrollment in the MSW Program beyond the two years needed by full-time students to graduate. However, in no case will the period of enrollment be permitted to extend beyond the **four-year limit on earning the MSW degree**.

Failure to demonstrate satisfactory academic performance within one (1) semester of full-time study (15 credits) or two (2) semesters of part-time study (12 credits) by a provisionally

admitted student will result in dismissal without possibility of re-admission to the MSW Program.

Prerequisites in the MSW Program (Policy #15:8)

Definition

As of July 2023, the MSW Program has two (2) matriculation prerequisites:

1. A baccalaureate degree awarded from a university or college accredited by a regional accrediting body;
2. A minimum cumulative baccalaureate grade point average of 3.00 on a 4.00 grading scale.

Procedure

All students have the responsibility to submit an official transcript to the School's Office of Admissions verifying their baccalaureate cumulative grade point average and graduation. While students are allowed to register for courses before the start of the semester, **no student will be allowed to matriculate into the MSW program without successfully meeting this requirement.** The School will administratively drop the student from all their courses and their admission will be deferred to the following academic year if documentation has not been received by the Admissions Office.

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

Definitions:

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

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

Exemption is defined as the waiving of a required academic course by the School of Social Work following an evaluation of the student's previous work (or passing of an exemption examination for that work) that is determined to be essentially identical to the required

course being waived. Such an exemption does not, however, reduce the number of credits required for graduation.

Consistent with the Council on Social Work Education'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 (#25:4).

- A. Students who enter the MSW Program with a degree granted within the last seven academic calendar years by a CSWE-BOA accredited undergraduate social work program (or one recognized by the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors) may have the degree requirements for the MSW degree reduced up to a maximum of 15 course credits and six (6) field credits (or a total of 21 credits). The student may also be eligible to receive exemption from those generalist courses for which advanced standing credit was not granted or to earn an exemption by passing a test that assesses knowledge of material taught in the course. The specific credits reduced, or exemptions granted will depend on the curriculum of the undergraduate program from which the student received the degree and this School's program at the Master's level. This evaluation will be done by the MSW Program Director, or their designate, in consultation with the Associate Dean for Academic Affairs.

Applicants to the MSW Program who have a social work degree from a college or university outside the United States and who wish to have their transcripts evaluated for advanced standing credit should contact the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service. Information for obtaining an evaluation can be found on their [website](#).

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

Students who have successfully completed the requisite minimum of 400 hours of undergraduate supervised field experience in a CSWE-BOA accredited baccalaureate program, will be eligible to receive advanced standing credit for six (6) generalist fieldwork credits.

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

- B. Students who have begun but have not completed one full year of Master's level work within the last seven academic calendar years at a master of social work program and who are admitted to the University of Pittsburgh School of Social Work

for completion of the Master of Social Work degree may receive up to a maximum of 15 course credits and six (6) fieldwork credits. The student may also be eligible to receive exemption from those generalist courses for which transfer credit was not granted. The specific transfer credits or exemptions granted will depend on the curriculum of the master of social work program the student attended, the courses the student completed, and this School's program at the Masters level. This evaluation will be performed by the MSW Program Director, or their designate, in consultation with the Associate Dean for Academic Affairs. Transfer credit for field experience will lead to a credit reduction as described in paragraph A above. If exemptions are sought for courses beyond those defined as part of this School's generalist curriculum, the evaluation will be done by the MSW Program Director, or their designate, and the faculty coordinator of the course for which the exemption is being requested in consultation with the Associate Dean for Academic Affairs.

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

- C. Students who have completed one full year of Master's level work within the last seven academic calendar years at another master of social work program accredited by the Council on Social Work Education-Board of Accreditation (or one recognized by the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditor) and who are admitted to the University of Pittsburgh School of Social Work for completion of their Master of Social Work degree will be granted a maximum of one full year (30 credits: 24 class and six (6) fieldwork) of transfer credit by this School. The specific transfer credits granted will be determined by the MSW Program Director (or their designate), who, in consultation with the Associate Dean for Academic Affairs, will review the student's transcript. The student will be required to complete before graduation all distribution requirements of this MSW Program's curriculum.

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

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

- D. Students who, within the last seven academic calendar years, have completed post-baccalaureate academic work at an academic institution in a discipline or profession other than social work and who are admitted to the University of Pittsburgh School of Social Work's Master's Program are entitled to an evaluation of their academic

record for possible exemptions and/or transfer credits. In cases where exemptions are sought, the evaluation will be done by the MSW Program Director, or their designate, and the faculty coordinator of the course for which the exemption is being requested, in consultation with the Associate Dean for Academic Affairs. Exemptions for MSW generalist courses will be determined via available examinations only.

When transfer credits are requested, the evaluation will be performed by the MSW Program Director, or their designate, in consultation with the Associate Dean for Academic Affairs and, as appropriate, the faculty coordinator of the course for which the transfer credits are being sought. Transfer credits for post-baccalaureate academic work completed in a discipline or profession other than social work will not be applied to MSW generalist courses or any required specialization coursework. A maximum of six (6) general elective course credits may be granted as transfer credits.

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

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

E. Limitations

1. Advanced standing credit, transfer credit, or exemption for prior baccalaureate or post-baccalaureate work carried into the Master's Program will be limited to course and fieldwork taken within seven academic calendar years prior to the students beginning this Master's Program in a CSWE-BOA accredited program. Except in the case of a person covered in paragraph C above, no student may have academic requirements reduced by more than a total of 15 course credits or field education requirements reduced by more than six (6) field credits. The number of exemption exam credits that may be granted to a student is limited to the number of exemption exams that are offered (currently two: Generalist HBSE: SWGEN2063 and Generalist Research: SWRES2021).
2. Advanced standing, transfer credits, and exemptions will be granted after a review of the student's prior coursework, the student's knowledge and mastery of that content, the course's correspondence to the School's courses for which advanced standing, transfer credit, or exemption is being requested, and the consent of the school officials as outlined in paragraphs A through D above. All

final decisions regarding advanced standing, transfer credit, or exemption are the sole discretion of the School of Social Work.

3. In the event of a negative decision regarding the granting of advanced standing, transfer credit, or exemption, the student may ask the Associate Dean for Academic Affairs to reconsider the decision. The decision of the Associate Dean for Academic Affairs is final.
4. Academic work or field education completed at a CSWE-BOA accredited social work program or other academic institution will be considered toward advanced standing, transfer credit, or exemption only if the grade earned in the course (or course sequence) is equivalent to the grade A, A-, B+, B, or S as defined by the University of Pittsburgh.
5. The number of credits reduced or granted for a given course can neither exceed the number on the transcript from the school where they were earned, nor the number earned in the corresponding course at the University of Pittsburgh.

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

Specialized Practice Requirements in the MSW Program (Policy #5:5)

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

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

Community, Organization, and Social Action (COSA): The required courses include: Community Organization and Planning, Human Services Management and two additional skill electives from among a list of available COSA electives offered each term. A second-level research course, Human Behavior and the Urban Environment, and Organizations

and Public Policy must also be completed, along with a specialized practice-relevant field placement.

Policy on Change of Specialized Practice (Policy #5:3)

Definition

Students indicate in their application to the MSW Program the specialized practice area they intend to complete (either Direct Practice with Individuals, Families, and Small Groups, or Community, Organizations, and Social Action). To request a change of specialized practice after beginning the MSW Program, students must complete and submit the [Notification of Change in Specialization Form](#). Such requests should be made and finalized no later than the end of the Drop/Add period of the second semester of matriculation for full-time students and the third semester of matriculation for part-time students.

Procedures

Students seeking to change their specialized practices should first discuss the matter with their Academic Advisor. Among the concerns to be addressed at these meetings are:

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

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. 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 whom 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's Academic Advisor for uploading to their file and to the relevant Program Director.

Statute of Limitations for School of Social Work Degrees and Leaves of Absence (Policy #26:1) - MSW Program

There is a **four-year** limitation on the earning of the MSW degree. The four-year period is counted from the date of entry into the program for four full academic calendar years. Under extenuating circumstances (listed below), an advisor can recommend an extension of time to the MSW Program Director and the Associate Dean for Academic Affairs. If approved by both, the period of extension and conditions for completing the program will be uploaded into the student's file, 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, MSW students may be granted one leave of absence. A maximum leave of one full academic year may be granted to master's students. A student wishing to take a leave of absence must submit in advance to the MSW Program Director a written request that indicates the length and rationale for the leave. The MSW Program Director and the Associate Dean for Academic Affairs will review the request. If approved, the time of the leave will not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

