

MSW FIELD EDUCATION STUDENT HANDBOOK

School of Social work – 2013-2014



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Office of Field Education

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

Summary

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

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

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

Registering for field before going to a field placement;

Paying the malpractice premium before going to field placement;

Signing the Student Agreement/Release of Information form;

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

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

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

Knowing school policies and procedures related to field;

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

Conforming to the NASW Code of Ethics while in field.

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

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# Introduction

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

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

**MSW PROGRAM**

In furtherance of the School’s mission, the MSW Program strives to prepare graduates with the specialized knowledge and skills needed to engage in empirically-supported and culturally competent advanced social work practice – either Direct Practice with individuals, families, and small groups or Community Organization and Social Administration – that reflects the social work profession’s values, traditions, and philosophy.

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

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

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

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

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

**PREPARING FOR FIELD PLACEMENT**

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

* Students are required to set up a university email address so that they can receive information related to field education. Field information is also available through the school’s web site, <http://www.socialwork.pitt.edu/academic-programs/field-education/>
* Students must also purchase a malpractice premium that will be automatically invoiced on their student bill before they can begin field placement. Students must sign a Student Agreement/Release of Information form. Lastly, a student must be registered for field while they are in the field.

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

**MANDATED REPORTER TRAINING**

Foundation Field- MSW Students

1. All students enrolled into the MSW program are required to complete a mandated reporter training before entering their foundation field placement- for foundation year students, this training will be administered through the Foundation Field Seminar. Oakland student compliance will be monitored by the Office of Field Education and for UPJ and UPB students, compliance will be monitored by the program Directors. Full time students will complete this training in the fall term of their first year in the program; part-time students will complete this training in the summer term of their first year in the program.
2. The Mandated Reporter training will be available to all students registered for foundation field work. Once registered to SWGEN 2099- students will be added to the Organization via Course Web- students will be able to locate the training under the Organization section under the heading ARTSC\_SOCWRK MANDATED REPORTING.
3. Foundation Field Seminar Instructors (Director’s at UPJ and UPB) will explain the requirement and ensure that all students in their sections produce a Certificate of Completion before they officially begin field work hours at the agency assigned.
4. Non-compliance will be reported to the Director of Field Education and the MSW Program Director.
5. All certificates are submitted to the Office of Field Education Administrative Assistanct and logged in as received by the (submitted to the Program Director’s at UPJ and UPB) - the certificates will then be forwarded to the Recorder’s office to be filed into the student’s permanent academic file.

Advanced Standing Students

1. All advanced standing students enrolled into the MSW program are required to complete a mandated reporter training before entering their concentration field placement- for advanced standing students, this training will be administered through Course Web. Oakland student compliance will be monitored by the Office of Field Education and for UPJ and UPB students- compliance will be monitored by the program Directors. Full time and part-time advanced standing students will complete this training just before or at the beginning of the term of their first year in the program. In all circumstances, this training must be completed before entering their concentration field placement.
2. The Mandated Reporter training will be available to all students registered for concentration field work. Once registered to SWINT or SWCOSA 2099- students will be added to the Organization via Course Web- students will be able to locate the training underthe Organization section under the heading ARTSC\_SOCWRK MANDATED REPORTING.
3. Concentration student field advisors (Director’s at UPJ and UPB) will answer any questions regarding the requirement and ensure that all students produce a certificate of completion before they officially begin field work hours at the agency assigned.
4. Non-compliance will be reported to the Director of Field Education and the MSW Program Director.
5. All certificates are submitted to the Office of Field Education Administrative Assistant and logged in as received (submitted to the Program Director’s at UPJ and UPB) - the certificates will then be forwarded to the Recorder’s office to be filed into the student’s permanent academic file.

**Requesting Field Placement**

1. All students complete and submit a request for placement form. The Forms are available in the forms display outside Room 2127 C.L., are included in the information packets distributed at the required field placement planning programs for advanced standing, and part-time students. These forms are available from the school’s web site for all students that may be accessed at any time. For foundation non-advanced standing students., these forms are specifically reviewed in the field seminar, and for advanced standing students in the Advanced Standing Student Orientation. The dates and deadlines for submitting the form each term are also identified on the Field Education Schedule later in this section. The dates for the field placement planning programs are also identified on the Field Education Schedule later in this section.

MSW forms are usually submitted May 1st-July 15th for both first year incoming non-advanced standing and advanced standing students. MSW field placement commences in September of the first year for advanced standing students at the beginning of the 7th week of the fall term (on or around October 15th) for first year non advanced standing students. Request Forms for spring term are due October 15th. Request Forms for Summer Session for part time students and continuing students are submitted from February 1-March 13. MSW field placement for part-time students commences at the beginning of the 6th week of the summer term (on or around June 9th). Forms for second year MSW Fall/Spring field placement are submitted from March 15 -April 27.

All incoming non-advanced standing MSW Students planning to begin field placement in mid-October, must attend the Foundation Field Integrative Seminar. Advanced standing students planning to begin field placement in September must attend one orientation session that will occur in late summer and is available on-line via Courseweb that can be accessed at any time. Non-advanced standing students (both full and part-time) are provided with request forms, learning goals, practice behaviors, core competencies, confirmation forms, and other materials through the Foundation Field Integrative Seminar, and advanced standing students are provided this information through the planning session. MSW students requesting a concentration field placement should submit their request for concentration field placement between March 15 and April 27.

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

As part of the admissions process MSW students are required to sign a Student Agreement/Release of Information Form before the field placement matching process may move forward. This Agreement/Release of Information form is included in the admissions packet mailed to each new MSW student. A copy of these forms can be found at: MSW students- <http://www.socialwork.pitt.edu/sites/default/files/Word_Files/Release%20of%20Info%20-%20MSW_0.doc>

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

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

1. All request forms for field placement are forwarded to the administrative support person for field in Room 2129 Cathedral of Learning. An appointment with a field advisor will be given. For incoming students, initial communication may be via phone or e-mail. Students are not permitted to make independent arrangements for field placement. Field instructor approval and field assignment must be made by field personnel. No student can be guaranteed a stipend from an agency by the field advisor. No field placement is finalized until the **one page** student and field instructor interview form located at <http://www.socialwork.pitt.edu/downloads/NewFieldConfirmation.doc>

is received and each has received an official letter of confirmation.

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

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

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

1. The student is required to return the one page confirmation form to their field seminar instructor, field advisor or to the administrative support person for field in Room 2129 C.L. as soon as possible. The confirmation form is necessary to verify the final information on the name and address of the field instructor, agency, etc. Without these completed forms, the field placement will not be confirmed. Students should expect to receive a confirmation letter regarding their field placement assignment.

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

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

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

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

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

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

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

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

School of Social Work Clearance Statement:

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

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

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

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

* + 1. School Policy is outlined below:
       1. The School of Social Work permits students to be assigned to employment-based field placements when the following criteria are met: 1) the agency must be qualified as an approved field site, 2) the employment assignments and experience must be different from the field learning assignments and experience, 3) the field instructor is not the employment supervisor and qualifies as a field instructor, and 4) the student provides a schedule of hours that are acceptable to the school, employer, and field instructor.
       2. Students are not permitted to substitute current or previous work experience for field.
       3. The employment-based field placement must be able to meet the requirements of the student’s educational program and level. The role of learner is tied to learning opportunities that reflect the program’s competencies and characteristic practice behaviors.
       4. Students must not do less than 12 hours per week in a supervised field placement and 8 of those hours should be during the day so that students can participate in the life of the field organization.
    2. Procedures
       1. The student submits the Request Form for Employment-Based Field Placement at the designatedtime. <http://www.socialwork.pitt.edu/downloads/Req_MSW_emp_plcmnt.doc>
       2. Professional field education staff interviews each student requesting an employment-based field placement. When all the appropriate information is available, the field advisor will contact both the proposed field instructor as well as the employment supervisor before making a final recommendation.
       3. Recommendations are reviewed with the Director of Field Education before a final decision is made.
    3. Details
       1. The school generally permits one field placement as employment-based. On occasion, there may be large or umbrella agencies with significantly different but appropriate field learning opportunities unavailable elsewhere in the community. In those specific instances, the field advisor may recommend that such an assignment would benefit the student’s learning.

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

**PROFESSIONAL PERFORMANCE – The Pitt Promise**

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

As a Pitt Student:

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

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

**PROFESSIONAL PERFORMANCE EXPECTATIONS REGARDING FIELD EDUCATION**

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

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

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

**Professional behavior**

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

1. Honoring duties and responsibilities
2. Respecting clients/community members, research participants, other professionals, faculty, colleagues, and fellow students   
   and being able to work effectively with others regardless of level of authority.
3. Being on-time and dependable, prioritizing responsibilities, attending field seminar sessions, field orientations, and completing assignments on time in school and in the field placement and seminars.
4. Understanding and maintaining confidentiality with regard to clients/community members, s/he is expected to demonstrate professional behavior in all aspects of social work practice.
5. Maintaining high levels of achievement in both: (1) academic performance in courses and in field placement, and (2) professional comportment in relationships with faculty, staff, peers, clients and field practicum personnel.
6. Evaluations of students’ academic performance in courses and in the field are based on criteria stated in course syllabi, the field learning plans and evaluations, and in the *Student Field Education Handbook.*
7. Adhering to the SSW Academic Integrity Code. Academic dishonesty is regarded as serious ethical misconduct that may affect the student’s continuation in field education and in the program. Students may not present the work of anyone else as their own achievement. Students may not submit a written assignment prepared for one course as original work for another course.
8. Work prepared for one course must be clearly cited if included in an assignment for another course.
9. Social work students are expected to conduct themselves according to the National Association of Social Workers (NASW, 2008 Revised) *Code of Ethics (Appendix A)*

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

1. Behavior judged to be in violation of the current NASW Code of Ethics,
2. Commission of a criminal act as determined by a judicial body, the School, or by the University’s Student Judicial System, that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission ( See student agreement form).
3. Consistent pattern of unprofessional behavior .
4. Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance (See MSW and BASW Student Handbooks).
5. Conduct that is potentially dangerous to current or future clients..
6. Unprofessional behaviors as covered by the NASW Code of Ethics.
7. Sexual harassmentsee Student Field Handbook Section 1.12 University of Pittsburgh Policies Relating to Field Education.
8. Sexual interaction with clientssee Student Field Handbook Section 1.12 University of Pittsburgh Policies Relating to Field Education.
9. Physical threats and actions directed at clients, students, faculty or staff.Acceptance of gifts or money from clients that are not standard payment for services received.
10. Use of computer hardware, software, network access, information and data provided for personal or non-agency business related purposes.

Social work students are expected to act in accordance with professional social work ethics and values. Students should demonstrate tolerance and respect for human diversity. Social work students are also expected to strive to attain the NASW Standards outlined in

*Cultural Competence in Social Work Practice* (Appendix B).

**Professional commitment**

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

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

• negatively impact academic and other performance,

• interfere with professional judgment and behavior, or

• jeopardize the best interests of those to whom the social work student has a professional responsibility to serving.

1. The knowledge of how one’s values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
2. Exhibits abilities to attend and participate in class and field placement, with or without accommodations.
3. The ability to accurately assess one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one’s own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

**Office of Disability Resources and Services**

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

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

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

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

**Social Networking**

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

A few guidelines to remember:

1. Review and follow any agency guidelines and policies regarding the use of technology in practice. It would be useful to initiate a conversation with your field instructor about the potential impact of social networking on agency clients and the work of the agency.
2. Do not refer to an agency, client or client situation on any Facebook, My Space, Twitter, Blog or other internet site no matter how many security settings you have invoked.
3. If field communication will be required as part of the internship experience, agencies are strongly encouraged to provide a cell phone to the student. Students should not be expected to give a current or former client their personal contact information including email and personal cell phone number.
4. Do not ask or accept a current or former client as a friend on Facebook, Twitter or any other social networking site.
5. Remember that social networking sites are public domains and your information can be accessed by anyone, including clients, and never goes away.

Please address any questions to your field advisor. For further information please consult the University’s Code of Conduct at:

<http://catalog.proemags.com/publication/8537e2fd#/8537e2fd/1>. Academic Performance is further addressed in the MSW STUDENT HANDBOOK pages 69-87.

**Resources Available To Students**

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

1. Field Education maintains an On-Line Directory of Affiliated Agencies. The Directory can be accessed at [www.fieldedlink.pitt.edu](http://www.fieldedlink.pitt.edu).

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

1. “Helpconnections,” a valuable compendium of information about human service programs developed by the United Way of Allegheny County. “Helpconnections” can be located on the web site: [www.unitedwaypittsburgh.org](http://www.unitedwaypittsburgh.org/). An additional information resource in the region can be reached through the Carnegie Library of Pittsburgh at <http://clpgh.org/subject/organizations/>. A new resource is [www.humanservices.net](http://www.humanservices.net) .

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

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

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

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

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

**Assignment of Field Placement and Interview with the Field Instructor**

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

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

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

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

• Prepare for your interview. Seek information about the agency beforehand. Many agencies have web sites. Review the questions list available in the Welcome Packet that was mailed to you and is also available on the web site.

• Be on time for your interview. Demonstrate your ability to be dependable and punctual.

• Plan to talk about you: work experience, volunteer experience and life experiences that reflect on your choice of social work as a career, *but do not tell your life story*.

• Take along a list of courses that you have successfully completed.

• Ask questions about the site, what kind of learning experiences will be available, what other students have completed while in placement, if there will be additional students or if you will be the only student.

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

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

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

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

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

**Factors Influencing Placement Confirmation**

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

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

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

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

**SELECTION OF FIELD INSTRUCTORS**

Agency-based field instructors perform a vital role in the education of MSW students. As described in the MSW Field Education Handbook <http://www.socialwork.pitt.edu/downloads/MSW%20FIELD%20HANDBOOK.pdf> and in the Affiliation Agreement, the MSW Program has two primary criteria for the selection of field instructors: (1) a master’s degree from an accredited school of social work, and (2) two years’ post-masters experience. Equivalencies for the postmasters experience criterion includes: (1) demonstrated competence in social work practice for at least five years prior to entrance into graduate school, or (2) maturity and demonstrated leadership ability in related areas and at times, because of the educational needs of the student or in the absence of an available agency person who meets the above requirements, individuals with graduate degrees in a related field may be appointed to oversee the student’s work in the agency. These instructors are required to attend a live orientation or at minimum complete an on-line orientation before accepting a student.

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

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

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

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

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

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

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

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

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

**About Field Instructors and Field Instruction**

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

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

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

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

**Student Responsibilities in the Field Placement**

The primary responsibilities for students in field placement include:

* Active participation in the learning process;
* **Attend and participate in the Field Seminar or Field Planning and Orientation Sessions either live or on-line**;
* An open attitude towards learning;
* Performance of all activities in consonance with social work values and ethics;

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

* Take the field learning plan to the field instructor and assist the field instructor in formulating practice and learning tasks that will satisfy the education goals, practice behaviors and competencies which are reflected in the Field Learning Plan;
* Systematically pursue each education goal and competency area through the tasks identified with achieving that goal and competency area;
* Become increasingly skillful in delivering services to clients or completing administrative or organizing assignments towards mastery of program competencies;
* Follow the practices and policies of the agency or organization seeking to make improvements through recognized organizational mechanisms;
* Develop professional self-reflective skills through the review of field placement experiences with the field instructor;
* Demonstrate responsibility and professionalism by completing all agreed upon tasks;
* Perform in a manner consistent with the NASW Code of Ethics and standards of professional practice;
* Assure that the completed Field Learning Plan/Time Sheet, the student End of Term Field Evaluation/Time Sheet, and evaluation of the field experience are received on time by their field liaison or to best verify receipt of these documents, please return them to the Office of Field Education, Room 2129 C.L by the designated due date.

**Student Rights in Field Placement**

The student has the right to:

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

**Beginning the Field Placement**

Confirm your starting date and your schedule prior to actually beginning the field placement. For most students, field placement for the first year full-time non-advanced standing student occurs 16 hours per week from week 7-15 of the fall term and then continues at this rate for the spring term to total 360 clock hours plus 15 field seminar hours for an overall total of 375 hours. Second year and advanced standing students will experience a field placement that occurs three days per week both in the fall (360 hours) and spring (360 hours) terms for a total of 720 hours. There may be some schedule variations in hours and credits for part-time students. When registered for field placement credits, part time students must complete no less than 12 hours each week in placement; further, no student can end a field placement more than two weeks early without written approval from the Director of Field Education. Ideally, at least 8 hours must be completed during daytime hours. The duration of the field placement is then extended to meet the required number of hours. All variations in field placement schedules must be approved by the field advisor, and by the Director of Field Education.

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

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

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

Developing the Field Learning Plan (available at: <http://www.socialwork.pitt.edu/academic-programs/field-education/>. is a joint responsibility of the field instructor and the student. When a field instructor is new, the field liaison may choose or be invited to be involved in establishing the Learning Plan. The University of Pittsburgh, School of Social Work uses an "articulated" set of educational goals, practice behaviors and competencies. That means that the learning goals are identified by the student's educational program; the role of the student and field instructor is to further define how those goals and competencies can be translated into practice and learning tasks. The Field Learning Plan specifies the educational objectives, the practice and learning tasks to be completed by the student, the targeted time period for completion of the tasks and the method of evaluating the student's performance for each task. Basically, each practice/learning task will outline who, will do what, by when and how will it be measured.

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

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

There are 10 core competencies that considered by the Council on Social Work Education (CSWE) to be core knowledge, skills and values that every social worker, regardless of field of practice, should possess. They serve as a base or foundation for concentration skills for the MSW student. In this first term, the placement will have a generalist practice focus but students and field instructors may weigh assignments in the student’s skill concentration area.

The ten core competencies are:

* + 1. Identify as a professional social worker and conduct oneself accordingly
    2. Apply social work ethical principles to guide professional practice
    3. Apply critical thinking to inform and communicate professional practice
    4. Engage diversity and difference in practice
    5. Advance human rights and social and economic justice
    6. Engage in research informed practice and practice informed research
    7. Apply knowledge of human behavior in the social environment
    8. Engage in policy practice to advance social and economic will being to deliver effective services
    9. Respond to contexts that shape practice
    10. A) Engage with individuals, families, groups, organizations and communities

B) Assess individuals, families, groups, organizations and communities

C) Intervene with individuals, families, groups, organizations and communities

D) Evaluate with individuals, families, groups, organizations and communities

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

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

**Please note**: A list of competencies and practice behaviors for field placement for each educational program and level is included at the within this handbook.

**Ongoing Learning in Field Placement**

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

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

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

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

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

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

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

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

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

**Evaluation of practice**

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

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

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

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

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

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

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

In the advanced practice field placement, student should use concentration specific research methods in their learning.