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

- A. In the MSW Program, required courses must be taken for a letter grade (see [Grading Policy](#) and [University of Pittsburgh Grading System](#)). Should a student earn a grade below a “B-“ in any required course, or earn an “NC” in field, following the appropriate review (see [Policy #11:1](#)), the course must be taken again. The option of re-enrolling in a required course in which a grade of “C+,” “C,” “C-,” “D+,” “D,” “D-,” “F” or NC was earned can be exercised once during a student’s degree program. The second grade earned is the grade that will be counted in the student’s QPA, provided a Course Repeat Option form has been completed. A student will be dismissed, without expectation of readmission, from the MSW Program if they do not earn a grade of “B-“ or higher in a required course (or “S” in field) on the second attempt or fails two or more courses. A full-time student who fails all of the courses in which they are enrolled during a semester (including field) due to a medical circumstance must submit proof from a medical provider to the MSW Program Director and will be medically withdrawn from the semester.
- B. Some courses in the MSW Program build directly on others and can be thought of as constituting a sequence. Typically, these sequences involve required skill and substantive courses. Thus, Community Organization and Human Services Management and Models of Intervention, the first required COSA and Direct Practice skill courses, are premised on students having achieved basic competence in the two generalist skill courses (Generalist Social Work Practice and Social Work Practice with Diverse Populations). Similarly, the more advanced required skill courses in each specialized practice area build on the first required skill course(s). Sequences exist as well with research, human behavior and social environment, and social welfare/policy courses, wherein the second-level courses build on the generalist courses in each of these areas. For courses offered as part of a sequence, students must earn a grade of “B-” or better in an earlier course (or courses) in order to register for a more advanced course.
- C. Field education is graded on a satisfactory/unsatisfactory (S/NC) basis. Students are expected to demonstrate satisfactory performance in their field-based learning assignments. Should a student earn a grade of "NC" in a field placement, the field credits and the field hours for that placement will not be counted towards the number needed to satisfy MSW degree requirements. The option of re-doing a field placement in which a grade of "NC" was earned can be exercised only once during a student’s degree program provided the Course Repeat option is followed. A student will be dismissed without expectation of re-admission from the MSW Program if they do not demonstrate satisfactory performance in a second field placement opportunity. Field placement grades are not included in the calculation of student’s GPA.

- D. Students in the MSW Program must maintain a minimum cumulative GPA of 3.00. If, after completing at least nine (9) quality point credits, a student's cumulative GPA falls below 3.00, the student will be placed on academic probation (see [Policy #11:1](#)). Students will be allowed to register for nine (9) to twelve (12) additional quality point credits, typically completed in one term by full-time students, to achieve a cumulative GPA of 3.00. Part-time students will be allowed to register for a total of twelve (12) credits over two (2) consecutive academic terms to achieve a cumulative GPA of 3.0. Failure to do so in both of the above will result in dismissal without possibility of readmission to the MSW Program.
- E. To qualify for graduation, students must have a final cumulative GPA of 3.00 or higher. No student will be permitted to graduate from the MSW Program with a final grade of "C+," "C," "C-," "D+," "D," "D-" or "F" in a required course or an "NC" in field placement. A student will be permitted to graduate from the MSW Program with a "C+," "C," "C-" in an elective course (not including required elective courses) as long as the student's cumulative GPA is 3.00 or higher.
- F. Dismissal from any of the Fellowships and any other MSW training or certificate program does not automatically constitute dismissal from the MSW Program.

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

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

1. after completing at least nine (9) grade-point credits, their cumulative GPA falls below 3.00;
2. they earn a grade lower than a "B-" in a required course¹; or
3. they earn an NC grade for field placement (SWGEN 2099, SWINT 2099, or SWCOSA 2099).

For procedures and process see Academic and Professional Behavior Policy ([Policy #11:1](#)) Section VII; Types of Academic and Professional Behavior Reviews & Section VIII; Conduct of Academic and Professional Behavior Reviews. Depending on the outcome of the process, a student placed on academic probation may be required to modify their course of study in the MSW Program, including changing the academic courses for which the student is registered and/or delaying entry into or suspending field placement.

¹ A required elective course is defined as one that fulfills specialization, or certificate requirements. Required courses are defined as the five generalist courses, field, the required specialization skill courses, the second-level human behavior, policy, and research courses, and any specific courses needed to fulfill specialization or certificate requirements.

Academic and Professional Behavior Policy (Policy #11:1)

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; 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 AC39; Clauses O and P were added by the School of Social Work, consistent [with University of Pittsburgh Policy AC39, clause 16](#).

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](#).
- 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](#).
- 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](#). For incidents involving MSW students at [UPJ: Office of Equity and Inclusion](#); MSW students at [UPB: Office of Diversity and Inclusion](#).
- 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.” (See complete [Notice of Nondiscrimination and Anti-Harassment Policy Statement](#)). Any allegation of discrimination will be referred immediately to the [Office of Equity Diversity and Inclusion](#). Students all across program options, (Oakland, UPJ, and UPB) can make a report of misconduct online, over the phone, or in person This is [website](#) to report a concern or incident, as witness or a victim. The phone number to report a concern is 1800 468 5768. Oakland students can report in person on 31st floor of the Cathedral of Learning. At UBJ, students can contact Sherri Rae srae@pitt.edu, G-52 Student Union. At UPB, students can contact Sofia Bendez, spb128@pitt.edu, 106 Control Tower Building.

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 earn 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 earn 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 earn 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 earn a grade of "B-" or lower in any required course, the course must be taken again.

IV. Problem-Solving Guidelines

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 or by the relevant Program Director, MSW Program Coordinator, Director of Field Education, Associate Dean for Student Success, or Associate Dean for Academic Affairs.

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 part-time 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 send a copy of the memo to the student's Academic Advisor, who will upload it to the student's academic folder. 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 upload it to 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

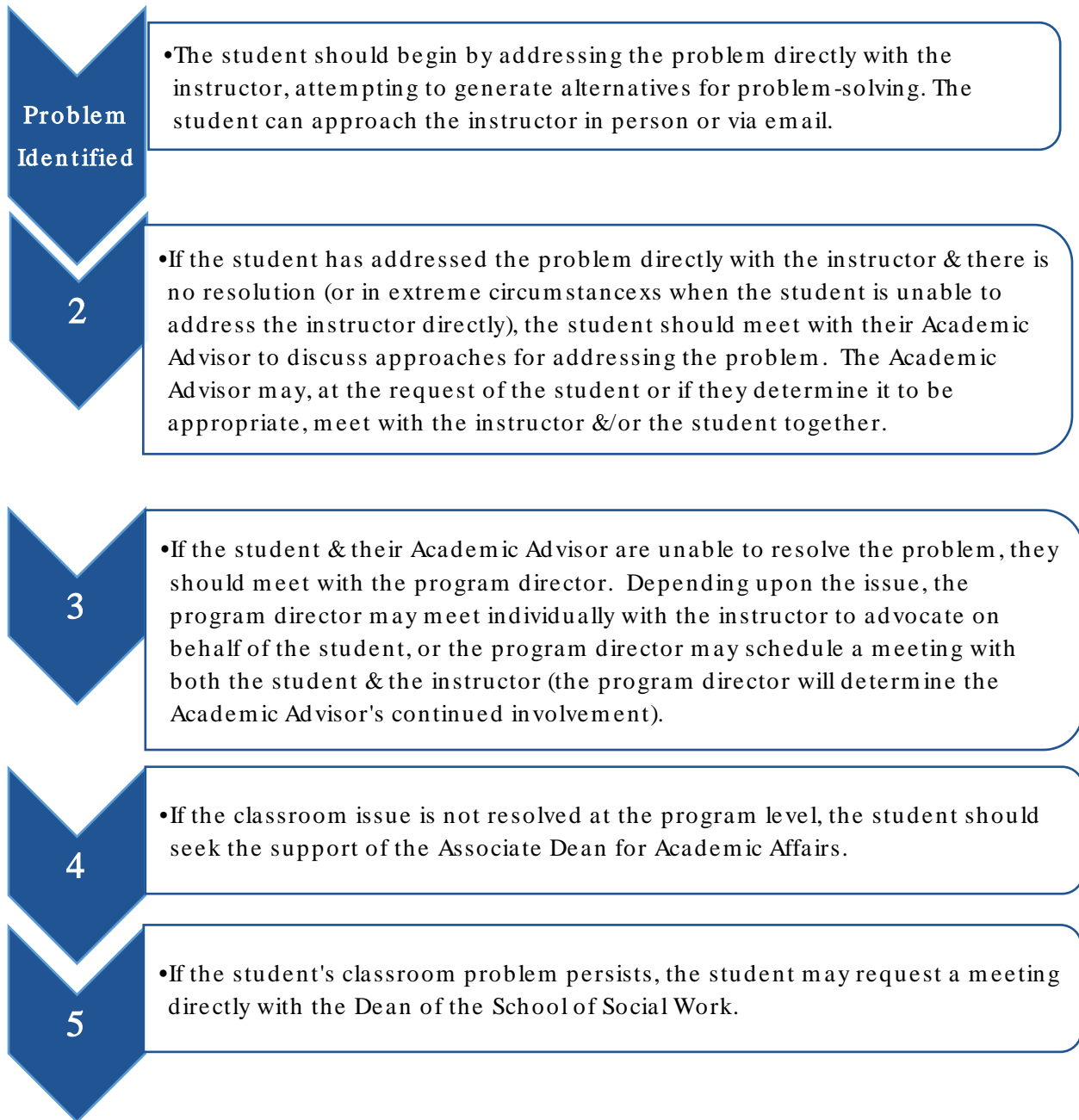
notify the appropriate program director (BASW, MSW, PhD) via email of this meeting.

- 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 will also be uploaded into 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 period. 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).

Student and Instructor Problem-Solving Process



* 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](#)

V. Types of Academic and Professional Behavior Reviews

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

For BASW and MSW students, Discretionary Reviews can be held for academic performance matters that do not require a Mandatory Review (see V.B., below). The process for handling academic performance matters involving students in the PhD program is discussed in the *Grading Standards for the Ph.D. Program* section of the [PhD Program Handbook](#).