* Direct practice students should be able to measure the results of the effectiveness of interventions with individual clients/consumers, families, and groups regardless of the model (social systems, psychodynamic, cognitive-behavioral) they choose for specialization.
* COSA students should be able to assess community and organizational needs and strengths as well as to evaluate program outcomes.

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

**Evaluation of student**

The evaluation of a student’s learning in a field placement is a collaborative process involving the field instructor, the student and the field liaison. The learning objectives in a student’s Field Learning Plan dovetail with the criteria for the evaluation of student competencies at the end of the term. During an agency visit, the field liaison discusses the student’s progress and field-based learning with the field instructor and the student. Since the timing of the visits can be influenced by a number of factors (e.g., field instructor, liaison, and student scheduling availability), not all visits may be made at the end of the term. However, if the visit occurs near the end of the semester, the meeting’s focus is on reviewing and discussing the Field Evaluation Form.  
  
 At times, the field instructor and student complete the Field Evaluation form prior to the liaison’s visit; after discussing the evaluation, all three parties are required to sign the form to acknowledge that they have reviewed it together and accept the assessments made about the student’s performance. If the field visit occurred earlier in the term, the field instructor submits the Field Evaluation form, which must be signed by both the field instructor and the student, directly to the School. The liaison is responsible for reviewing the Field Evaluation Form each semester when it is received by the School, if this did not already occur as part of the agency field visit. The liaison will contact the field instructor if there are areas lacking specificity. He or she is then required to sign it. The liaison, taking into consideration the field instructor’s recommendation, submits the official field grade for the student to the University.

Throughout the term the student needs to receive feedback on performance. Although there is a final evaluation, there should be no surprises. In preparation for the final evaluation, the student and field instructor need to review the Field Learning Plan and the additional criteria outlined by the School of Social Work in the Evaluation Form. Separately, each is to evaluate using the identified criteria. This is followed by a joint conference in which both student and field instructor exchange information. The field instructor recommends a grade for the student at this time. The final results of the conference are forwarded to the School by the field instructor. The final grade is given by the faculty /field education liaison as mandated by the Council on Social Work Education. Graduate students may receive a grade of S (Satisfactory) or NC (unsatisfactory). The evaluation for MSW students is due two weeks before the close of the term. The specific dates can be found in the current Field Education Calendar. A copy of the calendar can be located on line at <http://www.socialwork.pitt.edu/downloads/MSW%20FIELD%20EDUCATION%20SCHEDULE%202011-12.pdf>.

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

**FIELD LIAISON CONTACT**

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

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

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

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

Field liaisons are responsible for reviewing the Field Learning Plan that has been completed by the field instructor and the student. In the first term of foundation field placement, the student is required to submit the field learning plan directly to the field seminar instructor. Liaisons and field seminar instructors will contact the field instructor if there are concerns about the proposed learning tasks. If appropriate, the liaison arranges a site visit to discuss with the field instructor and the student alternative or additional learning tasks that would more fully support achievement of the field education objectives.  
  
The field liaison is responsible for reviewing and signing the Field Learning Plan that is negotiated between the field instructor and the student. Field staff and faculty instructors in their capacity as field liaisons will contact the field instructor if there are concerns about the proposed specific learning tasks and how they relate to the core or advanced competencies. When indicated, the Field Seminar instructor/field liaison might arrange a site visit (with the field instructor and the student) to discuss alternative or additional learning tasks that would support achievement of the field learning objectives, expected learning outcomes and the core competencies and advanced practice behaviors.

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

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

In the MSW Program, foundation students also have weekly contact with their field liaison through participation in their required Field Seminar course. The evaluation of a student’s learning in a field placement is a collaborative process involving the field instructor, the student, and the field staff or faculty field liaison. The learning objectives and specific activities in a student’s Field Learning Plan are consistent with the criteria for the evaluation of performance at the end of the term. The Field Seminar instructor or faculty field liaison in their role as field liaison, teacher and student advisor, review the Field Learning Plan to ensure that it meets the educational learning objectives and core competencies of the program. When these objectives and opportunities to demonstrate the core competencies are met, the Field Seminar instructor or faculty liaison signs the student’s Field Learning Plan and submits it to the Office of Field Education. Field liaisons make at least one visit each term, except during the term students attend the field seminar, to a student’s field education site. The purpose of this visit is delineated in the MSW Student Handbook pg 21. Liaisons document their site visits via a Field Liaison Activity form, which faculty submit at the end of each semester to the Associate Dean for Academic Affairs, who uses this information to monitor faculty workload.

Field liaisons are expected to conduct one in-person visit each semester with the student and his or her field instructor. A field activity report is submitted to the Associate Dean of Academic Affairs and the Director of Field Education at the end of each term. If the field instructor does not possess an MSW degree, two in-person visits are to be conducted each term to assure that the social work perspective is transmitted. Typically, these meetings occur at the agency site. In addition to these required meetings, liaisons are available by phone and e-mail to address questions or concerns that field instructors or students may have. If the field education site is a significant distance from the Oakland campus or from the UPJ or UPB campuses (i.e., more than 90 minutes travel time), field placement monitoring can be performed via conference calls or e-mail. Field liaison contact may also be performed by an individual from a CSWE-accredited program near the site who is familiar with the field organization and the field instructor.

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

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

**Field Education Liaison Visits**

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

1. How well can the student describe the agency or department, the types of services, clients/consumers/constituents, and interventive processes that are utilized?
2. Who are the populations at risk and what is the diversity of the clients/consumers/constituents that the student is working with?
3. What are the quantity and quality of the field learning experiences and practice/learning tasks and how do they relate to the program competencies?
4. What are the amount, type of, and quality of field instruction? How has the field instructor furthered the student’s development?
5. Give examples of the integration of field and classroom learning.
6. Give examples of diversity, ethical and social justice issues that are observed or discussed in the field experience.
7. How has the field experience influenced the student’s development of a professional self?
8. How has the student and field instructor prepared for ending the field experience?

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

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

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

**Ending the Field Placement Experience**

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

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

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

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

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

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

**Generalist Practice**

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

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

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

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

**FOUNDATION Field Integrative SEMINAR**

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

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

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

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

1. Describe the responsibilities of a student in field, the expectations of the field site and the School, and the roles and responsibilities of field personnel; as evidenced by full completion of required field documents & field learning plan/timesheet and completion of embedded questions in Quizzes with a score of 80% or higher.EP2.1.1
2. Identify the values base of the profession and ethical behavior as related to field placement, including, knowledge of the NASW Code of Ethics and NASW standards for Cultural Competence in Social Work Practice; as evidenced by a score of 80% or higher on a quiz. EP 2.1.2
3. Critically reflect about themselves, their professional roles, and their identification with the profession; and awareness of how personal values, behavior and establishing professional boundaries affect professional practice; as evidenced by completion of the Autobiographical Essay assignment with a score of 80% or higher based upon a rubric. EP2.1.1, 2.1.2, 2.1.4, 2.1.5
4. Perform an organizational assessment (e.g. strength, weakness, issues, and opportunities) including organizational mission, policies, personnel structure, service programs, finances, and targeted clients’ or community’s major issues; as evidenced by completion of the Practicum Site Organization Analysis Paper with a score of 80% or higher based upon a rubric developed using Birkenmaier & Berg-Weger Practice Application 5.2. EP2.1.3, 2.1.4, 2.1.7, 2.1.8, 2.1.9, 2.1.10
5. Identify issues that could impact personal safety while in field placement based upon completion of the field placement review form and recognize HIPAA regulations as evidence by completion of the HIPAA on-line modules available through the University of Pittsburgh Health Sciences E-Learning Environment with a score of 80% or higher.EP2.1.1, 2.1.2, 2.1.8, 2.1.9
6. Identify key terms and processes associated with adult learning, educational supervision and common problems in field placements; as evidenced by scores of 80% or higher on quizzes. EP 2.1.1, 2.1.2

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

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

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

**FOUNDATION FIELD PLACEMENT**

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| **Guidelines for the Foundation Field Learning Plan** |
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| 1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Master's Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term. |
|  |
| 2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Field Learning Plan should reflect the required learning for foundation field and term of field placement. The Student submits the plan by the appropriate due date. |
|  |
| 3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria. |
|  |
| 4. The Student's Faculty Advisor / Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Faculty Advisor / Liaison and the Field Instructor. |
|  |
| 5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Faculty Advisor/ Liaison. |
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| 6. A copy of the Field Learning Plan is placed in the Student's academic folder. |

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| **Guidelines for Development of Field Learning Tasks** |
| In developing learning tasks, the goal is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. While creating the learning tasks, consider what behaviors you expect to see from your student relative to the corresponding competency. Where does each behavior fit within the four outlined educational goals? (Some may appear under more than one goal.) What specific assignments within your agency should the student complete in order to demonstrate fulfillment of competencies? How will you know that the student has completed the field learning tasks that you have assigned?  In short, a well written learning task will be able to answer all of the following questions:  **Who will do what, by when, and how it is measured.** |

**EXAMPLES OF LEARNING TASKS**

**Educational Goal #1: KNOWLEDGE EXAMPLE**

**Competencies**

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| **Learning Task Assignments:** | **2.1.3** | **2.1.6** | **2.1.8** | **2.1.9** |
| Student will review agency policies and procedures manual within first month of placement and will discuss 1-3 policies with field instructor to clarify understanding. |  |  |  |  |
| By the end of placement, student will identify and discuss at least one legal and/or social policy issue as it relates to the agency’s development of service delivery. |  |  |  |  |
| By the end of the field placement Student will visit 1-2 collaborating agencies or referral sources. |  |  |  |  |
| By the end of placement student will participate in activities toward program and service delivery development and enhancement of agency specific needs assessment survey, grant writing, program outcome measurement, or proposal development as evidenced by the completed written assignment. |  |  |  |  |

**Educational Goal #2: SKILLS EXAMPLE**

**Competencies**

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| **Learning Task Assignments:** | **2.1.1** | **2.1.3** | **2.1.7** | **2.1.10** | |
| Given a case or a client, student will be able to effectively communicate in working with families, groups, organizations, and communities within the agency’s structure, by the end of the semester. |  |  |  | **a** | **b** |
| **c** | **d** |
| Given a case, student will be able to implement, assess and evaluate strategies based on a comprehensive assessment and goal plan with individuals, families, groups, organizations or communities as evidenced by written documentation and field instructor sign-off. (Ongoing) |  |  |  | **a** | **b** |
| **c** | **d** |
| Student will complete an assessment on their own in the presence of agency staff to meet regulations and/or policies by end of placement. |  |  |  | **a** | **b** |
| **c** | **d** |

**Educational Goal #3: VALUES AND ETHICS EXAMPLE**

**Competencies**

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| --- | --- | --- | --- | --- |
| **Learning Task Assignments:** | **2.1.1** | **2.1.2** | **2.1.4** | **2.1.5** |
| Student will select a minimum of two field related areas in the NASW code of ethics and be able to apply them to their specific experience through discussion with supervisor and/or staff, by end of placement. |  |  |  |  |
| Using a journal, student will note personal biases and values and discuss in supervision as they relate to the population/client’s situation. (Ongoing) |  |  |  |  |
| Given a situation, student will be able to identify and resolve any ethical issues involved in providing services and be able to explain rational for their suggested resolution to field instructor. (Ongoing) |  |  |  |  |
| By end of placement, student will be able to identify and make attempts to remove barriers on behalf of diverse and at risk populations as evidenced by 2 or 3 examples from a social work perspective |  |  |  |  |

**Educational Goal #4: PROFESSIONAL SELF EXAMPLE**

**Competencies**

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| **Learning Task Assignments:** | **2.1.1** |
| During supervision meeting student will come prepared, participate and use supervision appropriately as evidenced by agenda and supervision notes. |  |
| Throughout placement student will participate in professional education as evidenced by attending agency trainings and/or professional workshops. |  |

**Field Learning Plan**

***MSW Program***

**Foundation Field Placement**

*The focus of the foundation field placement is to provide students with an experience to engage in structured learning objectives that are applicable across a wide variety of field settings, population groups, problem areas, and systems of all sizes.*

**Educational Goal #1:**

**Application of General Social Work Knowledge in the Field Placement**

**Competency:**

**2.1.3 Apply critical thinking to inform and communicate professional judgments**

**2.1.6 Engage in research-informed practice and practice-informed research**

**2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective social work services**

**2.1.9 Respond to contexts that shape practice**

In order to accomplish these competencies, a student would need to use multiple sources of information (e.g. courses, research based knowledge, agency or organization, cultural, agency or organizational programs, legal and social policy issues that apply to the agency, organization and community, etc) in order to raise and articulate problems that impact the **agency, organization, community and the target population** or system to clearly inform practice. (2.1.3) (2.1.6) (2.1.8)

This includes the ability to adapt to the specific differences in the agency or organization’s population and characteristics to provide relevant services. (2.1.9)

The student is able to draw the relationship between policy and how that impacts the service delivery to clients in order to collaborate with colleagues and clients as appropriate. (2.1.8)

As a result, the student should be able to attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and feedback for the improvement of services. (2.1.9)

Overall, student is able to explain the rationale behind actions in providing service delivery. (2.1.3)

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| **Learning Task Assignments:** | **2.1.3** | **2.1.6** | **2.1.8** | **2.1.9** |
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**Educational Goal #2:**

**Application of Foundation Practice Skills in the Field Placement**

**Competency:**

**2.1.1 Identify as a professional social worker and conduct oneself accordingly**

**2.1.3 Apply critical thinking to inform and communicate professional judgments**

**2.1.7 Apply knowledge of human behavior and the social environment**

**2.1.10 a) Engage with individuals, families, groups, organizations and communities**

**2.1.10 b) Assess individuals, families, groups, organizations and communities**

**2.1.10 c) Intervene with individuals, families, groups, organizations and communities**

**2.1.10 d) Evaluate with individuals, families, groups, organizations and communities**

**Foundation Practice Skills**

In order to meet these competencies the student should participate in program and service delivery involving clients or systems while exploring theoretical frameworks and applying knowledge to understand person and environment in achieving health and well being across the lifespan. (2.1.7)

The student should demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities within the agency’s structure. (2.1.1) (2.1.3)

**Engagement**

The student should engage with individuals, families, groups, organizations and /or communities by preparing for the intervention, using mutually agreed upon focus of work, empathy and compassion in developing positive relationships with the client/system. (2.1.10a)

The student should be able to provide services through collaboration, disseminate information and link client systems and staff in compliance with agency protocol and based upon client need. (2.1.10a)

**Assessment**

Given a case, client or community project, the student should define and prioritize a problem and collect data to assess the strengths and limitations of the client/system. Based on the findings, the student will develop mutually agreed upon intervention goals, objectives and identify appropriate intervention strategies. (2.1.10b)

**Intervention**

Given a case, client or community project, the student is able to implement successful prevention interventions that build on the strengths of the client/system and help resolve identified client/system problems. These interventions would include advocating for clients and facilitating transitions and endings (to include termination with the client/system). All interventions should be focused upon achieving organizational goals and best client/system outcomes. (2.1.10.c)

**Evaluation**

Throughout the intervention process, the student will evaluate the effectiveness of the intervention, integrating supervisory/consultative feedback as needed. The student should be able to examine outcome information once an intervention is completed for a client or program. (2.1.10.d)

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| **Learning Task Assignments:** | **2.1.1** | **2.1.3** | **2.1.7** | **2.1.10** | |
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| **c** | **d** |
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| **c** | **d** |
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| **c** | **d** |
|  |  |  |  | **a** | **b** |
| **c** | **d** |

**Educational Goal #3:**

**Application of Foundation Values and Ethics in the Field Placement**

**Competency:**

**2.1.1 Identify as a professional social worker and conduct oneself accordingly**

**2.1.2 Apply social work ethical principles to guide professional practice**

**2.1.4 Engage diversity and difference in practice**

**2.1.5 Advance human rights and social and economic justice**

Throughout the placement, the student should apply and discuss the NASW code of ethics, the standards of the profession, abide by laws, and use professional values to guide practice. The student should be able to apply strategies of ethical reasoning to arrive at principled decisions. (2.1.2)

While engaging a diverse population in which difference shapes life experiences, the student should be able to assess the impact of discrimination and oppression on the client/system and be able to communicate this to the field instructor. This discussion would include conversation about awareness of the student’s own biases and values as they reflect or conflict with the values of the profession. (2.1.4)

The student should be able to articulate and demonstrate an ability to work with and learn from at-risk populations who are experiencing discrimination or the cultural structures of privilege and power while recognizing ambiguity in resolving ethical conflicts. (2.1.4) (2.1.2)

The student should engage in advocacy on behalf of diverse and at-risk populations toward social and economic justice while providing services to vulnerable clients/systems as appropriate to the stated mission of this field site. (2.1.1) (2.1.5)

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| **Learning Task Assignments:** | **2.1.1** | **2.1.2** | **2.1.4** | **2.1.5** |
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**Educational Goal #4**

**Socialization into the Profession and the Development of an Enlightened Professional Self**

**Competency:**

**2.1.1 Identify as a professional social worker and conduct oneself accordingly**

**2.1.3 Apply critical thinking to inform and communicate professional judgments**

**Personal Issues, Conflicts, Differences, Limits, Boundaries, Objectives**

Through the supervisory process the student should resolve conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession. (2.1.1)

Student should work with and/or seek appropriate assistance for people whose lifestyles, background, and attributes are different from those of the student. Differences may include race, ethnicity, socioeconomic status, religion, gender, sexual orientation, immigration status, or veteran status. (2.1.1)

Given the student’s professional limitations, strengths, and stress management needs, the student should seek learning activities to improve practice and functioning. (2.1.1)

Student should be able to articulate social work roles as appropriate to the field site (2.1.1)

Student should be able to demonstrate professional boundaries. (2.1.1)

Student should be able to demonstrate personal reflection and self correction to assure continual professional development (2.1.1)

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| **Learning Task Assignments:** | **2.1.1** |
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**Supervision and Continuing Education Objectives**

During a supervision meeting, the student should be prepared for, participate in, and use supervision appropriately, to include creating an agenda for meetings, and seeking constructive feedback and criticism. (2.1.1)

If difficulties arise, student should actively engage with the field instructor and/or faculty advisor/field liaison by following the established problem solving process. (2.1.1)

Student should seek additional training and/or supervision when needed or recommended. (2.1.1)

Student should participate in the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness and discussion of local, regional, national, and international current events, especially those with social implications thereby demonstrating an interest in career long learning. (2.1.1)

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| **Learning Task Assignments:** | **2.1.1** |
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**Work Management Objectives**

Student should consistently prepare to deliver and advocate for client access to services by organizing tasks appropriately, appropriate use of time, to include; planning task steps, meeting deadlines, building needed professional relationships, and attending to assignment details. (2.1.1)

Students should demonstrate the ability to function within an agency setting in accordance with appropriate internal policies. (2.1.1)

Students should demonstrate professional demeanor, dress and workplace behavior. (2.1.1)

Students document activities in a manner consistent with the assigned tasks within appropriate agency protocol. (2.1.3)

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| **Learning Task Assignments:** | **2.1.1** | **2.1.3** |
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**FOUNDATION EVALUATION**

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

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

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

End of term evaluation consists of:

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

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

A. Application of Foundation Knowledge in the Field Placement

B. Application of Foundation Skills in the Field Placement

C. Application of Values and Ethics in the Field Placement

D. Socialization into the Profession and the Development of an Enlightened Professional Self

E. Field Placement Activity Time Sheet

**Foundation Field Placement Competencies/Evaluation Instrument**

The first four sections list areas recognized by social workers as important to MSW graduates effectively working with and on behalf of clients/systems. The list of competencies and practice behaviors were developed by the Council on Social Work Education. These items and format in this evaluation were developed by the faculty and staff of the University Of Pittsburgh School Of Social Work.