1. For BASW and MSW 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.
 - b. When a MSW student achieves an accumulation of "G" or "F" grades; has a term GPA less than 3.00 on a 4.00 scale; or has two or more grades in a term of "B-."
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 and MSW 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 earn 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 earns a grade below a "B-" in a required course.
- 3) A student earns 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](#)

2. For BASW and MSW 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 and MSW 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 AC39](#).

- 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 an academic issues, this 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 will be uploaded to the student's academic file. 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 uploaded to the student's academic file. 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 remediation 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 be informed of the general nature of the evidence to be presented;
 - 4) to confront and question all parties and witnesses except when extraordinary circumstances make this impossible;
 - 5) to present a factual defense through witnesses, personal testimony, and other relevant evidence;
 - 6) to decline to testify against themselves;
 - 7) to have only relevant evidence considered by the Academic and Professional Behavior Review Committee; and
 - 8) 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 Ph.D.).

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 of the school.

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. In the event that circumstances involving conflict of interest results in the elimination of permanent members and the three (3) alternates in either category, the Dean 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 appointment;
 - 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 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 [Research Involving Students as Research Participants](#);
- 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 the way of investigation, counseling, or action—in accordance with applicable University procedures—as may appear to be proper under the circumstances. The faculty member's and student's interest in confidentiality, academic freedom, and professional integrity in such matters will be respected.

2. In order to provide a means for students to seek and obtain redress for grievances affecting themselves individually, the following procedures should be followed. These are not intended and shall not be used to provide sanctions against faculty members.
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 outside the jurisdiction of the administrator against whom the charge is made.

Definition of Student Status

Continuing Student

A student who has been accepted into and who has enrolled in the University of Pittsburgh Master of Social Work (MSW) program and who has registered for classes at either University of Pittsburgh- Oakland (Pitt-Main), University of Pittsburgh – Johnstown (UPJ) University of Pittsburgh – Bradford (UPB) at the Oakland during any term or session within the past calendar year.

Inactive Status

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

Policy on Re-Admissions

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

Grading Policies

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

- A. All required classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F ([for more information click here](#))

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
N	Audit - Non-credit
NC	No Credit
NG	Unfinished Class Work —Classwork 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

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

Grading Options (Policy #9:1)

Elective Courses

Graduate elective courses (not including required elective courses) offered and taken in the School of Social Work may be taken for a letter grade or an H/S/U grade. The student who chooses the H/S/U option must complete and sign the Grade Option Form, and have it signed by their academic advisor. Either the student or academic advisor will submit this form to the Academic Registration & Records Manager in the Student Services Center. UPB and UPJ students must email the form to the Academic Registration & Records Manager no later than the 9th week of a full term, the 6th week of a 12-week Session, or the 4th week of a 6-week Session. Once made, the decision to take the course on a grading option basis cannot be changed, nor may a grade using one system be changed to a grade of the other system without the approval of the Dean.

"G" Grades

The "G" grade may be assigned for 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

The "I" grade is applicable only to MSW field courses when field may not be completed in 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.

If a student has completed all other degree requirements, 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 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 Academic Registration & Records Manager in the Student Services Center. UPB and UPJ students can email a request for this form to the Academic Registration & Records Manager.

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 Service 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 earns 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 the Registrar will honor it.

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.

Fieldwork Grades in the MSW Program (Policy #9.4)

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

- a. the field visit completed during that term or session;
- b. the School's receipt of the Field Evaluation form and timesheet;

- c. the Field Instructor's recommendation; and
- d. the liaison's review of the Field Evaluation form (which shall be documented by the liaison signing the form) and verification of the requisite number of field hours documented on the timesheet.

SECTION 5: STUDENT LIFE & STUDENT RESOURCES

Student Resources

Libraries

The Buhl Social Work Collection is now integrated into the general collection of Hillman Library. The Social Work Collection supports coursework, instruction, and research from the undergraduate to doctoral level in social work. The collection is staffed by the social work liaison librarian, Arif Jamal, whose office is located in 405 Hillman Library, office number 412-648-7759 or email (ajamal@pitt.edu) – he is available to assist faculty, staff, and students across all program areas.

The items in the Social Work Collection represent the major areas of interest in social work as reflected by the specializations, focus areas, and certificates offered for study in the MSW Program. UPB and UPJ students and faculty can request books from the collection remotely and have them sent to their campus libraries – UPB's Hanley Library or UPJ's Owen Library.

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 Service is at the Information Desk located on the first 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](#).

2. Reserve Room Materials

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

Materials on reserve for social work courses in UPB can be accessed through the Hanley Library Lending Desk located on the first floor. 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 respective course syllabi.

Materials on reserve for social work courses at UPJ can be accessed through the Owen Library Lending Desk located on the first floor. 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 respective course syllabi.

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 the [Library System's website](#), 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 systems. For more information, go online to: <https://www.library.pitt.edu/libraries>. 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 Lounge and Communication Center

As the Pitt-Main campus 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 23rd floor (2306). Computers and a printer are available in a private study area for use by doctoral students only.

Graduate programs at UPB and UPJ are geared toward working professionals, providing part-time programming in the evening. Students spend very little time socializing outside of their scheduled classes on their respective campuses. However, as many students attend to class straight from work, they do access food and other refreshments before, during, and after classes. At UPB, dining service options are located in the Frame-Westerberg Commons; and at UPJ, they may be found at the Student Union.

While most student communication is completed online across all program options, the Student Services Center (2101 CL) is also open to assist students and available to UPJ and UPB students online.

Gender Neutral Restrooms

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 for Pitt-Main, UPB, and UPJ with single occupancy bathroom spaces identified can be found [here](#). In addition, students seeking transgender information, resources, or services should visit the [Student Affairs website](#).

Lactation Rooms

There are several lactation rooms around Pitt-Main campus. The locations of these rooms are now listed [online](#). Please note that other rooms may be available within University units as well.

At UPJ, faculty, staff, and students may use the Lactation Room in 146 Blackington Hall during normal University business hours. The room is furnished with a comfortable chair, table, and refrigerator and is exclusively restricted to only breastfeeding mothers.

For detailed information about the lactation rooms at UPB, please read [here](#).

Financial Assistance

The University of Pittsburgh School of Social Work recognizes that financing graduate education is extremely important, especially because the cost of higher education continues to increase each year. Please note that it is the University's Financial Aid Office that administers the process of awarding loans to graduate students (this applies across all program options). The School of Social Work awards scholarships and a limited number of training fellowships to its MSW students and scholarships and assistantships to its PhD students. As our UPB and UPJ programs are for part-time students only, these opportunities are not available for those students. However, the Pitt School of Social Work does provide specific tuition discounts for UPB and UPJ students who are working full-time in a human service agency/program, working directly with individuals, families, groups, organizations and/or communities. Further, given the geographic location of UPB sitting on the state border between PA and NY, the School of Social Work extends tuition discounts to graduate students who reside in NY, allowing them to pay PA in-state tuition rates.

Financial aid is not awarded to any student, regardless of program option, until admission to the School has been granted. Early application for merit-based scholarship aid is strongly encouraged.

All students applying for financial aid (inclusive of Pitt-Main, UPB and UPJ) must complete the Free Application for Federal Student Aid (FAFSA) form. The University of Pittsburgh's federal school code is **008815**. The FAFSA form is not available until January for those applying for the next academic year.

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](#). You may also contact the SEC at pitt.sec@gmail.com.
- 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 sec.funds@gmail.com 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 (for UPJ & UPB students this may be handled via Zoom or teleconferencing).
- 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 Pitt School of Social Work's website as a part of our "Student Spotlight" section. This will allow fellow students able to see your accomplishments and experiences. We may also

ask that you participate in a panel discussion for travel grantees. Sharing this information will allow fellow students to see your accomplishments and learn from your conferences.

- If there are any further questions regarding this process, please don't hesitate to contact our Business Manager at sec.funds@gmail.com

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

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 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 six (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.

A student must be in good academic standing in the MSW Program to seek alternate funding.

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, or visit the [website](#).

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 across all program options 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 committed 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 honor and acknowledge outstanding achievement in social work, between five (5) and seven (7) alum are recognized annually through the School of Social Work's Distinguished Alumni Awards program. Categories include:

- The **Advancing Excellence** in recognition of an alum who has made significant contributions to the field or in other professional settings;
- The **Service Award** for alum who have provided exceptional service to the school,
- The **Rising Star Award** in recognition of an alum who has made notable impact early in their career;
- The **Distinguished Alumni Award** is our highest award that recognizes exceptional contributions made in Social Work Education, Practice, Leadership, or Innovation. This award program, established in 1968, has recognized many alumni whose exceptional contributions represent a variety of professional abilities.

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

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.

Student Executive Council (SEC)

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

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

In addition, SEC members, representing the student body, are appointed to serve on the following organizations and/or committees: Student Chapter, NASW; Student Chapter, NABSW; Alumni Association (Liaison), and Graduate and Professional Student Government (GPSGA). Please visit the [SEC's website](#).