**Please use the scale below to thoughtfully rate the student’s current competency in this area.**

**1 = Unacceptable progress** (The student has not achieved competency despite opportunities in this area)

**2 = Insufficient progress** (The student has to consciously work at this area and rarely demonstrates awareness)

**3 = Emerging competence** (This area is becoming more integrated in my/ the student’s practice)

**4 = Competence** (This area is done with confidence and is an integral part of my/ the student’s practice)

**5 = Advanced competence** (The student completes this area with sufficient mastery to teach others)

**NA=Opportunities were not available**

**SCALE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |
|  |  |  |  |  |  |

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

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

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

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

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

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

**EVALUATION NARRATIVE EXAMPLES foundation PLACEMENT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #2** | **SCALE** | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| **OVERALL EVALUATION OF THE APPLICATION OF FOUNDATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**  *The student completed an intake assessment with a client, co-facilitated a mental health group, participated in interdisciplinary treatment team meetings and completed documentation according to agency policies.*  **What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?**  *The student demonstrated excellent engagement skills, good knowledge of foundation group skills, and thorough written vocabulary. The student was able to contribute to the team meetings. The student began by observing the groups and moved comfortably to co-facilitation within the first month.*  **If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.**  *The student appeared reluctant to complete an assessment independently. They seemed reticent to engage with clients who were significantly older/younger than them*. *I would suggest that the student have more assignments interacting with this population.* | | | | | | |

**EDUCATIONAL GOAL #1:**

**APPLICATION OF GENERAL KNOWLEDGE IN THE FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.3, 2.1.6, 2.1.8 and 2.1.9** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Uses multiple sources of information to raise and articulate problems that impact the agency |  |  |  |  |  |  |
| Uses research evidence to inform practice |  |  |  |  |  |  |
| Adapts to the specific differences in the agency or organization’s population and characteristics to provide relevant services |  |  |  |  |  |  |
| Draws the relationship between policy and how that impacts the service delivery to clients in order to collaborate with colleagues and clients as appropriate |  |  |  |  |  |  |
| Attends to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services |  |  |  |  |  |  |
| Provides feedback for the improvement of services |  |  |  |  |  |  |
| Explains the rationale behind actions in providing service delivery |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #1** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF KNOWLEDGE IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL #2:**

**APPLICATION OF FOUNDATION PRACTICE SKILLS IN THE FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Competencies 2.1.1, 2.1.3, 2.1.7, and 2.1.10 (a,b,c,d)** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Foundation | Explores theoretical framework learned in coursework to assist in achieving the health and well being of the client/system at this field site |  |  |  |  |  |  |
| Applies knowledge of person and environment learned in coursework to assist in achieving the health and well being of the client/system at this field site |  |  |  |  |  |  |
| Demonstrates effective oral communication within the agency’s structure |  |  |  |  |  |  |
| Demonstrates effective written communication within the agency’s structure |  |  |  |  |  |  |
| Engagement | Engages with individuals, families, groups, organizations and/or communities |  |  |  |  |  |  |
| Prepares for the intervention |  |  |  |  |  |  |
| Uses mutually agreed upon focus of work |  |  |  |  |  |  |
| Uses empathy and compassion in developing positive relationships with the client/system |  |  |  |  |  |  |
| Assessment | Defines and prioritizes the problem |  |  |  |  |  |  |
| Collects data to assess the strengths and limitations of the client/system |  |  |  |  |  |  |
| Develops mutually agreed upon intervention goals and objectives |  |  |  |  |  |  |
| Identifies appropriate intervention strategies |  |  |  |  |  |  |
| Intervention | Implements successful prevention interventions that build on strengths of the client/system |  |  |  |  |  |  |
| Resolves identified client/system problems |  |  |  |  |  |  |
| Advocates for clients |  |  |  |  |  |  |
| Facilitates transitions and endings (to include termination) |  |  |  |  |  |  |
| Focuses upon achieving organizational goals |  |  |  |  |  |  |
| Focuses upon achieving best client/system outcomes |  |  |  |  |  |  |
| Evaluation | Evaluates the effectiveness of the intervention |  |  |  |  |  |  |
| Integrates supervisory/consultative feedback |  |  |  |  |  |  |
| Examines outcome information once an intervention is completed |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #2** | **SCALE** | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| **OVERALL EVALUATION OF THE APPLICATION OF FOUNDATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?**    **If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL # 3**

**APPLICATION OF ATTITUDES, VALUES, AND ETHICS TO FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.1, 2.1.2, 2.1.4 and 2.1.5** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Applies NASW code of ethics to practice |  |  |  |  |  |  |
| Applies the standards of the profession to practice |  |  |  |  |  |  |
| Uses professional values to guide practice |  |  |  |  |  |  |
| Applies strategies of ethical reasoning to arrive at principled decisions |  |  |  |  |  |  |
| Assesses the impact of discrimination and oppression on the client/system and is able to communicate this to the field instructor |  |  |  |  |  |  |
| Demonstrates an awareness of own biases and values as they reflect or conflict with the values of the profession |  |  |  |  |  |  |
| Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs. |  |  |  |  |  |  |
| Demonstrates the ability to work with at-risk populations who are experiencing discrimination or the cultural structures of privilege and power |  |  |  |  |  |  |
| Demonstrates the ability to recognize ambiguity in resolving ethical conflicts or dilemmas |  |  |  |  |  |  |
| Engages in advocacy on behalf of diverse or at-risk populations toward social and economic justice |  |  |  |  |  |  |
| Provides services to vulnerable clients/systems as appropriate to the stated mission of the field site |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #3** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF ATTITUDES, VALUES, AND ETHICS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL # 4:**

**SOCIALIZATION INTO THE PROFESSION AND THE DEVELOPMENT OF AN ENLIGHTENED PROFESSIONAL SELF**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.1, 2.1.3**  **Personal Issues, Conflicts, Differences, Limits, Boundaries, Objectives:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Resolves conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession |  |  |  |  |  |  |
| Works with and/or seeks appropriate assistance for people whose lifestyles, background, and attributes are different from those of the student. |  |  |  |  |  |  |
| Recognizes professional limitations |  |  |  |  |  |  |
| Recognizes professional strengths |  |  |  |  |  |  |
| Recognizes stress management needs |  |  |  |  |  |  |
| Seeks learning activities to improve practice and functioning |  |  |  |  |  |  |
| Articulates social work roles as appropriate to this field site |  |  |  |  |  |  |
| Demonstrates professional boundaries |  |  |  |  |  |  |
| Demonstrates personal reflection and self-correction to assure continual professional development |  |  |  |  |  |  |
| **Supervision and Continuing Education Evaluation Criteria:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Prepares for, participates in, and uses supervision appropriately |  |  |  |  |  |  |
| Creates an agenda for supervisory meetings |  |  |  |  |  |  |
| Seeks constructive feedback and criticism |  |  |  |  |  |  |
| Actively engages with appropriate personnel by following the established problem solving process |  |  |  |  |  |  |
| Participates in the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness of local, regional, national, and international current events, especially those with social implications, thereby demonstrating an interest in career long learning |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Work Management Evaluation Criteria:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Consistently prepares to deliver and advocate for client access to services |  |  |  |  |  |  |
| Organizes tasks appropriately |  |  |  |  |  |  |
| Uses time appropriately by planning task steps |  |  |  |  |  |  |
| Meets deadlines |  |  |  |  |  |  |
| Builds needed professional relationships |  |  |  |  |  |  |
| Attends to assignment details |  |  |  |  |  |  |
| Demonstrates the ability to function within the agency setting in accordance with appropriate internal policies |  |  |  |  |  |  |
| Demonstrates professional demeanor, dress and workplace behavior |  |  |  |  |  |  |
| Documents activities in a manner consistent with the assigned tasks within appropriate agency protocol |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #4** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF THE DEVELOPMENT OF THE PROFESSIONAL SELF IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.** | | | | | | |

**EVALUATION SUMMARY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #1**  **Competencies 2.1.3, 2.1.6, 2.1.8 and 2.1.9** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF KNOWLEDGE IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #2**  **Competencies 2.1.1, 2.1.3, 2.1.7, and 2.1.10 (a,b,c,d)** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF FOUNDATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #3**  **Competencies 2.1.1, 2.1.2, 2.1.4 and 2.1.5** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF ATTITUDES, VALUES, AND ETHICS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #4**  **Competencies 2.1.1, 2.1.3** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF THE DEVELOPMENT OF THE PROFESSIONAL SELF IN THE FIELD PLACEMENT** |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EVALUATION GRADE** | | | | |
| **(Please enter recommended grade on cover page as well)** | | | | |
|  |  |  |  |  |
| Overall Grade Recommended |  | S |  | NC |
|  | | | | |
| (Final grade will be determined by Field Liaison) | | | | |

**What were the student’s strengths and limitations?**

**What additional learning goals and assignments are suggested for the student’s continued professional development?**

**Concentration or Advanced Practice Field Placement objectives for MSW Students**

Direct Practice with Individuals, Families, and Small Groups, and Community Organizing and Social Administration (COSA)

The focus of the concentration field placement is to provide students with an experience to engage in structured practice behaviors and advanced competencies that specifically relate to their chosen concentration. This experience should build on the foundation field placement objectives.

|  |
| --- |
| **GUIDELINES FOR THE DIRECT PRACTICE CONCENTRATION FIELD LEARNING PLAN** |
|  |
| 1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Master's Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term. |
|  |
| 1. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Field Learning Plan should reflect the required learning for concentration field and the terms of field placement. The Student submits the plan by the appropriate due date. |
|  |
| 1. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria. |
|  |
| 1. The Student's Faculty Advisor / Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Faculty Advisor / Liaison and the Field Instructor. |
|  |
| 1. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Faculty Advisor/ Liaison. |
|  |
| 1. A copy of the Field Learning Plan is placed in the Student's academic folder. |

|  |
| --- |
| **GUIDELINES FOR DEVELOPMENT OF FIELD PRACTICE AND LEARNING TASKS FOR CONCENTRATION OR ADVANCED STANDING STUDENTS** |
| In developing practice and learning tasks, the goal is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. While creating the practice and learning tasks, consider what behaviors you expect to see from your student relative to the corresponding competency. Where does each behavior fit within the four outlined educational goals? (Some may appear under more than one goal.) What specific assignments within your agency should the student complete in order to demonstrate fulfillment of competencies? How will you know that the student has completed the field practice and learning tasks that you have assigned?  In short, a well written practice and learning task will be able to answer all of the following questions:  ***Who will do what, by when, and how it is measured.*** |

**EXAMPLES OF PRACTICE AND LEARNING TASKS FOR CONCENTRATION OR ADVANCED STANDING PLACEMENT**

|  |  |
| --- | --- |
| **Educational Goal #1: KNOWLEDGE EXAMPLE** | **Competencies Met** |
| Student will review agency policies and procedures manual within first month of placement and will discuss 1-3 policies with field instructor to clarify understanding. | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
| By the end of placement, student will identify three major theories of practice and discuss reasons for selecting one theory based on the person-in-environment client perspective and agency mission and review with field instructor. | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
| By the end of placement student will participate in activities toward program and service delivery development and enhancement of agency specific needs assessment survey, grant writing, program outcome measurement, or proposal development as evidenced by the completed written assignment. | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |

|  |  |
| --- | --- |
| **Educational Goal #2: SKILLS EXAMPLE** | **Competencies Met** |
| Given a case or a client, student will be able to effectively communicate in working with families, groups, organizations, and communities within the agency’s structure, by the end of the semester. | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
| Given a case, student will be able to implement, assess and evaluate strategies based on a comprehensive assessment and goal plan with individuals, families, groups, organizations or communities as evidenced by written documentation and field instructor sign-off. (Ongoing) | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
| By the end of the first semester, student will be able to learn about funding policy and how services and programming are designed and impacted by macro policy and implement appropriate funding based on clients needs. To be discussed with field instructor. | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |

|  |  |
| --- | --- |
| **Educational Goal #3: VALUES AND ETHICS EXAMPLE** | **Competencies Met** |
| Student will select a minimum of two field related areas in the NASW code of ethics and be able to apply them to their specific experience through discussion with supervisor and/or staff, by end of placement. | 2.1.1 2.1.2  2.1.4 2.1.5 |
|  |  |
| Using a journal, student will note personal biases and values and discuss in supervision as they relate to the population/client’s situation. (Ongoing) | 2.1.1 2.1.2  2.1.4 2.1.5 |
|  |  |
| By end of placement, student will be able to identify and make attempts to remove barriers on behalf of diverse and at risk populations as evidenced by 2 or 3 examples from a social work perspective | 2.1.1 2.1.2  2.1.4 2.1.5 |

|  |  |
| --- | --- |
| **Educational Goal #4: PROFESSIONAL SELF EXAMPLE** | **Competencies Met** |
| During supervision meeting student will come prepared, participate and use supervision appropriately as evidenced by agenda and supervision notes. | 2.1.1 |
|  |  |
| Throughout placement student will participate in professional education as evidenced by attending agency trainings and/or professional workshops. | 2.1.1 |

**Field Learning Plan**

**Direct Practice with Individuals, Families, and Groups**

***MSW Program***

*The focus of the concentration field placement (second year and advanced standing MSW students) is to provide students with an experience to engage in structured learning objectives and competencies that specifically relate to their chosen concentration*

**Educational Goal #1:**

**Application of Concentration Social Work Knowledge in the Field Placement**

**Competencies:**

**2.1.3 *Apply critical thinking to inform and communicate professional judgments***

**2.1.6 *Engage in research-informed practice and practice-informed research***

**2.1.7 *Apply knowledge of human behavior and the social environment***

**2.1.8 *Engage in policy practice to advance social and economic well being and to deliver***

***effective social work services***

**2.1.9 *Respond to contexts that shape practice***

***In order to accomplish these competencies, a student will:***

1. use multiple sources of information (e.g. courses, research based knowledge, agency or organization, cultural, agency or organizational programs, legal and social policy issues that apply to the agency, organization and community, etc) in order to raise and articulate problems that impact the **agency, organization, community and the target population** or system to clearly inform practice. (2.1.3) (2.1.6) (2.1.8)
2. adapt to the specific differences in the agency or organization’s population and characteristics to provide relevant services. (2.1.9)
3. evaluate policies that impact the service delivery to clients that **advance the social well-being of individuals, families and groups.** (2.1.8)
4. collaborate with colleagues and clients as appropriate to deliver effective social work services. (2.1.8)
5. appraise the changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and feedback for the improvement of services. (2.1.9)
6. provide leadership in promoting sustainable changes in service delivery and practice for the improvement of services commensurate with the evolving client/community needs. (2.1.9)
7. advocate for the dissemination of evidence-based practices **for individuals, families and** **groups.** (2.1.6)
8. evaluate client situations **with regard to risk and protective factors relevant to direct practice interventions with individuals, families and groups.** (2.1.7)
9. compare and contrast practice theories of client situations within the context of their environment **across the populations that direct practice social workers serve as related to this field site.** (2.1.3) (2.1.7)
10. explain the rationale behind actions in providing service delivery. (2.1.3)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |
|  |  |
|  |  |
|  | 2.1.3 2.1.6  2.1.7 2.1.8  2.1.9 |

**Educational Goal #2:**

**Application of Concentration Practice Skills in the Field Placement**

**Competencies:**

**2.1.1 *Identify as a professional social worker and conduct oneself accordingly***

**2.1.3 *Apply critical thinking to inform and communicate professional judgments***

**2.1.6 *Engage in research-informed practice and practice-informed research***

**2.1.7 *Apply knowledge of human behavior and the social environment***

**2.1.8 *Engage in policy practice to advance social well-being and to deliver effective direct***

***practice social work services***

**2.1.10 a) *Engage with individuals, families, groups***

**2.1.10 b) *Assess individuals, families, groups***

**2.1.10 c) *Intervene with individuals, families, groups***

**2.1.10 d) *Evaluate with individuals, families, groups***

**Direct Practice Concentration Skills**

1. ***In order to apply knowledge of human behavior and the social environment the student will:***
2. participate in program and service delivery involving clients or systems while exploring theoretical frameworks pertinent to direct practice. (2.1.7)
3. apply knowledge to understand person and environment in achieving health and well being across the lifespan. (2.1.7)
4. apply practice theories of client situations within the context of their environment across the populations that direct practice social workers serve as appropriate to this field site. (2.1.7)
5. ***In order to conduct oneself as a professional social worker and apply critical thinking to inform professional judgments the student will:***
6. demonstrate effective oral and written communication in working with a wide range of individuals, families, groups, organizations and communities and systems in direct practice within the agency’s structure. (2.1.1) (2.1.3)
7. evaluate multiple sources of knowledge, including research-based knowledge and practice wisdom to guide interventions with individuals, families and groups. (2.1.3)
8. compare, contrast, and apply models of prevention, assessment, intervention and evaluation. (2.1.3)
9. ***In order to engage in policy practice the student will:***
10. advocate for, promote and implement policies that affect the social welfare and advance the social well being of individuals, families and groups in direct practice settings. (2.1.8)

**Engagement**

The student will engage with individuals, families, groups, organizations and /or communities by:

1. preparing for action with individuals, families and groups (2.1.10a)
2. utilizing mutually agreed upon focus of work and desired outcomes (2.1.10a)
3. utilizing empathy, validation and compassion in developing positive relationships with the client/system (2.1.10a)
4. providing services through collaboration to disseminate information and link client systems and staff in compliance with agency protocol and based upon client need. (2.1.10a)

**Assessment**

Given a case or client, the student will:

1. define and prioritize a problem(2.1.10b)
2. collect, organize and interpret data to assess the strengths and limitations of the client/system (2.1.10b)
3. based upon the findings, develop mutually agreed upon intervention goals and objectives (2.1.10b)
4. identify and select appropriate intervention strategies based upon informed consent of the client (2.1.10b)

**Intervention**

Given a case or client, the student will:

1. collaborate with the client in selecting and implementing effective evidence based intervention strategies (2.1.6)
2. build upon the clients’ strengths of the client/system and help resolve identified client/system problems. (2.1.10c)
3. initiate actions to achieve client directed goals (2.1.10c)
4. implement prevention interventions that enhance client capacities, (2.1.10c)
5. empower clients in negotiating and advocating for themselves(2.1.10c)
6. advocate for clients rights in collaborative service planning (2.1.1)
7. facilitate transitions and endings (to include termination with the client/system). (2.1.10c)
8. intervene in a manner focused upon achieving organizational goals and best client/system outcomes while implementing effective policies in direct practice settings. (2.1.1) (2.1.6) (2.1.8) (2.1.10.c)

**Evaluation**

Throughout the intervention process, the student will:

1. evaluate the effectiveness of evidence based intervention strategies(2.1.6)
2. integrate supervisory/consultative feedback as needed.(2.1.10d)
3. examine outcome information and critically evaluate program and practice interventions once an intervention is completed for a client or program. (2.1.10.d)
4. apply research skills to the evaluation of interventions (2.1.6)
5. relates theories, models, and research for understanding client problems within contextual client systems and circumstances (2.1.6)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.3  2.1.6 2.1.7  2.1.8 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |

**Educational Goal #3:**

**Application of Concentration Values and Ethics in the Field Placement**

**Competencies:**

**2.1.1 *Identify as a professional social worker and conduct oneself accordingly***

**2.1.2 *Apply social work ethical principles to guide professional practice***

**2.1.4 *Engage diversity and difference in practice***

**2.1.5 *Advance human rights and social and economic justice***

1. ***Throughout the placement, in order to apply social work ethical principles, the student will:***
2. make ethical decisions by applying the NASW code of ethics, the standards of the profession, and relevant laws and policies (2.1.2)
3. synthesize, manage and use professional values to guide professional practice
4. apply strategies of ethical reasoning to arrive at principled decisions (2.1.2)
5. recognize and accept the role of ambiguity in resolving ethical conflicts and dilemmas (2.1.4) (2.1.2)
6. ***In order to engage a diverse population in which difference shapes life experiences the student will:***
7. describe the forms, mechanisms and implications and assess the impact of discrimination and oppression as they relate to direct practice with the client/system(2.1.5)
8. communicate an understanding of the importance of difference in shaping life experiences(2.1.4)
9. demonstrate to the field instructor the ability to identify and manage the influence of personal biases and values as they reflect or conflict with the values of the profession(2.1.4)
10. demonstrate respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs. (2.1.4)
11. ***In order to advance human rights and social and economic justice the student will:***
12. articulate and demonstrate an ability to engage, work with and learn from at-risk populations who are experiencing discrimination or the cultural structures of privilege and power (2.1.4)
13. advocate on behalf of diverse and at-risk populations toward human rights, social and economic justice while providing services to vulnerable clients/systems as appropriate to the stated mission of this field site (2.1.5)
14. acknowledge and integrate an understanding of the clinical implications of the student’s own cultural background, family structure, family functioning and life experiences (2.1.1) (2.1.5)
15. engage in practices that advance social and economic justice for individuals, families and groups. (2.1.5)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 2.1.2  2.1.4 2.1.5 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5 |

**Educational Goal #4**

**Socialization into the Profession and the Development of an Enlightened Professional Self**

**Competencies:**

**2.1.1 *Identify as a professional social worker and conduct oneself accordingly***

**2.1.3 *Apply critical thinking to inform and communicate professional judgments***

**Personal Issues, Conflicts Differences, Limits, Boundaries, Objectives (2.1.1)**

1. ***In order to identify as a professional social worker and conduct oneself accordingly, the student will through the supervisory process:***
2. Resolve conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession.
3. Demonstrate adherence to ethical professional social work roles as appropriate to the field site.
4. Demonstrate adherence to appropriate professional boundaries.
5. Demonstrate personal reflection and self correction to assure continual professional development.
6. Seek learning activities to improve practice and functioning, given any professional limitations, strengths, and stress management needs.
7. Seek appropriate assistance for people whose lifestyles, background, and attributes are different from the student. This will include differences of race, ethnicity, socioeconomic status, religion, gender, sexual orientation, immigration status, or veteran status.

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |

**Supervision and Continuing Education Objectives (2.1.1)**

1. ***During supervision and as part of the supervisory process, the student will:***
2. Be prepared for, participate in, and use supervision appropriately. This includes creating an agenda for meetings and seeking constructive feedback and criticism.
3. Actively engage with field instructor and/or faculty advisor and field liaison by following the established problem solving process if difficulties arise.
4. Seek out and effectively use additional training and/or supervision when needed or recommended.
5. Participate in the continuing nature of professional education through involvement in professional organizations, use of professional literature, awareness and discussion of local, regional, national, and international current events, especially those with social implications thereby demonstrating an interest and recognizing the importance of engaging in career long learning.

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |

**Work Management Objectives**

1. ***Student will consistently prepare to deliver and advocate for client access to services by: (2.1.1)***
2. Organizing tasks appropriately
3. Appropriately using time
4. Planning task steps
5. Meeting deadlines
6. Building needed professional relationships,
7. Attending to assignment details.
8. ***In developing the professional social worker, the student will:***
9. Demonstrate the ability to function within an agency setting according to appropriate internal policies (2.1.1)
10. Demonstrate professional demeanor in behavior, appearance, and communication. (2.1.1)
11. Document activities in a manner consistent with assigned tasks in accordance to agency protocol. (2.1.3)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1  2.1.3 |
|  |  |
|  | 2.1.1  2.1.3 |
|  |  |
|  | 2.1.1  2.1.3 |
|  |  |
|  | 2.1.1  2.1.3 |

**DIRECT PRACTICE CONCENTRATION EVALUATION**

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

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

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

End of term evaluation consists of:

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

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

A. Application of Concentration Knowledge in the Field Placement

B. Application of Concentration Skills in the Field Placement

C. Application of Values and Ethics in the Field Placement

D. Socialization into the Profession and the Development of an Enlightened Professional Self

E. Field Placement Activity Time Sheet

**CONCENTRATION FIELD PLACEMENT COMPETENCIES/EVALUATION INSTRUMENT**

The first four sections list areas recognized by social workers as important to MSW graduates effectively working with and on behalf of clients/systems. The list of competencies and practice behaviors were developed by the Council on Social Work Education. These items and format in this evaluation were developed by the faculty and staff of the University Of Pittsburgh School Of Social Work.

**Please use the scale below to thoughtfully rate the student’s current competency in this area.**

**1 = Unacceptable progress** (The student has not achieved competency despite opportunities in this area)

**2 = Insufficient progress** (The student has to consciously work at this area and rarely demonstrates awareness)

**3 = Emerging competence** (This area is becoming more integrated in my/ the student’s practice)

**4 = Competence** (This area is done with confidence and is an integral part of my/ the student’s practice)

**5 = Advanced competence** (The student completes this area with sufficient mastery to teach others)

**NA=Opportunities were not available**

**SCALE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |
|  |  |  |  |  |  |

Please do not equate this scale to the traditional letter grading scale. At the Concentration level, a **score of three or “emerging competence” constitutes a passing grade for *the first term* in Concentration Field Placement**. For the second term of Concentration placement, students are expected to have all fours and fives.

Please note that if the student receives a score of one or two on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a three. It is expected that students must demonstrate achievement in all areas in order to receive a score of four or five.

A score of ***one or two*** in any of the overall goals constitutes an ***unsatisfactory grade*** for the first term in concentration field placement and a score of ***one, two or three*** in any overall goals constitutes an ***unsatisfactory grade*** for the ***second term*** in concentration field placement for full time students. This is also the case for a part-time students’ ***final term*** in field placement.

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

Please add any comments and/ or suggestions regarding the areas for improvement for each section and please note that the field liaison has the final responsibility of assigning the students’ field grade.

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

**CONCENTRATION FIELD PLACEMENT EVALUATION NARRATIVE EXAMPLEs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #2** | **SCALE** | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| **OVERALL EVALUATION OF THE APPLICATION OF CONCENTRATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**  *Student observed throughout the term and in the last few weeks began to assist staff with running various groups, both educational and therapeutic- she helped staff develop innovative group topic ideas appropriate to the client’s level of functioning. Student provided feedback and suggestions about constructive ways to lead the groups to elicit client participation. Student reviewed documentation to ensure an understanding of proper recording of the client’s progress. Student consistently attended treatment team meetings, discharge planning meetings and County review meetings gaining a more thorough understanding of referral sources and the continuum of care.*  **What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?**  *Student displays an openness to learn, she is willing to take on new tasks with positive energy and attends to detail. She has observed various staff members and has questioned them as to how they developed the counseling style that they utilize. Student will be ready next term to conduct a group on her own, properly documenting progress, attempting to utilize both DBT and CBT skills and starting to contribute to quality assurance by reviewing and providing feedback on group processes and assessing correct documentation*  **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.**  *Students received many 3’s because this is her first term with our agency and has not worked previously with this population and has had minimal experience with group work. Student is improving and it is expected that she will be competent in these areas by the end of next term. Student is a quick learner and utilizes supervision appropriately and effectively.* | | | | | | |

**EDUCATIONAL GOAL #1:**

**APPLICATION OF CONCENTRATION KNOWLEDGE IN THE FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.3, 2.1.6, 2.1.7, 2.1.8 and 2.1.9** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Uses multiple sources of information to raise and articulate problems that impact the agency |  |  |  |  |  |  |
| Adapts to the specific differences in the agency or organization’s population and characteristics to provide relevant services |  |  |  |  |  |  |
| Evaluates policies and how that impacts the service delivery to clients |  |  |  |  |  |  |
| Collaborates with colleagues and clients as appropriate to advance the social well being of individuals, families and groups. |  |  |  |  |  |  |
| Appraises the changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services |  |  |  |  |  |  |
| Provides leadership in promoting sustainable changes in services delivery and practice for the improvement of services commensurate with the evolving community needs |  |  |  |  |  |  |
| Advocates for the dissemination of evidence based practices for individuals, families and groups |  |  |  |  |  |  |
| Evaluates client situations with regard to risk and protective factors relevant to direct practice interventions with individuals, families and groups |  |  |  |  |  |  |
| Compares and contrasts practice theories of client situations within the context of their environment across populations that direct practice social workers serve |  |  |  |  |  |  |
| Explains the rationale behind actions in providing service delivery |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #1** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF KNOWLEDGE IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL #2:**

**APPLICATION OF CONCENTRATION PRACTICE SKILLS IN THE FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Competencies 2.1.1, 2.1.3, 2.1.6, 2.1.7, 2.1.8, and 2.1.10 (a,b,c,d)** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Concentration | Explores theoretical framework learned in coursework to assist in achieving the health and well being of the client/system at this field site |  |  |  |  |  |  |
| Applies knowledge of person and environment learned in coursework to assist in achieving the health and well being of the client/system at this field site |  |  |  |  |  |  |
| Applies practice theories of client situations within the context of their environment across populations that direct practice social workers serve |  |  |  |  |  |  |
| Demonstrates effective oral communication working with a wide range of individuals, families and groups and systems in direct practice within the agency’s structure |  |  |  |  |  |  |
| Demonstrates effective written communication working with a wide range of individuals, families and groups and systems in direct practice within the agency’s structure |  |  |  |  |  |  |
| Evaluates multiple sources of knowledge, including research-based knowledge and practice wisdom |  |  |  |  |  |  |
| Compares, contrasts and applies models of prevention, assessment, intervention and evaluation |  |  |  |  |  |  |
| Advocates for, promotes and implements policies that affect the social welfare and advance the social well-being of individuals, families and groups in direct practice settings |  |  |  |  |  |  |
| Engagement | Engages with individuals, families, groups |  |  |  |  |  |  |
| Prepares for action with individuals, families and groups |  |  |  |  |  |  |
| Utilizes mutually agreed upon focus of work and desired outcomes |  |  |  |  |  |  |
| Utilizes empathy , validation and compassion in developing positive relationships with the client/system |  |  |  |  |  |  |
| Provides services through collaboration to disseminate information and link client systems and staff in compliance with agency protocol and based upon client need |  |  |  |  |  |  |  |
| Assessment | Defines and prioritizes the problem |  |  |  |  |  |  |
| Collects , organizes and interprets data to assess the strengths and limitations of the client/system |  |  |  |  |  |  |
| Develops mutually agreed upon intervention goals and objectives |  |  |  |  |  |  |
| Identifies and selects appropriate intervention strategies based upon informed consent of the client |  |  |  |  |  |  |
| Intervention | Collaborates with the client in selecting and implementing effective evidence based intervention strategies that build upon strengths of the client/system |  |  |  |  |  |  |
| Builds upon the of the strengths of the client/system to help resolve indentified client/system problems |  |  |  |  |  |  |
| Initiates actions to achieve client directed goals |  |  |  |  |  |  |
| Implements prevention interventions that enhance client capacities |  |  |  |  |  |  |
| Empowers clients in negotiating and advocating for themselves |  |  |  |  |  |  |
| Advocates for clients rights in collaborative service planning |  |  |  |  |  |  |  |
| Facilitates transitions and endings (to include termination) |  |  |  |  |  |  |
| Focuses upon achieving organizational goals |  |  |  |  |  |  |
| Focuses upon achieving best client/system outcomes while implementing effective policies in direct practice settings |  |  |  |  |  |  |
| Evaluation | Evaluates the effectiveness of evidence based intervention strategies |  |  |  |  |  |  |
| Integrates supervisory/consultative feedback |  |  |  |  |  |  |
| Critically evaluates their own program and practice interventions |  |  |  |  |  |  |
| Examines outcome information once an intervention is completed |  |  |  |  |  |  |
| Applies research skills to the evaluation of interventions |  |  |  |  |  |  |
| Relates theories, models and research for understanding client problems within contextual client systems and circumstances |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #2** | **SCALE** | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| **OVERALL EVALUATION OF THE APPLICATION OF CONCENTRATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?**    **If you gave the student a score of 1, 2, or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL # 3**

**APPLICATION OF ATTITUDES, VALUES, AND ETHICS TO FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.1, 2.1.2, 2.1.4 and 2.1.5** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Makes ethical decisions by applying the NASW code of ethics to practice |  |  |  |  |  |  |
| Applies the standards of the profession to practice |  |  |  |  |  |  |
| Applies relevant laws and policies to practice |  |  |  |  |  |  |
| Synthesizes, manages and uses professional values to guide professional practice |  |  |  |  |  |  |
| Applies strategies of ethical reasoning to arrive at principled decisions |  |  |  |  |  |  |
| Recognizes and accepts the role of ambiguity in resolving ethical conflicts or dilemmas |  |  |  |  |  |  |
| Describes the forms, mechanisms and implications to assess the impact of discrimination and oppression as they relate to direct practice on the client/system and is able to communicate this to the field instructor |  |  |  |  |  |  |
| Communicates an understanding of the importance of difference in shaping life experiences |  |  |  |  |  |  |
| Demonstrates an ability to identify and manage the influence of personal biases and values as they reflect or conflict with the values of the profession |  |  |  |  |  |  |
| Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs. |  |  |  |  |  |  |
| Demonstrates the ability to engage, work with at-risk populations who are experiencing discrimination or the cultural structures of privilege and power |  |  |  |  |  |  |
| Engages in advocacy on behalf of diverse or at-risk populations toward human rights and social and economic justice |  |  |  |  |  |  |
| Provides services to vulnerable clients/systems as appropriate to the stated mission of the field site |  |  |  |  |  |  |
| Acknowledges and integrates an understanding of the clinical implications of the student’s own cultural background, family structure, functioning and life experiences |  |  |  |  |  |  |
| Engages in practices that advance social and economic justice for individuals, families and groups |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #3** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF ATTITUDES, VALUES, AND ETHICS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL # 4:**

**SOCIALIZATION INTO THE PROFESSION AND THE DEVELOPMENT OF AN ENLIGHTENED PROFESSIONAL SELF**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.1, 2.1.3**  **Personal Issues, Conflicts, Differences, Limits, Boundaries, Objectives:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Resolves conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession |  |  |  |  |  |  |
| Demonstrates adherence to ethical professional social work roles |  |  |  |  |  |  |
| Demonstrates adherence to professional boundaries |  |  |  |  |  |  |
| Demonstrates personal reflection and self-correction to assure continual professional development |  |  |  |  |  |  |
| Seeks learning activities to improve practice and functioning |  |  |  |  |  |  |
| Recognizes professional limitations |  |  |  |  |  |  |
| Recognizes professional strengths |  |  |  |  |  |  |
| Recognizes stress management needs |  |  |  |  |  |  |
| Works with and/or seeks appropriate assistance for people whose lifestyles, background, and attributes are different from those of the student. |  |  |  |  |  |  |
| **Supervision and Continuing Education Evaluation Criteria:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Prepares for, participates in, and uses supervision appropriately |  |  |  |  |  |  |
| Creates an agenda for supervisory meetings |  |  |  |  |  |  |
| Seeks constructive feedback and criticism |  |  |  |  |  |  |
| Actively engages with appropriate personnel by following the established problem solving process |  |  |  |  |  |  |
| Effectively uses additional training and/or supervision/consultation as needed |  |  |  |  |  |  |
| Participates in the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness of local, regional, national, and international current events, especially those with social implications, thereby recognizing the importance of engaging in career long learning |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Work Management Evaluation Criteria:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Consistently prepares to deliver and advocate for client access to services |  |  |  |  |  |  |
| Organizes tasks appropriately |  |  |  |  |  |  |
| Uses time appropriately by planning task steps |  |  |  |  |  |  |
| Meets deadlines |  |  |  |  |  |  |
| Builds needed professional relationships |  |  |  |  |  |  |
| Attends to assignment details |  |  |  |  |  |  |
| Demonstrates the ability to function within the agency setting in accordance with appropriate internal policies |  |  |  |  |  |  |
| Demonstrates professional demeanor in behavior, appearance, and communication |  |  |  |  |  |  |
| Documents activities in a manner consistent with the assigned tasks within appropriate agency protocol |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #4** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF THE DEVELOPMENT OF THE PROFESSIONAL SELF IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EVALUATION SUMMARY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #1**  **Competencies 2.1.3, 2.1.6, 2.1.7, 2.1.8 and 2.1.9** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF KNOWLEDGE IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #2**  **Competencies 2.1.1, 2.1.3, 2.1.6, 2.1.7, 2.1.8, and 2.1.10 (a,b,c,d)** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF CONCENTRATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #3**  **Competencies 2.1.1, 2.1.2, 2.1.4 and 2.1.5** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF ATTITUDES, VALUES, AND ETHICS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #4**  **Competencies 2.1.1, 2.1.3** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF THE DEVELOPMENT OF THE PROFESSIONAL SELF IN THE FIELD PLACEMENT** |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EVALUATION GRADE** | | | | |
| **(Please enter recommended grade on cover page as well)** | | | | |
|  |  |  |  |  |
| Overall Grade Recommended |  | S |  | NC |
|  | | | | |
| (Final grade will be determined by Field Liaison) | | | | |

**What were the student’s strengths and limitations?**

**What additional learning goals and assignments are suggested for the student’s continued professional development?**

**COSA (community organizing/social administration) FIELD PLACEMENT**

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| **Guidelines for the COSA Field Learning Plan** |
| 1. The Field Learning Plan is the educational plan for the term of field placement; each term is graded separately. The competencies for the Field Learning Plan are developed to reflect the standards of the Curriculum Policy Statement of the Council on Social Work Education as well as the curriculum of the Master's Degree Program of the School of Social Work, University of Pittsburgh. To the best of their ability, Field Instructors are expected to teach students the learning tasks and monitor practice behaviors that address these competencies given the limitations of their respective settings or roles. The Field Learning Plan also serves as a guide for field instruction and supervision meetings. It further creates a basis for the evaluation and narrative that occur at the end of the term. |
| 2. Responsibility for the Field Learning Plan is jointly shared by the Student and the Field Instructor. While additional learning tasks may be developed that go beyond the articulated practice behaviors, the Field Learning Plan should reflect the required learning for concentration field and the terms of field placement. The Student submits the plan by the appropriate due date. |
| 3. Measurement criteria can include, but not limited to the following: cases, journals, written assignments and material of all kind that is reviewed by the field instructor; oral presentations, clinical documentation, proposals, projects, and task group participation. Direct observation (shadowing) of the Student's work is expected. Feedback and evaluative information from other staff involved with the Student's effort should be incorporated into the evaluation criteria. |
| 4. The Student's Faculty Advisor / Liaison reviews and approves the Field Learning Plan. It is used as a focus for agency visits as well as for any issues that may require clarification or problem-solving collaboration between the Faculty Advisor / Liaison and the Field Instructor. |
| 5. The Field Learning Plan may be modified during the period of field placement to reflect identified learning needs of the Student as well as changes that may occur. Situations such as student absences beyond three days, irregular attendance, inability to complete the required number of hours, change of field instructor or change of field assignment may need to be brought to the immediate attention of and discussed with the Faculty Advisor/ Liaison. |
| 6. A copy of the Field Learning Plan is placed in the Student's academic folder. |

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| **Guidelines for Development of Practice and Field Learning Tasks - COSA Placement** |
| In developing practice and learning tasks, the goal is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. While creating the practice and learning tasks, consider what behaviors you expect to see from your student relative to the corresponding competency. Where does each behavior fit within the four outlined educational goals? (Some may appear under more than one goal.) What specific assignments within your agency should the student complete in order to demonstrate fulfillment of competencies? How will you know that the student has completed the practice and field learning tasks that you have assigned?  In short, a well written practice and learning task will be able to answer all of the following questions:  ***Who will do what, by when, and how it is measured*.** |

**EXAMPLES OF PRACTICE AND LEARNING TASKS – COSA PLACEMENT**

|  |  |
| --- | --- |
| **Educational Goal #1: KNOWLEDGE EXAMPLE** | **Competencies Met** |
| Student will review organization’s policies and procedures manual within first month of placement and will discuss 1-3 policies with field instructor to clarify understanding. | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
| By the end of placement, student will identify and discuss with field instructor at least one legal and/or social policy issue as it relates to the organization’s development of service delivery. | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
| By the end of the field placement Student will visit 1-2 collaborating organization’s or referral sources and report to field instructor what was learned about the continuum of community service. | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
| By the end of placement student will participate in activities toward program and service delivery development and enhancement of organization’s specific needs assessment survey, grant writing, program outcome measurement, or proposal development as evidenced by the completed written assignment. | 2.1.3 2.1.6  2.1.8 2.1.9 |

**Educational Goal #2: SKILLS EXAMPLE**

|  |  |
| --- | --- |
| Given a community project, student will utilize effective oral and written communication within the agency structure to build coalition with stakeholders, student will communicate with colleagues and community members via face-to-face and phone contact.(on-going) | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
| Student will read reports, published papers, newspaper articles and other electronic media sources to identify 2 legal and social policy issues impacting the agency and community, as they relate to surrounding community and population. Student will discuss this in supervision to ensure understanding. (on-going) | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
| Student will work with staff to train parent leaders in conducting surveys of parents to assess their opinions of the school reform process and solicit feedback and suggestions for continuous improvement. (by end of placement) | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |

|  |  |
| --- | --- |
| **Educational Goal #3: VALUES AND ETHICS EXAMPLE** | **Competencies Met** |
| Student will consult with field instructor to address 1-2 ethical dilemmas experienced during placement and discuss how to arrive at a principled decision regarding resolution.(by end of placement) | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
| Through discussions with field instructor during supervision, student will develop an appropriate strategy to challenge one barrier this is created by discriminatory/oppressive policies and attitudes that disenfranchise residents. (by end of placement) | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
| By collaborating with the field instructor and staff, student will recognize cultural values and norms of the neighborhood and reflect upon the student’s own values and biases and discuss this in supervision. (on-going) | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
| Student will plan programming using a community based approach by facilitating opportunities to give community members a voice in community planning and problem solving and partner with local groups and agencies in addressing social justice and economic vitality. (on-going) | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |

|  |  |
| --- | --- |
| **Educational Goal #4: PROFESSIONAL SELF EXAMPLE** | **Competencies Met** |
| During supervision meeting student will come prepared, participate and use supervision appropriately as evidenced by agenda and supervision notes. (on-going) | 2.1.1 |
|  |  |
| Throughout placement student will participate in professional education as evidenced by attending agency trainings and/or professional workshops. | 2.1.1 |

**Field Learning Plan**

**CONCENTRATION FIELD PLACEMENT**

**COMMUNITY ORGANIZING/SOCIAL ADMINISTRATION (COSA)**

***MSW Program***

**(2ND Year and Advanced Standing MSW Students)**

*The focus of the concentration field placement (second year and advanced standing MSW students) is to provide students with an experience to engage in structured learning tasks that specifically relate to their chosen concentration and achieve the program competencies.*

**Educational Goal #1:**

**Application of Concentration Social Work Knowledge in the Field Placement**

**Competencies:**

**2.1.3 *Apply critical thinking to inform and communicate professional judgments***

**2.1.6 *Engage in research-informed practice and practice-informed research***

**2.1.8 *Engage in policy practice to advance social and economic well being and to deliver effective social work***

***services***

**2.1.9 *Respond to contexts that shape practice***

***In order to accomplish these competencies, a student will:***

1. use multiple sources of information (e.g. courses, research based knowledge, agency or organization, cultural, agency or organizational programs, legal and social policy issues that apply to the agency, organization and community, etc) in order to raise and articulate problems that impact the **agency, organization, community and the target population** or system to clearly inform practice. (2.1.3) (2.1.6) (2.1.8)
2. adapt to the specific differences in the agency or organization’s population and characteristics to provide relevant services. (2.1.9)
3. analyze policy from historical, social, economic, political and power contexts and how that impacts the service **delivery to communities and organizations** (2.1.8)
4. collaborate with colleagues and systems as appropriate to deliver effective social work services. (2.1.8)

1. attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and feedback for the improvement of services. (2.1.9)
2. explain the rationale behind actions in providing service delivery. (2.1.3)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |
|  | 2.1.3 2.1.6  2.1.8 2.1.9 |
|  |  |

**Educational Goal #2:**

**Application of COSA Concentration Practice Skills in the Field Placement**

**Competencies:**

**2.1.1 *Identify as a professional social worker and conduct oneself accordingly***

**2.1.2  *Apply social work ethical principles to guide professional practice***

**2.1.3 *Apply critical thinking to inform and communicate professional judgments***

**2.1.4 *Engage diversity and difference in practice***

**2.1.6 *Engage in research-informed practice and practice informed research***

**2.1.7 *Apply knowledge of human behavior and the social environment***

**2.1.9 *Respond to contexts that shape practice***

**2.1.10 a) *Engage with individuals, families, groups, organizations and communities***

**2.1.10 b) *Assess individuals, families, groups, organizations and communities***

**2.1.10 c) *Intervene with individuals, families, groups, organizations and communities***

**2.1.10 d) *Evaluate with individuals, families, groups, organizations and communities***

**COSA Concentration Practice Skills**

1. ***In order to apply critical thinking and knowledge of human behavior and the social environment the student will:***
2. participate in program and service delivery involving clients or systems while exploring theoretical frameworks and applying knowledge to understand person and environment. (2.1.3) (2.1.7)
3. synthesize multiple frameworks and sources of information to make professional judgments in analyzing communities and organizations as social systems with life cycles and roles that maintain well being. (2.1.3) (2.1.7)
4. ***In order to engage in research-informed practice and practice informed research the student will:***
5. utilize theories of community and organizational behavior in assessment and analysis of macro interventions. (2.1.6)
6. use best practice research to develop and implement community and organizational interventions. (2.1.6)
7. advance research that is participatory and inclusive of the constituencies of communities and organizations. (2.1.6)
8. ***In order to apply social work ethical principles and engage difference and diversity in practice the student will:***
9. advance effective and efficient social service delivery and access to resources in organizations and communities. (2.1.2)
10. engage and ensure participation of diverse and marginalized community and organization constituents in assessing, planning and implementing interventions. (2.1.4)
11. ***In order to conduct oneself as a professional social worker and apply critical thinking skills the student will:***

demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities within the agency’s structure. (2.1.1) (2.1.3)

**Engagement**

The student will engage with individuals, families, groups, organizations and /or communities by;

1. preparing for the intervention (2.1.10a)
2. using mutually agreed upon focus of work (2.1.10a)
3. using empathy and compassion in developing positive relationships with the organization/system. (2.1.10a)
4. engage with communities, their constituencies, and the organizations that serve them to assess and analyze community and organization capacities, strengths and needs. (2.1.10a)
5. inform and engage diverse constituents in critical community and organizational analysis and problem-solving. (2.1.3)
6. provide services through collaboration and disseminate information to link client systems and staff in compliance with agency protocol and based upon system/organization need. (2.1.10a)

**Assessment**

Given a case, client or community project, the student will;

1. define and prioritize a problem (2.1.10b)
2. collect data to assess the strengths and limitations of the system /organization (2.1.10b)
3. analyze and assess the policy and task environment of the organization(2.1.10b)
4. based upon the findings, the student will develop mutually agreed upon intervention goals and objectives (2.1.10b)
5. identify appropriate intervention strategies. (2.1.10b)

**Intervention**

Given a case, client or community project, the student will;

1. recommend and implement successful prevention interventions that enhance the connectivity of persons to the communities and organizations that impact their lives, especially in the urban context.(2.1.10c)
2. apply theoretical frameworks to assess and analyze the task domain of organizations, communities and constituencies they serve (2.1.9)
3. strategically plan for organizational and community change and development relative to social, economic and political factors.(2.1.9)
4. advocate for communities and organizations and their constituencies(2.1.10c)
5. intervene in a manner to focus upon achieving organizational goals and best system outcomes within defined organizational governance. (2.1.9) (2.1.10.c)
6. plan with communities and organizations to apply interventions through locality development, social planning, and social action models, individually or in mixed-models. (2.1.10c)
7. utilize respective strategies and tactics of consensus, campaign and contest. (2.1.10c)
8. work towards development and management of effective and efficient programs (2.1.10c)
9. identify, secure and manage necessary financial resources for programs and organizational operations (2.1.10c)
10. recruit, develop and manage appropriate human resource/staffing for programs and organizational operations(2.1.10c)
11. facilitate transitions and endings (to include termination with the system/community/organization).(2.1.10c)

**Evaluation**

Throughout the intervention process, the student will;

1. evaluate the effectiveness of the intervention, (2.1.10d)
2. integrate supervisory/consultative feedback as needed. (2.1.10d)
3. examine outcome information once an intervention is completed for a community or organization. (2.1.10.d)
4. Overall, the student will involve community and organizational constituencies in evaluating the effectiveness of interventions in order to recommend future actions. (2.1.10d)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |
|  | 2.1.1 2.1.2  2.1.3 2.1.4  2.1.6 2.1.7  2.1.9 |
| 2.1.10 a  2.1.10 b  2.1.10 c  2.1.10 d |
|  |  |

**Educational Goal #3:**

**Application of Concentration Values and Ethics in the Field Placement**

**Competencies:**

**2.1.1 *Identify as a professional social worker and conduct oneself accordingly***

**2.1.2 *Apply social work ethical principles to guide professional practice***

**2.1.4 *Engage diversity and difference in practice***

**2.1.5 *Advance human rights and social and economic justice***

**2.1.8 *Engage in policy practice to advance social and economic well-being and to deliver effective social***

***work services***

1. ***Throughout the placement, to apply social work ethical principles the student will:***
2. discuss and apply the NASW code of ethics and the standards of the profession (2.1.2)
3. abide by laws and standards of the profession (2.1.2)
4. use professional values to guide practice (2.1.2)
5. apply strategies of ethical reasoning to arrive at principled decisions.(2.1.2)
6. promote inclusive communities and organizations (2.1.2)
7. recognize ambiguity in resolving ethical conflicts. (2.1.2) (2.1.4)
8. ***In order to engage diversity and difference in practice:***
9. While engaging a diverse population in which difference shapes life experiences the student will assess the impact of discrimination and oppression on the client/system and be able to communicate this to the field instructor, to include a conversation about awareness of the student’s own biases and values as they reflect or conflict with the values of the profession. (2.1.4)
10. Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs.(2.1.4)
11. articulate and demonstrate an ability to work with and learn from at-risk populations who are experiencing discrimination or the cultural structures of privilege and power (2.1.4)
12. utilize strengths of differing life experiences to build inclusive communities and multicultural organizations. (2.1.4)
13. ***In order to advance human rights and social and economic justice the student will:***
14. engage in advocacy on behalf of diverse and at-risk populations toward human and civil rights, social and economic justice while providing services to vulnerable clients/systems individually and collectively as appropriate to the stated mission of this field site. (2.1.1) (2.1.5)
15. work to eliminate social and economic injustice within communities, organizations, institutions and society (2.1.5)
16. ***In order to engage in policy practice to advance social and economic well being:***

The student will actively engage in the policy arena on behalf of community and organizational interests. (2.1.8)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |
|  |  |
|  | 2.1.1 2.1.2  2.1.4 2.1.5  2.1.8 |

**Educational Goal #4**

**Socialization into the Profession and the Development of an Enlightened Professional Self**

**Competencies:**

**2.1.1 *Identify as a professional social worker and conduct oneself accordingly***

**2.1.3 *Apply critical thinking to inform and communicate professional judgments***

**Personal Issues, Conflicts, Differences, Limits, Boundaries, Objectives**

1. ***In order to identify as a professional social worker and conduct oneself accordingly, the student will through the supervisory process; (2.1.1)***
2. Learn to resolve conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession.
3. Demonstrate adherence to ethical professional social work roles as appropriate to the field site.
4. Demonstrate adherence to appropriate professional boundaries.
5. Demonstrate personal reflection and self correction to assure continual professional development.
6. Seek learning activities to improve practice and functioning, given any professional limitations, strengths, and stress management needs.
7. Seek appropriate assistance for people whose lifestyles, background, and attributes are different from the student. This will include differences of race, ethnicity, socioeconomic status, religion, gender, sexual orientation, immigration status, or veteran status. (2.1.1)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |

**Supervision and Continuing Education Objectives (2.1.1)**

1. ***During supervision and as part of the supervisory process, the student will:***
2. Be prepared for, participate in, and use supervision appropriately. This includes creating an agenda for meetings and seeking constructive feedback and criticism.
3. Actively engage with field instructor and/or faculty advisor and field liaison by following the established problem solving process if difficulties arise.
4. Seek out and effectively use additional training and/or supervision when needed or recommended.
5. Participate in the continuing nature of professional education through involvement in professional organizations, use of professional literature, awareness and discussion of local, regional, national, and international current events, especially those with social implications thereby demonstrating an interest, appreciating and recognizing the importance of and engaging in career long learning.

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |
|  |  |
|  | 2.1.1 |

**Work Management Objectives**

1. ***Student will consistently prepare to deliver and advocate for client access to services by: (2.1.1)***
2. Organizing tasks appropriately
3. Appropriately using time
4. Planning task steps
5. Meeting deadlines
6. Building needed professional relationships,
7. Attending to assignment details.
8. ***In developing the professional social worker, student will:***
9. Demonstrate the ability to function within an agency setting according to appropriate internal policies (2.1.1)
10. Demonstrate professional demeanor in behavior, appearance, and communication. (2.1.1)
11. Document activities in a manner consistent with assigned tasks in accordance to agency protocol. (2.1.3)

|  |  |
| --- | --- |
| **Practice and Learning Task Assignments:** | **Competencies Met** |
|  | 2.1.1  2.1.3 |
|  |  |
|  | 2.1.1  2.1.3 |
|  |  |
|  | 2.1.1  2.1.3 |
|  |  |
|  | 2.1.1  2.1.3 |

**COSA CONCENTRATION EVALUATION**

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

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

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

End of term evaluation consists of:

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

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

A. Application of Concentration Knowledge in the Field Placement

B. Application of Concentration Skills in the Field Placement

C. Application of Values and Ethics in the Field Placement

D. Socialization into the Profession and the Development of an Enlightened Professional Self

E. Field Placement Activity Time Sheet

**COSA CONCENTRATION FIELD PLACEMENT COMPETENCIES / EVALUATION INSTRUMENT**

The first four sections list areas recognized by social workers as important to MSW graduates effectively working with and on behalf of clients/systems. The list of competencies and practice behaviors were developed by the Council on Social Work Education. These items and format in this evaluation were developed by the faculty and staff of the University Of Pittsburgh School Of Social Work.