Direct Practice Student Committee

The Direct Practice Student Committee is open to all students (including those from Pitt-Main, UPJ and UPB) who are in Direct Practice Specialized practice. The Direct Practice Student Committee fosters exchanges among students, faculty, and community members about issues impacting the well-being of individuals, families, and small groups in our communities. The Direct Practice Student Committee sponsors presentations on topics identified by students. The Direct Practice Student Committee has representatives who participate on School committees and who represent School of Social Work students in the University Graduate Student Association.

COSA Student Committee

The Community, Organization, and Social Action (COSA) Student Committee supports and encourages creative collaboration between faculty, administration, the community, and students. COSA Student Committee members work to ensure the interests of students in this specialized practice are addressed in the School and that COSA students' professional development is promoted. To this end, the COSA Student Committee sponsors activities, and presentations during the academic year. COSA Student Committee representatives participate on School committees and represent School of Social Work students in the University Graduate Student Association.

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.

Graduate and Professional Student Government (GPSG)

GPSG, a University-wide organization of graduate and professional students, provides students with services they have been lacking or have been inadequate in the past. The following issues are the organization's current priorities:

1. Expand opportunity for interdisciplinary, professional development.
2. Expand health coverage for GSAs, TAs, and TFs.
3. Increase coordination of events and communications among the graduate schools of the University.

4. Supplement the University system by providing for alternate educational experiences.

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

Representation in the governing body of GPSG, the Assembly, will be through representatives chosen by the student organization in each school. The School of Social Work will have one representative and one alternate. Office hours are adjusted per term as students operate the office. Please use the [GPSG website](#) to address any questions you may have.

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. The [NASW Code of Ethics](#) guides the practice of social work professionals. MSW students should be familiar with the NASW Code of Ethics and act in ways consistent with these guidelines when presenting themselves as social work students.

For membership information visit the [NASW website](#).

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 Board of 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](#).

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 maybe accessed via email at tuition@cfo.pitt.edu; or 412-624-7610. The mailing address is as follows: 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 the ID offices on the respective campuses. Everyone is required to show an official government-issued photo ID when you pick-up their card. Further information may be found at the [Panther Central website](#).

Housing Opportunities

Residences on Bigelow: The University of Pittsburgh is now offering apartment-style living for graduate and professional students through Housing Services. [The Residences on Bigelow](#) offer efficiencies and one- or two-bedroom apartments that are fully furnished with kitchenettes and on-site laundry. A short 15-minute walk to the Cathedral of Learning, the Residences on Bigelow also has an express shuttle to campus and many other on-campus amenities. Graduate students who are interested in applying for an apartment lease should [complete Panther Central's online form](#). Postdocs are also eligible for this housing opportunity.

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 click [here](#).

Students at the UPJ campus may avail themselves of the Campus Shuttle. The campus shuttle provides free transportation between Blackington Hall, the Student Union, College Park Apartments and Richland Town Centre (Wal-Mart Plaza). Please review [the schedule](#) for route times and details.

Also, Cambria County Transit Authority provides local bus service to the UPJ campus. This is available from campus to area locations including Richland Town Centre (Walmart Plaza), Galleria Mall, and the Main Street terminal in downtown Johnstown by bus routes #9 and #11. Call 814-535-5526 for more information.

For UPB students, local bus transportation is also available at no charge to students, faculty, and staff with a valid Panther Card during the Fall & Spring terms via the Area Transportation Authority (ATA). Schedules are available at the information desk in the Frame-Westerberg Commons, or at Campus Police and Safety.

Student Health Services and Insurance

Students across all program options have access to health and mental health services. At Pitt-Main, the Student Health and Counseling Services are both located on the 2nd floor of Nordenberg Hall in the Wellness Center. More information about the extensive services and resources available can be found [here](#).

At UPB, all health services related information may be found [here](#); counseling services and information can be found [here](#).

At UPJ, all health and counseling services information and resources may be found [here](#).

Across all program options, students interested in purchasing their own health insurance may seek further information at the [Student Affairs website](#).

Academic Supports

All social work students across all program options are able to access academic supports on their respective campuses. For Pitt-Main, students may find information at the [Student Affairs website](#).

For UPB, students should seek guidance [here](#); and UPJ students can find more information [here](#).

The Office of Veterans Services

Across all program options, students are considered members of the University of Pittsburgh School of Social Work community. Therefore, regardless of program option, all students seeking information related to veteran's benefits, services, and related programming should seek more information [here](#).

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 (on the Pitt-Main campus as well as on UPJ & UPB) who have a disability that impedes their academic progress. Students at Pitt-Main interested in registering for services should contact DRS to schedule an appointment with the Coordinator and be prepared, if requested, to provide appropriate documentation of their disability. The office is located in 140 William Pitt Union. For more information, call (412) 648-7890 or access their [website](#).

The Disability Resources office on the UPB campus is located in Hanley Library, Room 202, 814-362-7609; more information may be found.

Students at UPJ may access Disability Services at G-4 Student Union, 814-269-7119, and [online](#).

Office of International Services

The [Office of International Services](#) offers credential evaluation, advising for foreign students and scholars regarding immigration regulations and general concerns for all students across all program options. International I.D. cards are available. The office is located in Room 708, William Pitt Union. For information, call (412) 624-7120 or email OIS@pitt.edu. Office hours are 8:30 AM-5:00 PM, Monday-Friday.

Book Center

University Store on Fifth

4000 Fifth Avenue

(412) 648-1455, or visit their [website](#)

Store hours can be found [here](#)

Textbooks may be purchased at the University Book Center. In addition to textbooks, the University Book Center manages all school supplies.

Transcripts

Across all program options, students are considered University of Pittsburgh School of Social Work students. Therefore, all students seeking official transcripts must access the University of Pittsburgh Office of the Registrar. All transcripts and enrollment verifications may be completed [online](#).

Computing Services

Across all program options, social work students are able to access [technology support 24/7](#), as well as information about the extensive [technological benefits, resources, and services available](#).

The University of Pittsburgh's Web portal, my.pitt.edu, provides a single point of Web access to the information that students at Pitt-Main, UPJ, and UPB, faculty, and staff 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 or when you are hired as a member of the faculty or staff. A letter will be sent to you upon creation of your University computer account with your *username* and an assigned *password*; the latter you are strongly encouraged to customize. More information may be found [here](#).

Campus Computing Labs

Across all program options, 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 Pitt-Main students, please go the [Information Technology website](#).

To find out computer lab information for UPB, please click [here](#).

For UPJ students, please access relevant information [here](#).

Travel Registration at the University of Pittsburgh

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. (Visit the [PittGlobal website](#) for further information.)

Who Must Register:

Per the Office of the Provost [guidelines](#):

- 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](#) 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.

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](#)

[Single Point of 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” (University of Pittsburgh’s [Notice of Nondiscrimination and Anti-Harassment Policy Statement](#)). 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. Any allegation of discrimination will be referred immediately to the Office of Equity Diversity and Inclusion, <https://www.diversity.pitt.edu>. Students all across program options, (Oakland, UPJ, and UPB) can make a report of misconduct online, over the phone, or in person This is website to report a concern or incident, as witness or a victim, https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?_=1612800567898 . The phone number to report a concern is 1800 468 5768. Oakland students can report in person on 31st floor of the Cathedral of Learning. At UBI, students can contact Sherri Rae srae@pitt.edu, G-52 Student Union. At UPB, students can contact Sofia Bendez, spb128@pitt.edu, 106 Control Tower Building.

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](#).

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](#)) 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 AO 20](#), 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 athletic programs. 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, visit the [Office of Equity, Diversity, & Inclusion's website](#).

Examples of Unlawful Practices Under Title IX Relating to Sexual Misconduct

- **Sexual Harassment** – unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature

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

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

Title IX at Pitt and in the School of Social Work

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

Effective Academic year 2020-2021, the University of Pittsburgh requires any graduate student enrolled in a graduate program requiring more than 10 credits of in-person instruction to complete training in the recognition, prevention, and reporting of sexual misconduct, harassment, and sexual violence (often referred to as [Title IX training](#)). This training must be completed before the end of the student's first semester enrolled in the university.

As part of the required annual new student orientation conducted on Pitt-Main, UPB, and UPJ campuses, each student is presented with training on Title IX. This training is available both in-person and online. Students are then required to complete the module offered by the University Office of Diversity and Inclusion that follows the [Title IX training regulations](#).

If you or another student or faculty member you know are dealing with sexual or gender-based misconduct, there are extensive resources available at Pitt. The Title IX Officer and point of contact in Pitt-Main is Megan Soltesz, Director of Administration. Ms. Soltesz can be reached at 412-383-0515, or mms34@pitt.edu

For questions about or reporting of incidents occurring at UPB, students should click [here](#).

For questions about or reporting of incidents occurring at UPJ, students should go [here](#).

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

Further information may be found at the [Registrar's website](#).

Request for Graduate Student Parental Accommodation

Graduate and Professional Student Parental Accommodation Academic Regulations
June 1, 2022

Purpose: Consistent with the University's efforts to be inclusive and to support academic-personal life balance, the University believes it is important to provide accommodations for graduate and professional students who become new parents, whether by childbirth or adoption, so that they may contribute to their family responsibilities while continuing to make progress towards their degree. This practice will help develop students who can successfully integrate their academic and personal pursuits. In recognition of the challenges of balancing the demands of graduate study and parenting a new child, these guidelines aim to improve the academic environment for student parents. The Graduate and Professional Student Parental Accommodation Guidelines assist graduate students immediately following the birth or placement for adoption of a child. The purpose of these guidelines is to make it possible for a student to maintain registered full-time student status, along with all the benefits of such status, while facilitating the return to full participation in courses, research, and teaching.

Eligibility: The Parental Accommodation Guidelines apply only to full- and part-time students enrolled in graduate and professional programs who are in good academic standing and who are making satisfactory progress toward completion of a graduate degree. Students must have completed at least one full-time semester of their degree program to become eligible for coverage under these guidelines. The guidelines cover the situation of students who experience a childbirth, who adopt a child who is unable to be enrolled in full-day public school due to age or other developmental reasons, or who is a

partner of someone who has experienced a childbirth or an adoption for whom the student has parental responsibilities. These eligibility requirements cover all provisions of the guidelines.

I. Parental Accommodation Period

Eligible students may be granted a Parental Accommodation Period for eight weeks immediately following the birth of a child or the placement for adoption of a child for whom the student has parental responsibilities. During this period of accommodation, the student will continue to be enrolled as a student. Because the student remains enrolled as a student and continues to pay tuition, this is not a formal leave of absence. It is instead a modification of deadlines and academic expectations to accommodate the student's new parental responsibilities. The student may be able to postpone completion of course assignments, examinations, academic milestones, and other academic requirements for the eight-week Accommodation Period. However, the Accommodation Period does not extend the University's academic Statute of Limitations.

Because the Accommodation Period needs to be tailored to the student's individual circumstances and the timing of the student's academic responsibilities, the student should consult in advance with the program advisor, research advisor or office of student services about how the student will meet academic goals and requirements. The student is responsible for ensuring that this consultation takes place as far in advance of the Accommodation Period as possible.

Students enrolled in programs characterized by sequential courses or clinicals should consult with their advisor on how to complete their program. Some programs with lockstep coursework or clinical duties may not have enough flexibility within the curriculum to allow a student to take an eight-week accommodation period. In these cases, the program should be as flexible as possible even if accommodations are more limited and/or must be enacted for less than eight weeks.

The student must complete the accommodation period within the eight weeks following the birth or placement for adoption. The student may not divide the time period of parental accommodation for use past this time limit. However, if both parents are eligible graduate or professional students, each is entitled to the eight-week period of accommodation, and the accommodation periods may be taken simultaneously or immediately sequentially. In the event of a multiple birth or adoption, the length of the accommodation period is eight weeks.

After the end of the Parental Accommodation Period, students are expected to return to graduate or professional study and resume progress toward completing their degrees. Faculty are encouraged to remain flexible in their expectations of students who become new parents, so that students can meet the demands of graduate or professional study at the same time that they face new demands in their parental roles. Nothing in these

guidelines can or should replace communication and cooperation between student and advisor, and the good-faith efforts of both to accommodate the birth or adoption of a child. It is the intent of these guidelines to reinforce the importance of that cooperation and to provide support to make that accommodation possible.

Special Notice to International Students: Students who are attending the University of Pittsburgh with a F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult in advance with the Office of International Studies about their plans during the period of Parental Accommodation.

II. Students With Graduate Appointments

A. Teaching Assistants, Teaching Fellows, Graduate Student Assistants, or Graduate Student Researchers (TAs, TFs, GSAs, or GSRs)

Students with TA, TF, GSA and GSR appointments and their faculty advisors are encouraged to collaboratively work out anticipated accommodations one semester before the anticipated birth or placement for adoption or as soon as possible.

Eligible Students: Faculty members who serve as faculty advisors to and/or oversee the assistantships of TAs, TFs, GSAs and GSRs who assume new roles as parents should offer flexibility to allow students to take advantage of the Parental Accommodation Period. During this period, the students will continue to receive their stipend, benefits, and tuition support.

In most cases, students funded by external grants will receive their parental accommodation stipend and benefits through their specific grant, provided that the granting agency permits such action. If the funding agency has terms and conditions which do not permit funding pursuant to this guideline, the department or school will financially support the Parental Accommodation Period.

B. Fellowship Recipients

Eligible students who are supported by University of Pittsburgh fellowships will continue to receive their fellowship support and benefits during the Parental Accommodation period. Eligible students who are supported by fellowships external to the University must adhere to the rules of the granting agency with respect to absences from fellowship activities.

III. Approval

An eligible student must submit a written Request for Graduate or Professional Student Parental Accommodation after appropriate consultation with the advisor, research advisor (if applicable), and graduate chair. The request, together with appropriate documentation of the anticipated birth or placement for adoption (for example, a letter from the student's

medical provider with an estimate of delivery date or from the adoption agency with a date of the placement for adoption), will be submitted to the student's graduate or professional program office for approval.

The University of Pittsburgh strives to build and maintain a positive and healthy learning environment. Reporting concerns, asking questions, and understanding Pitt's response to them is critical to this process. Any student who believes that they have been treated unfairly or has been denied eligibility according to these guidelines are encouraged, but not required, to first discuss the situation with their program advisor, research advisor, ombudsperson, or office of student services. Students are also encouraged to report any unfair treatment or discrimination via the [Pitt Concern Connection](#). The [Pitt Concern Connection](#) enables our campus communities to elevate irregular or troublesome issues so that they can be investigated and resolved. Students are also encouraged to report any discrimination to the [University's Title IX Coordinator](#).

For general questions, contact graduate@pitt.edu.

APPENDIX A: SAMPLE COURSE OF STUDY GUIDES

Direct Practice – No Certificate

DP – No Certificate Advanced Standing, Full Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWBEH/SWRES	2nd-level Human Behavior (2062, 2065) OR 2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	SWWEL/Elective	2nd-level Social Welfare (2057, 2059) OR Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH/SWRES	2nd-level Human Behavior (2062, 2065, 2066, 2077) OR 2nd-level Research (2033, 2045, 2051)	3
Spring	SWWEL/Elective	2nd-level Social Welfare (2039, 2056, 2057, 2059) OR Elective ¹	3
Spring	SWINT/SWINT	Direct Practice Skill Elective OR Advanced Direct Practice (2031, 2033)	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Summer	SWINT/SWINT	Direct Practice Skill Elective OR Advanced Direct Practice (2031, 2032) ²	3
Summer	SWINT	Direct Practice Skill Elective	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses

² Fall semester Advanced Direct Practice options are SWINT 2031, SWINT 2032, SWINT 2033

DP – No Certificate Advanced Standing, Part Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWBEH	2nd-level Human Behavior (2062, 2065)	<u>3</u>
			6
Spring	SWWEL	2nd-level Social Welfare (2039, 2056, 2057, 2059)	3
Spring	SWINT	Direct Practice Skill Elective	<u>3</u>
			6
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) OR Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWINT/Elective	Advanced Direct Practice (2031, 2032, 2033) OR Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Spring	SWRES/SWINT	2nd-level Research (2033, 2045, 2051) OR Direct Practice Skill Elective	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

DP – No Certificate Non-Advanced Standing, Full Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEM 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEM 2098	Generalist Social Work Practice	3
Fall	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2082	Models of Intervention	3
Spring	SWBEH	2nd-level Human Behavior (2062, 2065, 2066, 2077)	3
Spring	SWWEL	2nd-level Social Welfare (2039, 2057, 2059)	3
Spring	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWINT	Advanced Direct Practice (2031, 2032, 2033)	3
Fall	SWRES/SWINT	2nd-Level Research (2033, 2045, 2047, 2051) OR Direct Practice Skill Elective	3
Fall	Elective	Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWINT	Direct Practice Skill Elective	3
Spring	SWRES/SWINT	2nd-Level Research (2033, 2045, 2051) OR Direct Practice Skill Elective	3
Spring	Elective	Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

DP – No Certificate Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWINT 2082	Models of Intervention	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH	2nd-level Human Behavior (2062, 2065, 2066, 2077)	3
Spring	SWWEL	2nd-level Social Welfare (2039, 2056, 2057, 2059)	<u>3</u>
			6
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) OR Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	SWINT/Elective	Advanced Direct Practice (2031, 2032, 2033) OR Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

Term	Subject/Course #	Course Title	Credits
Spring	SWRES/SWINT	2nd-level Research (2033, 2045, 2051) OR Direct Practice Skill Elective	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	SWINT	Direct Practice Skill Elective	3
Fall	Elective	Elective ¹	<u>3</u>
			6

Direct Practice – Children, Youth, and Families Certificate

DP- CYF Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Fall	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWRES	2nd-level Research Course (2033, 2045, 2051)	3
Spring	SWINT/Elective	Advanced Direct Practice (2031, 2033) OR Elective ¹	3
Spring	SWINT	Direct Practice Skill Elective ²	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2033) ³ OR Elective ¹	3
Summer	SWINT	Direct Practice Skill Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² SWINT Options for DP-Children, Youth and Families Certificate: 2011, 2035, 2042, 2049, 2063, 2072, 2096

³ Fall semester Advanced Direct Practice option are SWINT 2031, SWINT 2032, SWINT 2033

DP- CYF Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	<u>3</u>
			6
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWINT	Direct Practice Skill Elective ¹	<u>3</u>
			6
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) OR Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWINT/Elective	Advanced Direct Practice (2031, 2032, 2033) OR Elective ²	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Spring	SWRES/SWINT	2nd-level Research (2033, 2045, 2051) OR Direct Practice Skill Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7