**Please use the scale below to thoughtfully rate the student’s current competency in this area.**

**1 = Unacceptable progress** (The student has not achieved competency despite opportunities in this area)

**2 = Insufficient progress** (The student has to consciously work at this area and rarely demonstrates awareness)

**3 = Emerging competence** (This area is becoming more integrated in my/ the student’s practice)

**4 = Competence** (This area is done with confidence and is an integral part of my/ the student’s practice)

**5 = Advanced competence** (The student completes this area with sufficient mastery to teach others)

**NA=Opportunities were not available**

**SCALE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |
|  |  |  |  |  |  |

Please do not equate this scale to the traditional letter grading scale. At the Concentration level, **a score of three or “emerging competence” constitutes a passing grade for the first term in Concentration Field Placement**. For the second term of concentration placement, students are expected to have all fours and fives.

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

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

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade for **the first term** in concentration field placement and a score of 1, 2 or 3 in any overall goals constitutes an unsatisfactory grade for the **second term** in concentration field placement for full time students. This is also the case for a part-time students’ **final term** in field placement.

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

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

**cosa concentration field placement EVALUATION NARRATIVE EXAMPLES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #2** | **SCALE** | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| **OVERALL EVALUATION OF THE APPLICATION OF CONCENTRATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**  *Student communicates well with community members and was able to build further coalition with stakeholders. Student met many community members at meetings and discussed issues over the phone. Student uses a strengths based perspective and is very interested in achieving the best outcome for the community members. Student was able to link community members to resources, such as the housing authority and free tax preparation programs.*  *Student attended 5 community meetings and networked well with all stakeholders. Student was able to assist staff in researching grassroots best practices and we modified our outreach strategies based upon some of the information the student located. Student worked with staff to train 8 parents’ leaders in conducting surveys of parents to assess their opinions of programs.*  *Student is now able to identify and discuss the projects we are working on to improve the community. Student is starting to work on an analysis of policy and systems and resources relative to community intervention. Student is working with staff and community leaders to develop parental involvement in outreach and programs. Student is participating with the agency in identifying and securing funds- student is working on one grant proposal.*  *Student presented some ideas to the administrative team as to how we may improve programming for greater success. Next term- Student will evaluate program progress and outcomes.*  **What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?**  *Student displays excellent written and verbal communication skills. Student is assisting in advancing the organization's mission and is working with and advocates appropriately for the community. Student is able to develop clear intervention goals and objectives. Student is able to integrate feedback from staff and supervisor.*  **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.**  *Student received a majority of 3’s in this section because although the student is doing well, the student will need to improve in grassroots best practices, continue to improve his/her rapport with the community and understanding community dynamics. Student needs to work further on analysis of policy and systems and to work with community leaders to improve outreach and programs. We expect all this to happen next term.* | | | | | | |

**EDUCATIONAL GOAL #1:**

**APPLICATION OF CONCENTRATION KNOWLEDGE IN THE FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.3, 2.1.6, 2.1.8 and 2.1.9** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Uses multiple sources of information to raise and articulate problems that impact the agency |  |  |  |  |  |  |
| Uses research evidence to inform practice |  |  |  |  |  |  |
| Adapts to the specific differences in the agency or organization’s population and characteristics to provide relevant services |  |  |  |  |  |  |
| Analyzes policy from historical, social, economic, political, and power contexts and how that impacts the service delivery to communities and organizations |  |  |  |  |  |  |
| Collaborates with colleagues and systems as appropriate. |  |  |  |  |  |  |
| Attends to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services |  |  |  |  |  |  |
| Provides feedback for the improvement of services |  |  |  |  |  |  |
| Explains the rationale behind actions in providing service delivery |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #1** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF KNOWLEDGE IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL #2:**

**APPLICATION OF CONCENTRATION PRACTICE SKILLS IN THE FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Competencies 2.1.1, 2.1.2 2.1.3, 2.1.4, 2.1.6 2.1.7, 2.1.9 and 2.1.10 (a,b,c,d)** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Concentration | Explores theoretical framework learned in coursework to assist in achieving the health and well being of the system/community at this field site |  |  |  |  |  |  |
| Applies knowledge of person and environment learned in coursework to assist in achieving the health and well being of the system /community at this field site |  |  |  |  |  |  |
| Synthesizes multiple frameworks and sources of information to make professional judgments in analyzing communities and organizations as social systems with life cycles and roles that maintain well-being |  |  |  |  |  |  |
| Utilizes theories of community and organizational behavior in assessment and analysis of macro interventions |  |  |  |  |  |  |
| Uses best practice research to develop and implement community and organizational interventions |  |  |  |  |  |  |
| Advances research that is participatory and inclusive of the constituencies of communities and organizations |  |  |  |  |  |  |
| Advances effective and efficient social service delivery and access to resources in organizations and communities. |  |  |  |  |  |  |
| Engages and ensures participation of diverse and marginalized community and organization constituents in assessing, planning, and implementing interventions |  |  |  |  |  |  |
| Demonstrates effective oral communication within the agency’s structure |  |  |  |  |  |  |
| Demonstrates effective written communication within the agency’s structure |  |  |  |  |  |  |
| Engagement | Engages with individuals, families, groups, organizations and/or communities |  |  |  |  |  |  |
| Prepares for the intervention |  |  |  |  |  |  |
| Uses mutually agreed upon focus of work |  |  |  |  |  |  |
| Uses empathy and compassion in developing positive relationships with the client/system |  |  |  |  |  |  |
| Engages with communities, their constituencies, and the organizations that serve them to assess and analyze community and organization capacities, strengths and needs |  |  |  |  |  |  |
| Engages diverse constituents in critical community and organizational analysis and problem solving |  |  |  |  |  |  |
| Provides services through collaboration and disseminate information to link client systems and staff in compliance with agency protocol and based upon system/organizational need |  |  |  |  |  |  |
| Assessment | Defines and prioritizes the problem |  |  |  |  |  |  |
| Collects data to assess the strengths and limitations of the system/organization |  |  |  |  |  |  |
| Analyzes and assesses the policy and task environment of the system/organization |  |  |  |  |  |  |
| Develops mutually agreed upon intervention goals and objectives |  |  |  |  |  |  |
| Identifies appropriate intervention strategies |  |  |  |  |  |  |
| Intervention | Implements successful prevention interventions that build on strengths of the community/system and enhance the connectivity of persons to the communities and organizations that impact their lives, especially in an urban context. |  |  |  |  |  |  |
| Applies theoretical frameworks to assess and analyze the task domain of organizations, communities and constituencies they serve |  |  |  |  |  |  |  |
| Strategically plans for organizational and community change and development relative to social, economic, and political factors |  |  |  |  |  |  |  |
| Advocates for communities and organizations and their constituencies |  |  |  |  |  |  |  |
| Intervenes in a manner to focus upon achieving organizational goals and best outcomes within defined organizational governance |  |  |  |  |  |  |  |
| Plans with communities and organizations to apply interventions through locality development, social planning, and social action models, individually or in mixed-models. |  |  |  |  |  |  |  |
| Utilizes respective strategies and tactics of consensus, campaign and contest |  |  |  |  |  |  |  |
| Helps work toward development and management of effective and efficient programs |  |  |  |  |  |  |  |
| Identify, secure and manage necessary financial resources for programs and organizational operations |  |  |  |  |  |  |  |
| Supports the recruitment, development and management of appropriate human resource/staffing for programs and organizational operations |  |  |  |  |  |  |  |
| Facilitates transitions and endings (to include termination) of assignments |  |  |  |  |  |  |
| Resolves identified community/system problems |  |  |  |  |  |  |
| Evaluation | Evaluates the effectiveness of interventions |  |  |  |  |  |  |
| Integrates supervisory/consultative feedback |  |  |  |  |  |  |
| Examines outcome information once an intervention is completed for communities and organizations. |  |  |  |  |  |  |
| Involves community and organizational constituencies in evaluating the effectiveness of interventions in order to recommend future actions |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #2** | **SCALE** | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| **OVERALL EVALUATION OF THE APPLICATION OF FOUNDATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL # 3**

**APPLICATION OF ATTITUDES, VALUES, AND ETHICS TO FIELD PLACEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.1, 2.1.2, 2.1.4 and 2.1.5, 2.1.8** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Applies NASW code of ethics to practice |  |  |  |  |  |  |
| Applies the standards of the profession to practice |  |  |  |  |  |  |
| Uses professional values to guide practice |  |  |  |  |  |  |
| Applies strategies of ethical reasoning to arrive at principled decisions |  |  |  |  |  |  |
| Promotes inclusive communities and organizations |  |  |  |  |  |  |
| Demonstrates the ability to recognize ambiguity in resolving ethical conflicts or dilemmas |  |  |  |  |  |  |
| Assesses the impact of discrimination and oppression on the client/system and is able to communicate this to the field instructor |  |  |  |  |  |  |
| Demonstrates an awareness of own biases and values as they reflect or conflict with the values of the profession |  |  |  |  |  |  |
| Demonstrates respect and protects the confidentiality of individuals, families, and groups, organizations in which the field placement occurs. |  |  |  |  |  |  |
| Demonstrates the ability to work with at-risk populations who are experiencing discrimination or the cultural structures of privilege and power |  |  |  |  |  |  |
| Utilizes strengths of differing life experiences to build inclusive communities and multicultural organizations |  |  |  |  |  |  |
| Engages in advocacy on behalf of diverse or at-risk populations toward human and civil rights as well as social and economic justice |  |  |  |  |  |  |
| Works to eliminate social and economic injustice within communities, organizations, institutions and society |  |  |  |  |  |  |
| Actively engages in the policy arena on behalf of community and organizational interests |  |  |  |  |  |  |
| Provides services to vulnerable communities/systems as appropriate to the stated mission of the field site |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #3** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF ATTITUDES, VALUES, AND ETHICS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EDUCATIONAL GOAL # 4:**

**SOCIALIZATION INTO THE PROFESSION AND THE DEVELOPMENT OF AN ENLIGHTENED PROFESSIONAL SELF**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies 2.1.1, 2.1.3**  **Personal Issues, Conflicts, Differences, Limits, Boundaries, Objectives:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Resolves conflicts when personal beliefs, biases and issues are inconsistent with the values and ethics of the profession |  |  |  |  |  |  |
| Demonstrates adherence to ethical professional social work roles as appropriate to the field site |  |  |  |  |  |  |
| Demonstrates adherence to appropriate professional boundaries |  |  |  |  |  |  |
| Demonstrates personal reflection and self-correction to assure continual professional development |  |  |  |  |  |  |
| Seeks learning activities to improve practice and functioning |  |  |  |  |  |  |
| Recognizes professional limitations |  |  |  |  |  |  |
| Recognizes professional strengths |  |  |  |  |  |  |
| Recognizes stress management needs |  |  |  |  |  |  |
| Works with and/or seeks appropriate assistance for people whose lifestyles, background, and attributes are different from those of the student. |  |  |  |  |  |  |
| **Supervision and Continuing Education Evaluation Criteria:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Prepares for, participates in, and uses supervision appropriately |  |  |  |  |  |  |
| Creates an agenda for supervisory meetings |  |  |  |  |  |  |
| Seeks constructive feedback and criticism |  |  |  |  |  |  |
| Seeks additional training/supervision and consultation when needed or recommended to enhance their professional practice |  |  |  |  |  |  |
| Actively engages with appropriate personnel by following the established problem solving process |  |  |  |  |  |  |
| Participates in the continuing nature of professional education through involvement in professional organizations, the use of professional literature, awareness of local, regional, national, and international current events, especially those with social implications, thereby appreciating and demonstrating an interest in career long learning |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Work Management Evaluation Criteria:** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| Consistently prepares to deliver and advocate for client access to services |  |  |  |  |  |  |
| Organizes tasks appropriately |  |  |  |  |  |  |
| Uses time appropriately by planning task steps |  |  |  |  |  |  |
| Meets deadlines |  |  |  |  |  |  |
| Builds needed professional relationships |  |  |  |  |  |  |
| Attends to assignment details |  |  |  |  |  |  |
| Demonstrates the ability to function within the agency setting in accordance with appropriate internal policies |  |  |  |  |  |  |
| Conducts her/himself professionally in demeanor, dress and workplace behavior |  |  |  |  |  |  |
| Documents activities in a manner consistent with the assigned tasks within appropriate agency protocol |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #4** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF THE DEVELOPMENT OF THE PROFESSIONAL SELF IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?**    **What were the strengths of the student in meeting these tasks?**    **If you gave the student a score of 1, 2 or 3, please comment on these areas directly and how they can improve.** | | | | | | |

**EVALUATION SUMMARY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Advanced Competence** | **Competent** | **Emerging Competence** | **Insufficient Progress** | **Unacceptable Progress** | **Not Applicable** |
| **5** | **4** | **3** | **2** | **1** | **NA** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OVERALL EVALUATION OF GOAL #1**  **Competencies 2.1.3, 2.1.6, 2.1.8 and 2.1.9** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF KNOWLEDGE IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #2**  **Competencies 2.1.1, 2.1.2 2.1.3, 2.1.4, 2.1.6 2.1.7, 2.1.9 and 2.1.10 (a,b,c,d)** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF FOUNDATION PRACTICE SKILLS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #3**  **Competencies 2.1.1, 2.1.2, 2.1.4 and 2.1.5** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF ATTITUDES, VALUES, AND ETHICS IN THE FIELD PLACEMENT** |  |  |  |  |  |  |
| **OVERALL EVALUATION OF GOAL #4**  **Competencies 2.1.1, 2.1.3** | **SCALE** | | | | | |
| **5** | **4** | **3** | **2** | **1** | **NA** |
| **OVERALL EVALUATION OF THE APPLICATION OF THE DEVELOPMENT OF THE PROFESSIONAL SELF IN THE FIELD PLACEMENT** |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EVALUATION GRADE** | | | | |
| **(Please enter recommended grade on cover page as well)** | | | | |
|  |  |  |  |  |
| Overall Grade Recommended |  | S |  | NC |
|  | | | | |
| (Final grade will be determined by Field Liaison) | | | | |

**What were the student’s strengths and limitations?**

**What additional learning goals and assignments are suggested for the student’s continued professional development?**

**FIELD EDUCATION POLICIES**

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

The following definitions are for terms used throughout these policies:

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

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

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

* + 1. Field placement is a requirement for the social work degree in the MSW Program.In the MSW Program, full time regular students complete 1080 hours (18 credits) of field; advanced standing students complete 720 hours (12 credits) of field. The field placement occurs concurrently with course work. For non-advanced standing students, the first or foundation field placement begins in mid-October (the beginning of the 7th week of the term) of the first year for full time students and mid-June (the beginning of the sixth week of the term) for part time students. It is 16 hours per week, usually for 8 hours each day from week 7 through week 15 of the fall term, and 16 hrs per week for part-time students from week 6- week 14 of the summer term. The full time student will attend a Foundation Integrative Field Seminar for 1 hour per week for all 15 weeks of the first fall term. The part-time student will attend a Foundation Integrative Field Seminar for 1 hour and 5 minutes per week for all 14 weeks of the summer term. This is followed by the second term in placement in which the full-time student is in the field organization for 16 hours per week for approx 13.5 weeks during the spring term and the part-time student is in the field organization for 16 hours per week for 13.5 weeks during the second fall term of the program. Both periods of field placement are consecutive and in one organization.
    2. The focus of the first six credits or foundation field experience is generalist practice. The second term of this field placement serves as a bridge to the concentration in which the student’s learning shifts gradually to substantive knowledge and skills and eventual mastery of the core and advanced competencies required by the concentration.
    3. The focus of the Foundation Integrative Field Seminar is to prepare the student to enter their field placement experience, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning.
    4. During the second year or concentration period, the student is placed in a second field setting. This second or concentration field placement consists of two consecutive terms in the same setting running concurrently with courses. Students are in field for three days per week for each term (360 hours per term) for a total of 720 hours.
    5. The focus of the second field experience is defined according to the concentration, either Direct Practice with Individuals, Families, and Small Groups or COSA (Community Organization and Social Administration).
    6. Advanced standing students are considered to be in the concentration and therefore complete two terms (360 hours per term) of field placement in the same setting for a total of 720 hours.
    7. **Part-time students** will follow the schedule established by the program for completion of field placement. Part-time students may complete **no less than 12 hours per week** for the field placement schedule, eight of which should be during the daytime operations of the organization, and must satisfactorily complete the total number of hours required by the program.
    8. Students requesting an **employment-based field placement** should follow School Policy, Employment-Based Field Placements. (Described later in this section.)
    9. Before the placement matching process begins, each student must return a signed Student Agreement/Release of Information form
    10. Students requesting **special accommodations** should notify their field advisor and academic advisor and should contact the Disability Resources and Services, 216 William Pitt Union, as early as possible. DRS will verify the disability and recommend reasonable accommodations for the field experience. Information may be found at <http://www.drs.pitt.edu>.
    11. The design of the field experience should meet the program’s educational requirements and provide opportunities for students to demonstrate program competencies. The amount of time a student spends in field should be reflected in her or his registration.
    12. A student must submit a written request for **deviation from the established educational design for field** to her or his academic and field advisor, the Program Director and the Director of Field Education. The Director of Field Education will respond to this request. Circumstances that may necessitate such a request might be the need for a personal leave as a result of illness, moving to another area, or an acceleration of hours. No student is permitted to end a field placement more than two weeks early in any term without written permission from the Director of Field Education.
    13. A student who is interested in a field placement out of the geographic area should submit a written request to the academic and field advisors, Director of Field Education, and MSW Program Director. A request form is available from the Director of Field Education. The field advisor is responsible for conferring with other designated program faculty. Final approval of a request will be made by the Director of Field Education and is contingent on the availability of an approved field placement, field instructor, and field liaison to monitor the student’s experience.
    14. When significant distances (more than 90 minutes travel time from the university) are involved, the field placement may be monitored through conference call, email, or through a field liaison from a nearby accredited school familiar with the field organization and field instructor. If the field placement is monitored by a field liaison from another school, a formal Release of Information should be signed by the student and kept in the student’s academic folder.
    15. All students are require to purchase and automatically billed **malpractice insurance coverage** from the university to `cover the period of field placement. A student is not permitted to begin field placement without purchasing this coverage. Further, the student may sacrifice accrued hours if found to have begun field without purchasing the coverage.
    16. Each student is expected to follow the **university calendar in observance of designated holidays**. In agency situations where a student’s observance of a University holiday would result in hardship or problem in the organization’s program, the student may negotiate an agreement satisfactory to all parties: student, field instructor, and field liaison. A statement of this change or agreement should be placed in the student’s file. Students are not required to make up agency holidays that are not observed by the University, In any event (inclement weather etc…) the minimum hours required for each field placement must be achieved.
  1. **Program Requirements for Student Admission to Field Education - Approved November 19, 2003 (Revised April 2007 and April 2010)**

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

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

Full Time Foundation Student

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

Part-Time Foundation Student

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

Full-Time Advanced Standing Student

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

Part-Time Advanced Standing Student

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

Concentration Student

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

Before starting field placement- All students

1. Are required to complete and submit a request for field placement and resume by designated deadlines as outlined in the field handbook.
2. Are required to sign and submit a Student Agreement/Release of Information form.
3. Complete the Mandated Reporter Training via Course Web and sumbit Certificate of Completion
4. Make an appointment to meet with a field advisor
5. After interviewing, complete and submit a one page Confirmation of Field Placement Form

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

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

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

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

* + 1. Selection of Agencies
       1. School Policy-Agencies

Agencies are selected based on their ability to:

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

to provide a qualified field instructor(s), and

to sign a university affiliation agreement.