¹ SWINT Options for DP-Children, Youth and Families Certificate: 2011, 2035, 2042, 2049, 2063, 2072, 2096

² An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

DP- CYF Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEM 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEM 2098	Generalist Social Work Practice	3
Fall	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2082	Models of Intervention	3
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWINT	Advanced Direct Practice (2031, 2032, 2033)	3
Fall	Elective	Elective ¹	3
Fall	SWRES/SWINT	2nd-Level Research (2033, 2045, 2047, 2051) OR Direct Practice Skill Elective ²	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	Elective	Elective ¹	3
Spring	SWINT	Direct Practice Skill Elective ¹	3
Spring	SWRES/SWINT	2nd-Level Research (2033, 2045, 2051) OR Direct Practice Skill Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15

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² SWINT Options for DP- Children, Youth and Families Certificate: 2011, 2035, 2042, 2049, 2063, 2072, 2096

DP- CYF Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWINT 2082	Models of Intervention	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	<u>3</u>
			6
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) OR Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	SWRES/SWINT	2nd-level Research (2033, 2045, 2047, 2051) OR Direct Practice Skill Elective ²	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6

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² SWINT Options for DP-Children, Youth and Families Certificate: 2011, 2035, 2042, 2049, 2063, 2072, 2096

Term	Subject/Course #	Course Title	Credits
Spring	SWINT/Elective	Advanced Direct Practice (2031, 2033) OR Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	SWINT	Direct Practice Skill Elective ¹	3
Fall	Elective	Elective ¹	<u>3</u>
			6

Direct Practice – Gerontology Certificate

DP – Gerontology Advanced Standing, Full Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWRES	2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWINT/SWINT	Advanced Direct Practice (2031, 2033) OR Direct Practice Skill Elective ¹	3
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Summer	SWINT/SWINT	Advanced Direct Practice (2031, 2032) ² OR Direct Practice Skill Elective ¹	3
Summer	Elective	Elective ³	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ SWINT options for DP-Gerontology Certificate: 2004, 2007; **with advanced permission from the Certificate Chair, may substitute**: SWINT 2011, SWINT 2042, or SWINT 2073

² Fall semester Advanced Direct Practice options include SWINT 2031, SWINT 2032, SWINT 2033

³ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

DP – Gerontology Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	<u>3</u>
			6
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	<u>3</u>
			6
Summer	SWINT	Advanced Direct Practice (2031, 2032)	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	Elective	Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Spring	SWRES/SWINT	2nd-level Research (2033, 2045, 2051) OR Direct Practice Skill Elective ²	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² SWINT options for DP-Gerontology Certificate: 2004, 2007; **with advanced permission from the Certificate Chair, may substitute**: SWINT 2011, SWINT 2042, or SWINT 2073

DP – Gerontology Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2082	Models of Intervention	3
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWINT	Advanced Direct Practice (2031, 2032, 2033)	3
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
Fall	Elective	Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWRES	2nd-Level Research (2033, 2045, 2051)	3
Spring	SWINT	Direct Practice Skill Elective ²	3
Spring	Elective	Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² SWINT Options for DP-Gerontology Certificate: 2004, 2007; **with advanced permission from the Certificate Chair, may substitute**: SWINT 2011, SWINT 2042, or SWINT 2073

DP – Gerontology Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWINT 2082	Models of Intervention	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	<u>3</u>
			6
Summer	SWINT	Advanced Direct Practice (2031, 2032)	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6

Term	Subject/Course #	Course Title	Credits
Spring	SWRES/SWINT	2nd-level Research (2033, 2045, 2051) OR Direct Practice Skill Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	Elective	Elective ²	3
Fall	Elective	Elective ¹	<u>3</u>
			6

¹ SWINT options for DP-Gerontology Certificate: 2004, 2007; **with advanced permission from the Certificate Chair, may substitute**: SWINT 2011, SWINT 2042, or SWINT 2073

² An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

Direct Practice – Home & School Visitor/School Social Work Certificate

DP-HSV/SSW Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>6</u>
			15
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWINT 2058	Social Work in a School Setting (Req. SWINT elective)	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>6</u>
			15
Summer	SWRES 2033	2nd-level Research: Evaluation Research ¹	3
Summer	SWINT	Advanced Direct Practice (2031, 2032) ²	3
Summer	SWINT	Direct Practice Skill Elective	3
Summer	TLL 2500	Foundations of Special Education	3
Summer	TLL 2257	Teaching English Language Learners	<u>3</u>
			15

¹ Fall semester 2nd-level Research options are SWRES 2033, SWRES 2045, SWRES 2047, SWRES 2051

² Fall semester Advanced Direct Practice options are SWINT 2031, SWINT 2032, SWINT 2033

DP-HSV/SSW Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	TLL 2500	Foundations of Special Education	<u>3</u>
			6
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	<u>3</u>
			6
Summer	SWINT	Advanced Direct Practice (2031, 2032)	3
Summer	TLL 2257	Teaching English Language Learners	<u>3</u>
			6
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6
Spring	SWINT 2058	Social Work in Educational Settings (Req. SWINT elective)	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6
Summer	SWINT	Direct Practice Skill Elective	<u>3</u>
			3
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6
Spring	SWRES	2nd-Level Research (2033, 2045, 2051)	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6

DP-HSV/SSW Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEM 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEM 2098	Generalist Social Work Practice	3
Fall	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2082	Models of Intervention	3
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Summer	TLL 2500	Foundations of Special Education	3
Summer	TLL 2257	Teaching English Language Learners	<u>3</u>
			6
Fall	SWINT	Advanced Direct Practice (2031, 2032, 2033)	3
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>6</u>
			15
Spring	SWINT 2058	Social Work in a School Setting (Req. SWINT elective)	3
Spring	SWINT	Direct Practice Skill Elective	3
Spring	SWRES	2nd-Level Research (2033, 2045, 2051)	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>6</u>
			15

DP-HSV/SSW Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWINT 2082	Models of Intervention	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	<u>3</u>
			6
Summer	SWINT	Advanced Direct Practice (2031, 2032)	3
Summer	TLL 2500	Foundations of Special Education	<u>3</u>
			6
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6
Spring	SWINT 2058	Social Work in a School Setting (Req. SWINT elective)	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6

Term	Subject/Course #	Course Title	Credits
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	TLL 2257	Teaching English Language Learners	<u>3</u>
			6
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6
Spring	SWINT	Direct Practice Skill Elective	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork (must be in a school setting)	<u>3</u>
			6

Direct Practice – Integrated Health Care Certificate

DP-IHC Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWRES	2nd-level Research Course (2033, 2045, 2047, 2051)	3
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWINT/SWINT	Advanced Direct Practice (2031, 2033) OR [EITHER: Intro to Psychopharm in SW Practice (2007) OR Integrated Healthcare and Pharmacology (2073)] ¹	3
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Summer	SWINT/SWINT 2007	Advanced Direct Practice (2031, 2032) ² OR Intro to Psychopharm in SW Practice (Req. SWINT elective)	3
Summer	Elective	Elective ³	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ Either SWINT 2007 or SWINT 2073 can serve as a required Direct Practice (SWINT) skill elective for the DP-Integrated Healthcare Certificate

² Fall semester Advanced Direct Practice options are SWINT 2031, SWINT 2032, SWINT 2033

³ An Elective course can be another Direct Practice Skill Elective; an additional 2nd-level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

DP-IHC Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	<u>3</u>
			6
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	<u>3</u>
			6
Summer	SWINT	Advanced Direct Practice (2031, 2032)	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWRES/Elective	2nd-level Research (2033, 2045, 2047, 2051) OR Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Spring	SWINT	Intro to Psychopharm in SW Practice (2007) OR Integrated Healthcare and Pharmacology (2073) ²	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ Elective	2nd-level Research: Evaluation Research OR Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² Either SWINT 2007 or SWINT 2073 can serve as a required Direct Practice (SWINT) skill elective for the DP-Integrated Healthcare Certificate

DP-IHC Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2082	Models of Intervention	3
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWINT	Advanced Direct Practice (2031, 2032, 2033)	3
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
Fall	Elective	Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWRES	2nd-Level Research (2033, 2045, 2051)	3
Spring	SWINT 2007/ SWINT 2073	Intro to Psychopharm in SW Practice OR Integrated Healthcare and Pharmacology ²	3
Spring	Elective	Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² Either SWINT 2007 or SWINT 2073 can serve as a required Direct Practice (SWINT) skill elective for the DP-Integrated Healthcare Certificate

DP-IHC Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWINT 2082	Models of Intervention	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	<u>3</u>
			6
Summer	SWINT	Advanced Direct Practice (2031, 2032)	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u>
			6

Term	Subject/Course #	Course Title	Credits
Spring	SWRES/SWINT	2nd-level Research (2033, 2045, 2051) OR [EITHER: Intro to Psychopharm in SW Practice (2007) or Integrated Healthcare and Pharmacology (2073)] ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u> 6
Summer	SWRES 2033/ SWINT 2007	2nd-level Research: Evaluation Research OR Intro to Psychopharm in SW Practice (Req. SWINT elective)	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>3</u> 6
Fall	Elective	Elective ²	3
Fall	Elective	Elective ¹	<u>3</u> 6