* + 1. School Procedures
       1. Agencies can be identified as a possible field site in various ways: identification by Field Education professional staff, program faculty, UPJ and UPB Program Coordinators, referral from other field instructors or agency training coordinators, students, and self referral. Current lists of affiliated agencies organized by program level are available at [www.fieldedlink.pitt.edu](http://www.fieldedlink.pitt.edu).
       2. Field Education professional staff and UPJ and UPB Program Coordinators will initiate a discussion with an agency representative to explore agency interest in becoming a field site, possible learning opportunities and ability to offer opportunities for students to demonstrate program competencies within the agency, and identification of a qualified field instructor. A brief review of school and agency responsibilities occurs at that time.
       3. A site visit is made by personnel from the Field Education professional staff and the UPJ and UPB Program Coordinators when possible.
       4. Field Education personnel and UPJ and UPB Program Coordinators make a recommendation regarding accepting the agency as a field site. With a positive recommendation, the affiliation agreement is executed, the agency is listed in the field data base, added to the on-line directory and students may be placed if a qualified field instructor is available to supervise the student.
       5. The following information is sent to the agency for completion and returned to Field Education: field education directory form, field instructor application, and university affiliation agreement.
    2. Details
       1. The university affiliation agreement may be revised from time to time to allow for changes in educational policies, laws, and other significant factors that may impact field placement.
       2. The university affiliation agreement should be renegotiated when executive personnel in agency/school changes or when the agency is significantly restructured.
       3. The school does not maintain health records and clearances of students.
       4. In most instances, field advisors will not recommend using agencies that have been in operation for less than one year as a field placement site.
       5. The School does require students to sign a Student Agreement/Release of Information Form prior to the start of the matching process.

**Section 1.04 Placing Students**

* + 1. Student Policy Placing Students
       1. Students in the BASW and MSW Programs receive their field placement assignment from the Field Education unit. Students are not permitted to shop for field placements, but there may be circumstances such as the student living a distance from the university or having knowledge of a possible new site for the school in which the student is asked to provide information to the field advisor for further exploration.
       2. When a student or field instructor does not agree to the field placement assignment, the student is sent to another setting and field instructor. Students who are not placed after the interviewing process following a third field agency referral are referred to the MSW Program Director and /or the Associate Dean for Academic Affairs for review. Program, In the MSW Program, this would include three referrals for the first field placement, three referrals for the second field placement, and three referrals for the advanced standing field placement. When a student is not placed by the end of the drop / add period, or after three interviews, the student will be referred to the MSW Program Director and/or the Associate Dean for Academic Affairs for review.
       3. Students must obtain malpractice insurance to cover the period of the field placement. The insurance is automatically invoiced to students registered for field credits. They are also responsible to obtain any clearances or health tests required by the field organization. Clearances should be obtained in advance of the field placement in order to avoid a delay in commencing placement activities at the field organization. A student must be registered for field credits during each term in field placement.
       4. Students are responsible for obtaining, completing with the field instructor, and returning the field learning plan/time sheet for the entire placement and field evaluation/time sheet form for each term of the field placement, except for the first term of non advanced standing students attending the field seminar. For these students, one field learning plan including a time sheet is due at the end of the first term in placement and one evaluation including a time sheet is due at the end of the second term in placement. No grade can be given until the field learning plan and time sheet or the evaluation form and time sheet is received in the school and reviewed by the field liaison. Satisfactory completion of the field learning plan, hours and the field learning evaluation are the basis for awarding grades, except for the first term non-advanced standing students as the field seminar is included in the process for awarding grades for that term. In addition, satisfactory performance in the Foundation Field Integrative Seminar is required for full and part-time non-advanced standing students.

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

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

* + - 1. Students are also responsible for completing and returning the evaluation of the field placement.
      2. Students who receive stipends from the agency for field placement are expected to notify their field advisor. When feasible, the stipend may flow through the business office of the school to avoid confusion between employment and field placement, otherwise, the stipend process may be handled directly by the agency.
      3. Students are not permitted to terminate an assigned field placement without having engaged in a problem solving process with their field instructor and field liaison. The field liaison is the person who has responsibility for terminating the field placement. Reference is made to the School Policy, Problem Solving in Field Placement. A student who terminates their own placement without utilizing the problem solving process will be reviewed by the Program Director and the Associate Dean for Academic Affairs.
    1. Procedures
       1. A student field planning seminar is held for advanced standing master’s students in the Fall and Spring of each year and is available on-line via Courseweb at all times. A field seminar is required for all first year non-advanced standing students. The purpose of the planning seminars is to provide students with both an overview and the details of how to begin the process of obtaining a field placement. In addition, an Orientation Seminar is provided for full-time and part-time advanced standing students in the Fall and Spring terms of each year. The purpose of the Orientation is to educate the student to all the field work documents and processes. Non-advanced standing students all attend the field seminar. The purpose of the field seminar is to prepare the student to enter their field experience, be made aware of program competencies, and to present a concrete opportunity for students to integrate, synthesize and apply classroom and field learning.
       2. The student submits a formal request for field placement with a copy of a resume and a signed Student Agreement/Release of Information form to the Field Education administrative support person prior to the deadline date. An electronic copy of the resume will also be requested by the assigned field advisor.
       3. The student is interviewed initially by phone, e-mail or in person by a field advisor in Field Education and subsequently notified by phone or email of the proposed field site and field instructor.
       4. The student is responsible for making an appointment for an interview at the site with the proposed field instructor.
       5. Both student and field instructor must provide feedback / and complete their sections of the one page confirmation form to the school that the field assignment is acceptable before a field placement may begin and clock hours counted.
       6. The student is responsible to coordinate the schedule of hours to be spent at the field placement with the field instructor.
    2. Details
       1. Information and forms related to this process are located in the Student Handbook and on the school’s web site <http://www.socialwork.pitt.edu/academic-programs/field-education/>. as well as in the forms display outside Room 2127 C.L. Information and forms are also mailed out to all students as part of a welcome packet for incoming students.

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

* + 1. School Policies
       1. In the MSW Program, Field Education advisors who teach the Field Seminar may monitor the first placement of non-advanced standing MSW students. Faculty and professional field staff from Field Education may monitor concentration students.
       2. A minimum of one field liaison visit per term is required for each assigned student in field placement. Except for first year non-advanced standing students as previously outlined. When significant distances (more than 90 minutes travel time from the university) are involved, the field placement may be monitored through conference call, email, or through a field liaison from an accredited school nearby who is familiar with the field organization, program competencies and field instructor. If the field placement is monitored by a field liaison from another school, a formal Release of Information should be signed by the student and kept in the student’s academic folder. If the field liaison is serving as field instructor, there is an expectation of at least two visits per term.
       3. The assigned field liaison must have a completed field evaluation/time sheet of the student in hand prior to submitting a grade to the university.
    2. Procedures
       1. Each student is to submit a field learning plan that is jointly developed with the field instructor. Program faculty and assigned professional staff from Field Education review field learning plans and provide feedback and guidance when indicated.
       2. Field liaisons visit the field instructor and student in the agency while the student is in field placement. The field seminar serves as the liaison contact for the first term of non-advanced standing students. While the content and structure of those visits may vary, the focus of the visit should include an overview discussion of the student’s assignments, , program competencies, the level of learning and competence the student has achieved the field instructor’s appraisal of the student’s efforts, augmentation to the identified field learning tasks when indicated, and termination issues, when appropriate. A minimum of one field liaison visit per term is required, except for first year non-advanced standing students attending the field seminar.
       3. The school has responsibility for reinforcing a *social work perspective* when there is not an MSW field instructor. This is accomplished in various ways. (1) The field learning plan has articulated goals, practice behaviors and program competencies which identify what social work students are expected to learn. (2) The school offers orientation and training for field instructors; new field instructors with an CSWE accredited degree are strongly urged to attend, field instructors or agency task supervisor from related disciplines are required to attend field instructor orientation and training or at a minimum successfully complete the Seminar in Field Instruction available on-line via Courseweb. (3) Field liaisons may choose to have more frequent communication or develop a plan that is tailored to the need of the particular field instructor or task supervisor.
    3. Details
       1. Field liaison assignment information is provided to faculty by the administrative support person in Field Education.
       2. Faculty field liaisons are required to compile a list of their visits at the end of each term. This information is forwarded to the Associate Dean of Academic Affairs. Field advisors providing liaison efforts forward a completed list of their visits to the Director of Field Education.
       3. Field liaisons are expected to provide feedback about the quality of field instruction to the Director of Field Education.

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

* + 1. School Policies
       1. Field Placements and field instructors must be able to provide assignments and supervision that meet the student’s educational, field program and program competency requirements. In order to ascertain this, a yearly evaluation is made.
    2. Procedures
       1. At the end of the academic year, field instructors are asked to evaluate the field program’s effectiveness in relation to the field placement that has just concluded. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Directors when requested.
       2. At the end of the field placement, students are asked to evaluate the field experience either live or via a web based survey. This information is gathered, analyzed, and discussed by the Director of Field Education with field education professional staff and Program Directors as requested.
       3. Faculty, students, and field instructors are free to provide feedback and suggestions at any time. When there are significant policy or curricular changes, field instructors and faculty are invited to give input.
    3. Details
       1. As a result of the evaluation process by students and feedback from field liaisons, specific agencies and field instructors may be identified for additional development or non-use.
       2. Evaluation forms include: Student Evaluation of Field Experience, Field Instructor Evaluation of Field Experience.

**Section 1.07 Selection of Field Instructors (Revised October 15, 2008 and August 2010)**

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

* + 1. School Policy-Field Instructors
       1. Category 1

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

Category #2

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

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

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

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

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

* + 1. Procedures

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

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

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

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

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

* + 1. Details
       1. Field instructors are given a faculty appointment to the University of Pittsburgh as *field faculty;* however, the Affiliation Agreement between the Field Education Organization and the University of Pittsburgh, School of Social Work is not intended to create an employment or agency relationship between the University and any field instructor or other employee of the agency.
       2. *Regarding employment-based field placements* for *full and* part time students, the field instructor should not be the person who is the employment supervisor. If there is no other qualified person in the agency, an experienced MSW elsewhere in the agency or community or a faculty member of the School of Social Work may serve as field instructor. An *employment-based field placement* is defined as a field placement that occurs in the student’s place of employment, but is not the student’s employment position. Such field placements must meet the criteria described in the Employment-Based Field Placement Policy.
       3. The University offers benefits to field instructors such as tuition reduction, continuing education discount, and library privileges. These benefits are granted by the University and school administration and are subject to change.

**Section 1.08 Field Instructor Orientation and Training and Continuing Dialogue with Agencies – Approved November 19, 2003 (Revised August 2010)**

**EPAS Standard 2.1.7 The Program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.**

* + 1. School Policy
       1. Field Education professional staff on main campus and the Coordinators of the UPJ and UPB Programs has responsibility for providing orientation and training to field instructors.
    2. Procedure
       1. Field instructors are invited for a full day of orientation at the beginning of the fall, spring and summer terms. The content of the orientation includes information that will familiarize field instructors with their role and responsibilities as educators, discussion of policies pertinent to the field experience, and discussion of curricular issues that define the student’s expected field learning assignments, practice behaviors and program competencies.
       2. The Seminars in Field Instruction (SIFI) is a series of 3 sessions designed to parallel the student and field instructor experience. While the SIFI is not required, field instructors of record and task supervisors, and new field instructors are strongly encouraged to attend. New field instructors and agency task supervisors from related disciplines are required to complete the SIFI available on-line via Courseweb.
       3. Field instructors are provided with an on-line field education handbook and all necessary documents are always available via the School’s website
       4. Ongoing dialogue is provided through e-mail contact with field instructors informing them of changes, responsibiilites and other information as needed.
    3. Details
       1. An outline of a typical orientation and SIFI outline is available.
       2. Field instructors evaluate the effectiveness of the SIFI.
       3. Field instructors who complete the orientation and SIFI are provided CEUs.
    4. School Policy
       1. Through the field seminar, the field liaison visit(s), phone calls, and special opportunities such as orientation, the field recognition seminar, the School of Social Work Speaker Series and CRSP Speaker Series, the Dean’s Council, invitations for field instructors to speak in classes, the school maintains ongoing communication with practitioners in the community. In addition, when faculty and field education professional staff attends community meetings, they converse with local practitioners about current issues and changes in the school or organization.

**Section 1.09 Employment-Based Field Placement - Approved November 19, 2003 (Revised April 2007 and August 2010)**

**EPAS Standard 2.18 The Program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.**

* + 1. School Policy
       1. The School of Social Work permits students to be assigned to employment-based field placements when the following criteria are met: 1) the agency must be qualified as an approved field site, 2) the employment assignments and experience must be different from the field learning assignments and experience, 3) the field instructor is not the employment supervisor and qualifies as a field instructor, and 4) the student provides a schedule of hours that are acceptable to the school, employer, and field instructor.
       2. Students are not permitted to substitute current or previous work experience for field.
       3. The employment-based field placement must be able to meet the requirements of the student’s educational program and level.
       4. Students must not do less than 12 hours per week in a supervised field placement and 8 of those hours should be during the day so that students can participate in the life of the field organization.
    2. Procedures
       1. The student submits the Request Form for Employment-Based Field Placement at the designated time.
       2. Professional field education staff interviews each student requesting an employment-based field placement. When all the appropriate information is available, the field advisor will contact both the proposed field instructor as well as the employment supervisor before making a final recommendation.
       3. Recommendations are reviewed with the Director of Field Education before a final decision is made.
    3. Details
       1. The school generally permits one field placement as employment-based. On occasion, there may be large or umbrella agencies with significantly different but appropriate field learning opportunities unavailable elsewhere in the community. In those specific instances, the field advisor may recommend that such an assignment would benefit the student’s learning.
       2. In all discussions with students, employment supervisors and proposed field instructors, the field advisor will ask each to evaluate the potential for conflict of interest issues to arise.

**Section 1.10 Problem Solving in Field Education - Approved November 19, 2003 (Revised April 2007)**

* + 1. Policies
       1. The School of Social Work at the University of Pittsburgh aspires to provide quality field placements. These field placements are expected to meet basic standards that include but are not limited to 1) acceptance of the University Affiliation Agreement (or similar agreement), 2) provision of a qualified field instructor, and 3) identification and use of structured learning opportunities that are consistent with the student's educational program and the standards of the Council on Social Work Education. To this end, a commitment is made to students, field instruction agencies and field instructors to engage in a problem-solving process when the need for such a process is identified by any one of the these individuals or by the field liaison, Program Director, or Director of Field Education. The purpose of these guidelines is to identify common problems that occur in field placement that may require problem solving as well as the steps by which field placement “problems" are addressed in field education.
       2. Termination of a field placement cannot occur unless the problem solving process has been fully utilized. Any recommended termination must follow the School's Policy, *Withdrawal and Termination of Field Placement*.
    2. **Description of common problems that may occur in field placement**: Any effort or lack of effort on the part of the student, field instructor, or School that may serve as an impediment to learning or to the active completion of the required learning goals of the student. Some examples of this include:
       1. failure to receive the interview confirmation form, University Affiliation Agreement, letter of appointment, the Field Learning Plan/timesheet, the end of the term evaluation/timesheet;
       2. failure to receive a completed application for field instructor;
       3. poor attendance or performance in the field seminar;
       4. failure of the field liaison, field advisor, field instructor to respond to phone calls within a reasonable time; no faculty contact and/or visitation during each term of field placement;
       5. absence of a completed field learning plan/time sheet and end of term evaluation/time sheet; inadequate or missing learning tasks to address objectives; a significant number of unsatisfactory ratings on the final evaluation or frequent NA items;
       6. difficulty of the student in talking to and/or working with the field instructor;
       7. difficulty of the student in "engaging" (To involve oneself or become occupied and participate) in the work and with the staff of the field placement;
       8. difficulty of the student in having an open attitude towards learning; lack of demonstrable evidence that the student is learning or adequately moving toward task completing;
       9. tardiness, unexcused or frequent absences of the student, inability to work within agency policies and procedures;
       10. personal problems of student or field instructor that negatively impact on the field instruction effort;
       11. agency or organizational changes or stresses that negatively affect the field instructor's ability to meet the expectations of the field instruction effort.
    3. Procedures
       1. Problem solving steps should follow the commonly accepted model(s) that students are taught as a basic intervention method.
       2. Problem identification by student or field instructor.
       3. Discussion of the problem, issue, or concern by those immediately involved.
          1. The issue is resolved, or
          2. A plan to address the problem is agreed upon and implemented, or
          3. There appears to be no workable solution.
       4. If no workable solution is found, the field liaison is involved. The field liaison may "coach" the student, or the field instructor, or both and suggest that they meet again.
          1. The issue may be resolved, or
          2. A plan to address the problem is agreed upon and implemented, or
          3. There still appears to be no workable solution.
       5. If there is still no workable solution, the field liaison schedules a meeting with the student and field instructor. The Program Director is notified.
       6. The field liaison facilitates the meeting with the field instructor and the student. This is usually held at the field site.
       7. The issue may be resolved, or
          1. A plan to address the problem is agreed upon and implemented, or
          2. A solution cannot be facilitated.

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

* + - * 1. The issue may be resolved, or

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

A solution cannot be facilitated.

* + - * 1. If no solution is agreed upon, a decision to terminate the field placement may be recommended. Termination of a field placement cannot occur unless the problem solving process has been fully utilized. Any recommended termination must follow the School's Policy, Withdrawal and Termination of Field Placement.
        2. Agreed upon plans to address the problem(s), issues(s), or concern(s), should be evaluated for effectiveness at the appropriate level of decision-making. If such plans fall short of resolving problems, issues, or concerns, when implemented, the above problem solving steps are reactivated.
        3. If a student terminates a placement on their own without utilizing the problem solving process, the situation will be referred to the Program Director and the Associate Dean of Academic Affairs.