¹ Either SWINT 2007 or SWINT 2073 can serve as a required Direct Practice (SWINT) skill elective for the DP-Integrated Healthcare Certificate

² An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses

Direct Practice - Mental Health Certificate

DP – MH Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
Fall	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	SWRES	2nd-level Research Course (2033, 2045, 2051)	3
Spring	SWINT/Elective	Advanced Direct Practice (2031, 2033) OR Elective ¹	3
Spring	SWINT	Direct Practice Skill Elective ²	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) ³ OR Elective ¹	3
Summer	SWINT	Direct Practice Skill Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² SWINT Options for DP-Mental Health Certificate: 2007, 2011, 2018, 2042, 2046, 2049, 2053, 2072, SWINT 2031 (in addition to required Advanced Direct Practice class), SWINT 2032 (in addition to required Advanced Direct Practice class), SWINT 2033 (in addition to required Advanced Direct Practice class)

³ Fall semester Advanced Direct Practice options are SWINT 2031, SWINT 2032, SWINT 2033

DP-MH Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWINT 2082	Models of Intervention	3
Fall	SWBEH 2065	2nd-level Human Behavior: Mental Health	<u>3</u>
			6
Spring	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
Spring	SWINT	Direct Practice Skill Elective ¹	<u>3</u>
			6
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) OR Elective ²	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWINT/Elective	Advanced Direct Practice (2031, 2032, 2033) OR Elective ¹	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Spring	SWRES/ SWINT	2nd-level Research (2033, 2045, 2051) OR Direct Practice Skill Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective ¹	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	<u>4</u>
			7

¹ SWINT Options for DP-Mental Health Certificate: 2007, 2011, 2018, 2042, 2046, 2049, 2053, 2072, SWINT 2031 (in addition to required Advanced Direct Practice class), SWINT 2032 (in addition to required Advanced Direct Practice class), SWINT 2033 (in addition to required Advanced Direct Practice class)

² An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

DP-IHC Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2082	Models of Intervention	3
Spring	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
Spring	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWINT	Advanced Direct Practice (2031, 2032, 2033)	3
Fall	Elective	Elective ¹	3
Fall	SWRES/SWINT	2nd-Level Research (2033, 2045, 2047, 2051) OR Direct Practice Skill Elective ²	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15
Spring	Elective	Elective ¹	3
Spring	SWINT	Direct Practice Skill Elective ¹	3
Spring	SWRES/SWINT	2nd-Level Research (2033, 2045, 2051) OR Direct Practice Skill Elective ¹	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another Direct Practice Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

² SWINT Options for DP-Mental Health Certificate: 2007, 2011, 2018, 2042, 2046, 2049, 2053, 2072, SWINT 2031 (in addition to required Advanced Direct Practice class), SWINT 2032 (in addition to required Advanced Direct Practice class), SWINT 2033 (in addition to required Advanced Direct Practice class)

DP-IHC Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWINT 2082	Models of Intervention	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
Spring	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	<u>3</u>
			6
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2032) OR Elective ¹	3
Summer	SWINT 2099	Specialized Practice Fieldwork	<u>3</u>
			6
Fall	SWRES/SWINT	2nd-level Research (2033, 2045, 2047, 2051) OR Direct Practice Skill Elective ²	3
Fall	SWINT 2099	Specialized Practice Fieldwork	<u>3</u>
			6

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² SWINT Options for DP-Mental Health Certificate: 2007, 2011, 2018, 2042, 2046, 2049, 2053, 2072, SWINT 2031 (in addition to required Advanced Direct Practice class), SWINT 2032 (in addition to required Advanced Direct Practice class), SWINT 2033 (in addition to required Advanced Direct Practice class)

Term	Subject/Course #	Course Title	Credits
Spring	SWINT/Elective	Advanced Direct Practice (2031, 2033) OR Elective ¹	3
Spring	SWINT 2099	Specialized Practice Fieldwork	<u>3</u> 6
Summer	SWRES 2033/ SWINT	2nd-Level Research: Evaluation Research OR Direct Practice Skill Elective ¹	3
Summer	SWINT 2099	Specialized Practice Fieldwork	<u>3</u> 6
Fall	SWINT	Direct Practice Skill Elective ¹	3
Fall	Elective	Elective ¹	<u>3</u> 6

Community Organizing and Social Action – No Certificate

COSA – No Certificate Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWWEL 2097/ SWRES 2047	2nd-level Social Welfare: Organizations & Public Policy OR 2nd-level Research: Community Based Participatory Research	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u> 15
Spring	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Spring	SWWEL 2087/ SWRES	2nd-level Social Welfare: Organizations & Public Policy OR 2nd-level Research (2033, 2045, 2051)	3
Spring	SWCOSA	COSA Skill Elective	3
Spring	COSA 2099	COSA Specialization Fieldwork	<u>6</u> 15
Summer	SWCOSA	COSA Skill Elective	3
Summer	Elective	Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u> 9

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – No Certificate Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	<u>3</u>
			6
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations & Public Policy	<u>3</u>
			6
Summer	SWCOSA	COSA Skill Elective	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWRES/Elective	2nd-level Research (2033, 2045, 2047, 2051) OR Elective ¹	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Spring	SWCOSA	COSA Skill Elective	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ Elective	2nd-level Research: Evaluation Research OR Elective ¹	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – No Certificate Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEM 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEM 2098	Generalist Social Work Practice	3
Fall	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations & Public Policy	3
Spring	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWRES/SWCOSA	2nd-level Research (2033, 2045, 2047, 2051) OR COSA Skill Elective	3
Fall	SWCOSA/Elective	COSA Skill Elective OR Elective ¹	3
Fall	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWRES/SWCOSA	2nd-level Research (2033, 2045, 2051) OR COSA Skill Elective	3
Spring	SWCOSA/Elective	COSA Skill Elective OR Elective ¹	3
Spring	Elective	Elective ¹	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – No Certificate Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations and Public Policy	<u>3</u>
			6
Summer	SWCOSA	COSA Skill Elective	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Spring	SWCOSA	COSA Skill Elective	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6

Term	Subject/Course #	Course Title	Credits
Summer	SWRES 2033/Elective	2nd-level Research: Evaluation Research OR Elective ¹	3
Summer	SWINT 2099	COSA Specialization Fieldwork	<u>3</u> 6
Fall	SWRES/Elective	2nd-level Research (2045, 2047, 2051) OR Elective ¹	3
Fall	Elective	Elective ¹	<u>3</u> 6

¹ An Elective course can be another COSA Skill Elective; an additional 2nd-level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

Community Organizing and Social Action – Community Organizing and Practice Certificate

COSA – COP Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWWEL 2087/ SWRES 2047	2nd -level Social Welfare: Organizations & Public Policy OR 2nd-level Research: Comm Based Participatory Research	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWCOSA 2084	Human Service Organization Management	3
Spring	SWWEL 2087/ SWRES	2nd-level Social Welfare: Organizations & Public Policy OR 2nd-level Research (2033, 2045, 2051)	3
Spring	SWCOSA 2096	Community Planning and Development (Req. SWCOSA elective)	3
Spring	COSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Summer	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective)	3
Summer	Elective	Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – COP Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWCOSA 2084	Human Service Organization Management	<u>3</u>
			6
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations and Public Policy	<u>3</u>
			6
Summer	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective)	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWRES	2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Spring	SWCOSA 2096	Community Planning/Develop (Req. SWCOSA elective)	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Summer	Elective	Elective ¹	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – COP Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWCOSA 2088	Community Organizing and Planning	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations & Public Policy	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWRES 2047	2nd-level Research: Community Based Participatory Research OR Elective ¹	3
Fall	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective)	3
Fall	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWCOSA 2096	Community Planning & Development (Req. SWCOSA elective)	3
Spring	SWRES/Elective	2nd-level Research (2033, 2045, 2051) OR Elective ¹	3
Spring	Elective	Elective ¹	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – COP Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2008	2 nd -level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2 nd -level Social Welfare: Organizations and Public Policy	<u>3</u>
			6
Summer	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective)	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Spring	SWCOSA 2096	Community Planning/Develop (Req. SWCOSA elective)	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6

Term	Subject/Course #	Course Title	Credits
Summer	SWRES 2033/ Elective	2nd-level Research: Evaluation Research OR Elective ¹	3
Summer	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWRES/Elective	2nd-level Research (2045, 2047, 2051) OR Elective ¹	3
Fall	Elective	Elective ¹	<u>3</u>
			6

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

Community Organizing and Social Action – Human Services Management Certificate

COSA – HSM Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWWEL 2087/ SWRES 2047	2nd -level Social Welfare: Organizations & Public Policy OR 2nd-level Research: Comm Based Participatory Research	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWCOSA 2088	Community Organizing and Planning	3
Spring	SWWEL 2087/SWRES	2nd -level Social Welfare Organizations & Public Policy OR 2nd-level Research (2033, 2045, 2051)	3
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective)	3
Spring	COSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Summer	SWCOSA 2040	Grant Proposal (Req SWCOSA elective)	3
Summer	Elective	Elective ¹	3
Summer	Elective	Elective ¹	<u>3</u>
			9

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – HSM Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	<u>3</u>
			6
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations and Public Policy	<u>3</u>
			6
Summer	SWCOSA 2040	Grant Proposal (Req. SWCOSA elective)	3
Summer	Elective	Elective ¹	<u>3</u>
			6
Fall	SWRES	2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective)	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Summer	Elective	Elective ¹	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – HSM Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEM 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEM 2098	Generalist Social Work Practice	3
Fall	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWCOSA 2084	Human Service Organization Management	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations & Public Policy	3
Spring	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWRES	2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	Elective	Elective ¹	3
Fall	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWCOSA 2040	Grants Proposal Writing (Req. SWCOSA elective)	3
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective)	3
Spring	Elective	Elective ¹	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

COSA – HSM Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWWEL 2087	2nd-level Social Welfare: Organizations and Public Policy	<u>3</u>
			6
Summer	SWCOSA 2040	Grant Proposal (Req. SWCOSA elective)	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective)	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6

Term	Subject/Course #	Course Title	Credits
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	Elective	Elective ¹	3
Fall	Elective	Elective ¹	<u>3</u>
			6

¹ An Elective course can be another COSA Skill Elective; an additional 2nd –level Human Behavior, Social Welfare, or Research course; a General Elective offered by the MSW Program; or a graduate-level course offered by another school/department at Pitt; students should talk with their Academic Advisors as permission may be needed for certain courses.

Community Organizing and Social Action – Gerontology

COSA – Gerontology Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH 2077	Human Behavior: Adult Development & Aging ¹	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWCOSA	COSA Skill Elective (see Note)	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Summer	SWRES 2033	2nd-level Research: Evaluation Research ³	3
Summer	SWCOSA	COSA Skill Elective (see Note)	3
Summer	Elective	Elective (see Note)	<u>3</u>
			9

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

³ Fall semester 2nd-level Research options include SWRES 2033, SWRES 2045, SWRES 2047, SWRES 2051

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COSA – Gerontology Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	<u>3</u>
			6
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	<u>3</u>
			6
Summer	SWCOSA	COSA Skill Elective (<u>see Note</u>)	3
Summer	Elective	Elective (<u>see Note</u>)	<u>3</u>
			6
Fall	SWRES/SWINT	2nd-level Research (2033, 2045, 2047, 2051) OR COSA Skill Elective (<u>see Note</u>)	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033/ SWCOSA	2nd-level Research: Evaluation Research OR COSA Skill Elective (<u>see Note</u>)	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COSA – Gerontology Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWRES	2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	SWCOSA/Elective	COSA Skill Elective (see Note) OR Elective (see Note)	3
Fall	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	3
Spring	SWCOSA/Elective	COSA Skill Elective (see Note) OR Elective (see Note)	3
Spring	SWCOSA	COSA Skill Elective (see Note)	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COSA – Gerontology Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	<u>3</u>
			6

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

Term	Subject/Course #	Course Title	Credits
Summer	SWCOSA	COSA Skill Elective (see Note)	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084/ SWCOSA 2088	Human Service Organization Management OR Community Organizing and Planning	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development ¹ & Aging OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	<u>3</u>
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA	COSA Skill Elective (see Note) C:\Users\HPSSW\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\Note COSA-Gerontology Certificate.pdf	3
Fall	Elective	Elective (see Note)	<u>3</u>
			6

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

Community Organizing and Social Action – Gerontology AND Community Organizing and Practice Certificates

COSA – Gerontology & COP Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH 2077	Human Behavior: Adult Development & Aging ¹	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWCOSA 2096	Community Planning & Development (Req. SWCOSA elective) (see Note)	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Summer	SWRES 2033	2nd-level Research: Evaluation Research ³	3
Summer	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective) (see Note)	3
Summer	Elective	Elective (see Note)	<u>3</u>
			9

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

³ Fall semester 2nd-level Research options include SWRES 2033, SWRES 2045, SWRES 2047, SWRES 2051

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COSA – Gerontology & COP Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	<u>3</u>
			6
Spring	SWBEH 2077	Human Behavior: Adult Development & Aging ¹	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology ²	<u>3</u>
			6
Summer	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective) (see Note)	3
Summer	Elective	Elective (see Note)	<u>3</u>
			6
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Spring	SWCOSA 2096	Community Planning & Development (Req. SWCOSA elective) (see Note)	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COsa – Gerontology & COP Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWCOSA 2088	Community Organizing and Planning	3
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWRES 2047/ Elective	2nd-level Research: Community Based Participatory Research OR Elective (see Note)	3
Fall	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective) (see Note)	3
Fall	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	3
Spring	SWCOSA 2096	Community Planning & Development (Req. SWCOSA elective) (see Note)	3
Spring	SWRES/Elective	2nd-level Research (2033, 2045, 2051) OR Elective (see Note)	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COSA – Gerontology & COP Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2077	Human Behavior: Adult Development & Aging ¹	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology ²	<u>3</u>
			6
Summer	SWCOSA 2090	Working w/ Grp & Intergrp Relations (Req. SWCOSA elective) (see Note)	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

Term	Subject/Course #	Course Title	Credits
Spring	SWCOSA 2096	Community Planning & Development (Req. SWCOSA elective) (see Note)	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	Elective	Elective (see Note)	<u>3</u>
			6

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

Community Organizing and Social Action – Gerontology AND Human Services Management Certificates

COSA – Gerontology & HSM Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH 2077	Human Behavior: Adult Development & Aging ¹	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective) (see Note)	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Summer	SWRES 2033	2nd-level Research: Evaluation Research ³	3
Summer	SWCOSA 2040	Grant Proposals (Req. SWCOSA elective) (see Note)	3
Summer	Elective	Elective (see Note)	<u>3</u>
			9

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

³ Fall semester 2nd-level Research options include SWRES 2033, SWRES 2045, SWRES 2047, SWRES 2051

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

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- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
 - A gerontology elective course offered as part of the [University Certificate in Gerontology](#), a certificate administered by the University Center for Social & Urban Research (UCSUR). Offerings may vary and include courses from various schools/departments in the University. Students selecting this option would use these three credits to fulfill an elective requirement for the MSW. [Please see the website for current options UCSUR \(@PittCSUR\) - Graduate Certificate in Gerontology.](#)
 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

CO SA – Gerontology & HSM Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWCOSA 2088	Community Organizing and Planning	<u>3</u>
			6
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective) (see Note)	<u>3</u>
			6
Summer	SWCOSA 2040	Grant Proposals (Req. SWCOSA elective) (see Note)	3
Summer	Elective	Elective (see Note)	<u>3</u>
			6
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	3
Spring	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>4</u>
			7

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

- One of the two gerontology-related electives **must** be a COSA skill elective course (SWCOSA) where the student completes a project or assignment with a gerontology focus.
- The other gerontology-related elective can be:
 - Another COSA skill elective (SWCOSA) in which the student completes a project or assignment with a gerontology focus;
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 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

For the two gerontology-related electives, [students will submit to the Gerontology Certificate Chairperson a form with information about the assignment and topic.](#)

COSA – Gerontology & HSM Non-Advanced Standing, Full-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWCOSA 2084	Human Service Organization Management	3
Spring	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWGEN 2099	Generalist Fieldwork	<u>3</u>
			15
Fall	SWCOSA	Community Organizing and Planning	3
Fall	SWRES /	2nd-level Research (2033, 2045, 2047, 2051)	3
Fall	Elective	Elective (see Note)	3
Fall	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	3
Spring	SWCOSA 2040	Grant Proposals (Req. SWCOSA elective) (see Note)	3
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective) (see Note)	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>6</u>
			15

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

NOTE:
Other COSA-Gerontology Certificate Requirements

Students must complete two gerontology-related electives:

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 - A course relevant to practice in aging that is not part of the UCSUR-administered gerontology certificate may be taken if approved by the Certificate Chairperson in advance.

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COSA – Gerontology & HSM Non-Advanced Standing, Part-Time

Term	Subject/Course #	Course Title	Credits
Fall	SWGEM 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	<u>3</u>
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	<u>3</u>
			6
Summer	SWGEM 2098	Generalist Social Work Practice	3
Summer	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2084	Human Service Organization Management	3
Fall	SWGEM 2099	Generalist Fieldwork	<u>3</u>
			6
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development & Aging ¹ OR 2nd-level Social Welfare: Social Policy & Gerontology ²	3
Spring	SWCOSA 2086	Hum Resrc, Suprvsn, Fincl Mgt (Req. SWCOSA elective) (see Note)	<u>3</u>
			6
Summer	SWCOSA 2040	Grant Proposals (Req. SWCOSA elective) (see Note)	3
Summer	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWCOSA 2088	Community Organizing and Planning	3
Fall	SWCOSA 2099	COSA Specialization Fieldwork	<u>3</u>
			6

¹ Serves as an Elective course

² Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

Term	Subject/Course	Course Title	Credits
Spring	SWBEH 2077/ SWWEL 2039	Human Behavior: Adult Development ¹ & Aging OR 2nd-level Social Welfare: Social Policy & Gerontology ¹	3
Spring	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Summer	SWRES 2033	2nd-level Research: Evaluation Research	3
Summer	SWINT 2099	COSA Specialization Fieldwork	<u>3</u>
			6
Fall	SWBEH 2008	2nd-level Human Behavior: Urban Environment	3
Fall	Elective	Elective (see Note)	<u>3</u>
			6

NOTE:
Other COSA-Gerontology Certificate Requirements

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