**Section 1.11 Student Field Placement Activities During a Strike – Approved by Faculty: November 12, 1975**

* + 1. Students who are in field placement at the time when the agency is being struck by its employees may or may not cross the picket lines, depending upon the student's orientation or conscience. In no case, shall the student be forced to cross a picket line against his/her own will.
    2. A student's educational program shall not be placed in jeopardy as a result of a strike in his/her field placement, agency especially in relation to an impending graduation. The field liaison, in concern with the student, the advisor, and the field instructor (where possible), shall work out alternative plans for instruction to continue during the period of the strike to match as closely as possible the normal field assignment time. The student is responsible in this situation for immediately being in touch with his/her faculty advisor about making plans for his/her educational program for the strike period. This may mean a new placement, if this seems feasible, or it may mean alternative methods of field learning which can be devised to support the student's educational program during the period of the strike (video and audio tapes, role plays, other agency visits and assignments, intensive advising conferences, seminars created for the strike period, etc.). In the case of disagreement between the field instructor and the student's advisor, the advisor will make the decision consistent with this policy.
    3. If the student is willing to cross the picket line, and depending upon which services or functions of the agency are being "struck" and depending upon the student's major skill concentration, going to the agency during the strike will be differentially assessed. For example, if a field placement agency's supervisory and administrative personnel are not on strike and those students who have an administrative placement in that agency and whose supervisors and field instructors are still working may continue in their placements. The learning component here may focus on staff behavior during a strike, the administrative role to be played, functional differences that strikes may highlight, administrative responsibility to continue client services as well as possible under the circumstances.
    4. Under no circumstances should students be asked to engage in functions that are not in accord with the normal academic pursuits of their field assignment.

**Section 1.12 Recommended Procedures on Withdrawal from Field Agency Placement and Termination of Field Instruction Effective Date: October 21, 1987 – Revised January 1989 (Revised April 2007)**

* + 1. Withdrawal from a registered field agency placement is only permissible in those rare/selected instances in which there has been a very considerable post-planning shift variables involved in the matching of students and field agencies, and then only with the prior approval of the faculty advisor, the field instructor, and the appropriate Administrative Officer.
    2. Requests for withdrawal of a student from field agency placements can be initiated by the faculty advisor, field instructor, or student. Such requests must include a detailed written explanation of the rationale and are to be directed to the faculty advisor who, in turn, will consult with the field instructor and the appropriate Administrative Officer. The faculty advisor is to be held responsible for informing the student and field instructor of the decision. The faculty advisor is also responsible for placing all relevant materials, including the final decision, in the student's folder.
    3. All withdrawals from registered field placements are subject to the following conditions:
       1. Withdrawals occurring after the first day of the field placement has designated on the academic calendar and before the drop/add period must be noted as "Assignment Changed" in the student's academic folder. The consequences, if any, for field clock hours will be determined on the basis on the amount of elapsed time between withdrawal and reassignment.
       2. Withdrawals occurring after the end of the drop/add period and involving unanticipated agency dynamics which may disadvantage the student must be noted simply as "Withdrawn" in the student's academic folder. The consequences, if any, for field clock hours will be determined by the Faculty Advisor and Administrative Officer.
       3. Withdrawals occurring after the end of the add/drop period and involving unsatisfactory field performance to date must be noted as "NC" in the student's academic folder. Such withdrawals will automatically fall within the purview of mandatory academic review and will invoke the academic review process. The consequences for field clock hours shall be full loss of prior field hours for that registered placement.
       4. After one approved withdrawal from the field placement, any additional requests for withdrawal made through the remainder of the student's tenure in the degree program will automatically invoke the academic review process. The consequence for field clock hours will be determined during the academic review process and will involve either full or partial loss of prior field placement clock hours for that registered field placement. The review of the student's performance in the field should occur no later than the end of the first term of the student's second trial period.
       5. In the instance of student removal from two field instruction placements for unsatisfactory performance (two NC grades), no further field instruction placements shall be made, and the student will be terminated from the social work program.

**Section 1.13 University of Pittsburgh Policies Relating to Field Education**

* + 1. Affirmative Action Policy Statement – Revised March 1992
       1. The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative action steps to support and advance these values consistent with the University’s mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This commitment is made by the University and is in accordance with federal, state, and /or local laws and regulations. (http://www.hr.pitt.edu/empreledu/affirm.htm )
    2. School of Social Work Clearance Statement

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

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

* + 1. Sexual Harassment Policy – Revised February 1, 2002
       1. The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors and visitors of the University.
       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 <http://www.pitt.edu/HOME/PP/policies/07/07-06-04.html>.
          1. Definition

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

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

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

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

While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status. 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.

**Consensual Relationships -** Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 02-04-03) prohibits intimate relationships between a faculty member and a student whose academic work, teaching or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself / herself from all supervisory, evaluative, and / or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.

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

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

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

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

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**MSW FIELD EDUCATION SCHEDULE**

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| --- | --- | --- | --- |
| **August** |  | | |
| **26** | Classes begin.  Foundation Field Integrative Seminar begins for First Year Non-Advanced Standing Students.  Seminar meets for 1 hour per week for the 15 weeks of the fall term. | | |
| **September** |  | | |
| **2** | Labor Day (University closed). | | |
| **3** | **Field placement begins for MSW Second Year and Advanced Standing Students and for all Continuing Students who started field work over the summer.** | | |
| **5** | **Orientation for Field Instructors, 2017 Cathedral of Learning, 9:00 am-4:00 pm** | | |
| **10,11,12** | **Required Orientation Seminar:**  MSW Advanced Standing Students starting a placement must attend one of the following: 9/10, 12:00 Noon-3:00 PM, 9/11, 5:30-8:30 PM or 9/12, 9:00 AM- 12 Noon. Faculty /Staff Lounge Room 2101 C.L. On-line orientation for advanced standing students is also available at: <http://courseweb.pitt.edu> | | |
| **October** |  | | |
| **14** | **Fall Break** (No Classes). | | |
| **15** | **Spring Term Request for Field Placement Forms Due.**  **Full time Non Advanced Standing Students begin field placement.**  **Deadline** **for Student Interview and Field Instructor Interview Confirmation Forms for First Year Non-Advanced Standing Students starting field placement this date.** | | |
| **21** | **Field Learning Plans for students in new field placements that started September 3rd are due.**  Field Learning Plans are available at:  <http://www.socialwork.pitt.edu/academic-programs/field-education/> | | |
|  |  | | |
| **November** | | |  |
| **27 – Dec 1** | Thanksgiving Recess for students (No classes or field). | | |
| **December** | |  | |
|  |  | | |
| **2** | **Evaluations/Time Sheets are due for Advanced Standing, Part-Time, and Second Year Students in placement for the entire fall term.** | | |
| **Week of Dec 9th** | Last Foundation Field Seminar session for Full Time, First Year-Non-Advanced Standing Students.  **Field Learning Plan/Time Sheets due for Full Time, First Year-Non-Advanced Standing Atudents in placement since October 15th.** | | |
| **14** | Last day of Fall term field placement for MSW students. | | |
| **15 - Jan. 5** | Winter Recess for all students. | | |

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**MSW FIELD EDUCATION SCHEDULE**

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| **January** | |  |
| **6** | | **First day of field placement for all students**. |
| **Week of 6th** | | **Required attendance at one of the following:** Orientation to Field Placement Seminars for all MSW students starting field placement**-** (individuals meetings with Field Advisor) |
| **20** | | **Dr. Martin Luther King’s Birthday Observance** (University closed). (No field). |
| **February** |  | | |
| **14 –Mar 17** | **Summer Term Request for Field Placement Forms Due**.  First Year Part-Time MSW Students register for Foundation Integrative Field Seminar. | | |
|  |  | | |
| **21** | **Field Learning Plans are due for students in new field placements.** | | |
|  |  | | |
| **Week of 21st** | **Required Planning Seminar: Students planning to start a new field placement summer term.** (individual meetings with Field Advisor) | | |
| **March** |  | | |
| **9 - 16** | Spring Recess for all students. | | |
|  |  | | |
| **15 - Apr 26** | Continuing MSW students submit request for Fall field placement.  Field placement assignments will be made from May through August. | | |
| **17** | Last day for requesting MSW summer field placement. | | |
| **April** |  | | |
| **14** | **Evaluations are due for all MSW students.** | | |
| **26** | Last day of field placement for Spring term for MSW students. | | |

**j0088542MSW FIELD EDUCATION SCHEDULE**

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| **May** |  | | |
| **5** | **Field placement resumes for Part- Time Second Year, and Advanced Standing MSW Students in field for the summer.** | | |
| **Week of May 5th** | Foundation Integrative Field Seminar begins for First Year Part-Time students. Seminar meets for 1 hour for 14 weeks. | | |
| **Week of May 5th** | **Required Orientation Seminar:** Advanced Standing MSW students starting a new field placement May 9th. (Individuals meetings with field advisor). On-line orientation available at: [http://courseweb.pitt.edu](http://courseweb.pitt.edu/) | | |
| **26** | Memorial Day (University Closed). (No Field). | | |
| **June** |  |
| **9** | MSW First Year Part-Time Students begin field placement. |
| **9** | Deadline for Student Interview and Field Instructor Interview Confirmation forms for First-Year Part-Time students starting foundation placement. |
| **16** | **Field Learning Plans are** **due for students starting new field placements.** |
| **30** | Last day for request for MSW fall field placement. |
| **July** |  |
| **4** | Independence Day (University Closed). (No Field). |
| **August** |  | |
| **4** | **End of term evaluation/time sheets due for students who began field placement in May**.  **Field Learning Plans/Time Sheets are due for Part-Time students in placement since June 10th .** | |
| **Week of Aug 4th** | **Last Foundation Field Seminar session for Part-Time Non-Advanced Standing Students in placement since June 10th** | |
| **9** | Last day of field placement for the Summer Term. | |

**Student Observance of Holidays**

Each student is expected to follow the University calendar in observance of designated holidays. In agency situations where a student observance of a University holiday would pose a hardship or problem in the organization’s program, the student may negotiate a compensatory time arrangement satisfactory to all parties: student, field instructor, administrative officer, and advisor. A statement of this change or agreement should be placed in the student’s file. Students are not required to make up agency holidays that are not observed by the School. In any event, (inclement weather etc…) the minimum number of field hours for each credit registered for must be met.

**Student’s Satisfactory Completion of Field Requirements**

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

### **APPENDIX A (NASW CODE OF ETHICS)**

### **Code of Ethics *of the National Association of Social Workers* Approved by the 1996 NASW Delegate Assembly; the following revisions were** [**approved**](javascript:;) **in 2008:**

**1.05 Cultural Competence and Social Diversity**

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

**2.01 Respect**

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

**4.02 Discrimination**

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

**6.04 Social and Political Action**

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

**Preamble**

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

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

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

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

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

**[Purpose of the NASW Code of Ethics](#prpse)**

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value:** *Service*

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

**Value:** *Social Justice*

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

**Value:** *Dignity and Worth of the Person*

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

**Value:** *Importance of Human Relationships*

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

**Value:** *Integrity*

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

**Value:** *Competence*

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

**Ethical Standards**

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

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

**1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS  
  
1.01 Commitment to Clients**

Social workers’ primary responsibility is to promote the well­being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

**1.02 Self-­Determination**

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

**1.03 Informed Consent**

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

**1.04 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

**1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

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

**1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

**1.07 Privacy and Confidentiality**

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker­client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

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

**1.08 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

**1.09 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

**1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

**1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

**1.12 Derogatory Language**

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

**1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

**1.14 Clients Who Lack Decision­ Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

**1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

**1.16 Termination of Services**

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee­ for­ service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

**2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES**

**2.01 Respect**

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

**2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

**2.03 Interdisciplinary Collaboration**

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well­being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well­being.

**2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

**2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

**2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

**2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

**2.08 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

**2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes   
with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

**2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

**2.11 Unethical Conduct of Colleagues**

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

**3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

**3.01 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

**3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

**3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

**3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

**3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

**3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients ture of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

**3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an   
allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

**3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

**3.09 Commitments to Employers**

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

**3.10 Labor ­Management Disputes**

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor ­management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

**4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

**4.01 Competence**

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

**4.02 Discrimination**

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

**4.03 Private Conduct**

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

**4.04 Dishonesty, Fraud, and Deception**

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

**4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

**4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

**4.07 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

**4.08 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

**5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

**5.01 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

**5.02 Evaluation and Research**

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

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

**6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

**6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

**6.02 Public Participation**

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

**6.03 Public Emergencies**

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

**6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

**APPENDIX B – (CULTURAL COMPETENCE)**<http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf>

**Handout A**

**STUDENT RESPONSIBILITIES AND RIGHTS IN THE FIELD PLACEMENT**

The primary educational responsibilities for the student in field placement include:

1. Active participation in the learning process,

2. An open attitude towards learning,

3. Performance of all activities in consonance with social work values.

In addition, students are more specifically expected to:

1. Take the field learning plan to the field instructor and assist the field instructor in formulating learning tasks that will satisfy the learning objectives which are reflected in the Field Learning Plan;

2. Systematically pursue each learning objective through the tasks identified with achieving that objective; become increasingly skillful in delivering services to clients or completing administrative or organizing assignments;

3. Follow the practices and policies of the agency or organization seeking to make improvements through recognized organizational mechanisms;

4. Develop professional self-reflective skills through the review of field placement experiences with the field instructor;

1. Demonstrate responsibility and professionalism by completing all agreed upon tasks.
2. Perform in a manner consistent with the NASW Code of Ethics and standards of professional practice;
3. Assure that the completed field learning plan/time sheet, the student field evaluation/time sheet, and the evaluation of the field experience are received on time by their field advisor or taken to room 2129 Cathedral of Learning.

Students also have **rights** in field placement. These rights include the:

1. Right to a field instruction assignment that meets the requirements of the student’s educational program.

2. Right to meet the field instructor prior to confirming the assigned field placement.

3. Right to expect that no task that violates the ethics and values of the profession will be assigned.

4. Right to due process if a problem arises related to the student’s performance or behavior in the field. The field advisor is responsible for guiding the problem-solving activities.

1. Right to participate in, to see, and to have a copy of her/his field evaluation. The student also has the right to expect that the field instructor discuss the evaluation with her/him. When substantial differences exist in an evaluation between student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.

**Handout B**

**IMPORTANT MESSAGES: FIELD EDUCATION in the MSW PROGRAM**

1. DO take the field placement planning process seriously.

2. DO use EMAIL to facilitate communication with your field advisor. The School requires you to use Pitt’s email.

3. Make an appointment when you need to consult with your field advisor.

4. Check the school’s web site at <http://www.socialwork.pitt.edu/academics/fielded/overview.html> for information related to field education; check the courseweb for additional support.

5. DO review the written material in the Field Handbook <http://www.socialwork.pitt.edu/>

and field materials on the school’s web site http://[www.socialwork.pitt.edu/fielded/overview.html](http://www.socialwork.pitt.edu/fielded/overview.html) before coming to your field advisor with questions.

6. Do NOT shop around for field placements. This is not a retail experience!

7. DO inform your field advisor during the planning process of any special assistance that you may need to complete successfully your field placement. When requesting accommodation, you are required to present a letter from the Disability Resources Office that is specific to field placement.

8. DO your second field placement in your concentration (and specialization) in order to fulfill the graduation requirements of the MSW Program. The planning process for the second field placement is similar to your first field assignment.

9. Part time students MUST do at least eight (8) hours per week of their field placement during the normal daytime working hours.

10. DO contact the potential field instructor within three (3) days after the referral has been made for field placement.

11. DO confirm the results of your interview for field placement with your field advisor within ten (10) days of the interview.

12. Current students are NOT permitted to serve as field instructors.

13. It is your responsibility to obtain child abuse and criminal history clearances and/or FBI fingerprinting required by the agency in a timely manner so that the start of your field placement is not delayed.

14. Clearances will identify misdemeanors and felonies for which you have been found guilty. This identification of legal violations may impede your ability to be placed. You are responsible to alert your field advisor in the planning process if your clearances will identify this information.

15. It is your responsibility to expeditiously obtain any medical screening or test that is required by the agency prior to the start of the field placement.

16. Do NOT begin field placement unless you have verified on your e-bill that your malpractice premium has been paid.

17. Do NOT begin field placement unless you have registered for field credits for the term.

18. DO keep a log of your hours at the field placement. MSW students are required to keep and to submit a time and activity sheet with their evaluation.

19. Students CANNOT substitute employment for field. This is an accreditation standard.

20. If you are NOT matched to a field placement after three consecutive interviews, your situation will be reviewed by the Program Director and Associate Dean for Academic Affairs.

21. DO review the problem solving guidelines as written in the Field Handbook.

22. DO notify your field instructor, faculty advisor or field advisor PROMPTLY about any problem occurring in your field placement.

23. DO inform your field advisor of any stipend provided by an agency.

24. The focus of your field placement is learning, NOT employment.

25. DO inform your field advisor of any changes in status while in the field placement. This includes, but is not limited to:

• employment within the agency

• change of field instructor

• change of assignment

• absence more than 3 days

• frequent tardiness

26. DO inform your field liaison if you are not receiving regular supervision and field instruction.

27. DO inform your field liaison if you have received approval from your field instructor to accelerate your hours and plan to end field placement earlier than scheduled.

28. You are responsible for obtaining a Field Learning Plan at the start of the term, and a student evaluation at least 4 weeks prior to the end of the term. Additionally, at the end of your field experience you are responsible for completing an evaluation of the field experience which will be sent to you. Learning plans and evaluation forms will be distributed in the field seminar and are available from the school’s website and in the hall receptacles across from Room 2127 C.L.

29. Make sure your completed field learning plan/time sheet and student evaluation/time sheet are returned by the deadline so that you can receive your grade otherwise your grade will be submitted as Incomplete.

30. Field liaisons are REQUIRED to visit you and your field instructor during the course of your field placement. If a visit has not been scheduled at least 3-4 weeks prior to the end of the term, please call the appropriate person and request a visit. Be prepared to discuss what you have been and are learning.

31. Any change in the agreed upon terms of the field placement once the field placement has been confirmed should be made in consultation with your field liaison and field instructor. The student should submit a letter to the field advisor and field instructor for approval and documentation of this change.

32. You are NOT permitted to terminate or change your field placement on your own. This could result in an unsatisfactory grade. If a problem arises, contact your field liaison immediately.

33. You MUST complete the required hours for your field credits. If the start of the field placement is delayed you are responsible to make up the missing hours. No student is permitted to end a field placement more than two weeks early in any term without written authorization from the Director of Field Education.

34. Do NOT do anything illegal or unethical in field placement. Make sure you know the rules and procedures of the agency. Whenever you don’t know or are unsure, ASK your field instructor or your field liaison. Use your university-based support system while in field.

35. Do NOT misrepresent yourself as a graduate of the program either orally or in writing until you have graduated.

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

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