University of Pittsburgh

School of Social Work

MSW Program Handbook

2024-2025

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Section 1: Introduction, Administrative Structure, Admission to the MSW Program

Preface

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 To the extent any policy contained in this Handbook is inconsistent with the law, such policy is superseded by law.

School of Social Work Vision

Transforming our world, our future, ourselves.

School of Social Work Mission

The University of Pittsburgh School of Social Work:

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

MSW Mission and Goals

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

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

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

1. Engage in evidence-informed advanced specialized social work practice within a multicultural society.

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

3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights

4. Practice in a manner that enhances the quality of life for all persons, locally and globally, and that advances the struggle for social, economic, and environmental justice.

5. Practice with cultural humility.

Administrative Structure

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

Dean	Elizabeth M.Z. Farmer
Acting Associate Dean for Academic Affairs	Elizabeth M.Z. Farmer
Associate Dean for Diversity, Equity, and Inclusion	Kyaien Conner
Associate Dean for Research	Jamie Booth
Chief of Staff	Megan M. Soltesz
Administrative Assistant to the Dean	Penelope Miller
Director, BASW Program	Toya Jones
Director, MSW Program	Yodit Betru
MSW Program Director – Bradford Campus	Stephanie Eckstrom
MSW Program Director – Johnstown Campus	Misha Zorich
Director, PhD Program	Sara Goodkind
Director, Practicum Education	Tonya Slawinski
Director, Continuing Education Program	
Director, Career Services and Alumni Affairs	Bobby Simmons
Director, Development & Alumni Relations	Katy Gallmeyer
Director, Recruitment & Admissions	Henry Cantu
Recruitment and Enrollment Manager, Ombudsperson	Jessalynn Oliver
Recruitment and Admission Coordinator	Leah Mafrica
Research Manager	Laurie Mejia
BASW & PhD Program Assistant	Carolyn Falk
MSW Program Coordinator	
Practicum Education Administrator	Andrew Barrett

MSW Specialized Practice Chairs

Direct Practice	Beth Mulvaney
COSA	Mary Ohmer

Contacts for Certificate Programs

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

Liaisons for Joint Degree Programs

MSW & Ph.D.	Sara Goodkind
MSW & Graduate School of Public and International Affairs	Mary Ohmer
MSW & Graduate School of Public Health (MPH)	Amy DeGurian
MSW & Pittsburgh Theological Seminary Program	Misha Zorich
MSW & School of Law (JD)	Jeffrey Shook
MSW & School of Education (Secondary Teaching Certificate	Deborah Robinson
MSW & School of Business (MBA)	Danny Rosen

Faculty Biographies

Faculty Biographies may be accessed on the School of Social Work website at

https://www.socialwork.pitt.edu/people/faculty

Committees of the School

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

Following are the standing committees of the School:

> Academic and Professional Behavior Review Committee*
> Admissions Committee*
> B.A.S.W. Program Committee*
> Community, Organization, and Social Action Committee*
> Direct Practice Committee*
> Educational Policies Committee
> Faculty Executive Committee
> Diversity Equity and Inclusion Committee*
> Library Committee
> M.S.W. Program Committee*
> Ph.D. Program Committee
> Planning and Budget Committee*
> Promotion and Tenure Committee
> Public Relations and Marketing Committee
> Research Advisory Committee

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

Participation of Students in Faculty Candidate Reviews

Occasionally, the School has faculty vacancies and interviews candidates for possible employment. Students are encouraged to attend the public colloquium presented by faculty candidates and to provide their written feedback. Time is allotted for each faculty candidate to meet with interested students. The Office of the Dean will email notices of faculty candidate reviews and will notify the Student Executive Council as soon as interview appointments have been arranged with candidates.

Master of Social Work Program

The University of Pittsburgh's School of Social Work, successor to the Division of Social Work in the Department of Sociology, was founded in September 1918 and accepted its first class of Masters of Social Work (MSW) students that year. In response to requests from members of Pitt's regional community, in 1996 the MSW program expanded with a program option at University of Pittsburgh-Johnstown (UPJ) followed in 2002 with an additional MSW program option at the University of Pittsburgh-Bradford (UPB). These three sites complement and are integral components of the MSW Program. During more than a century of the MSW Program's existence, there have been significant social, economic, and political changes in the U.S. and around the world. The MSW Program takes pride in its history and in the commonalities that remain as we look toward the future. The MSW curriculum has been developed to competently meet the needs of the 21st century.

As stated above, the MSW Program's mission and goals are consistent with the Council on Social Work Educational Policies and Accreditation Standards (See 2022 EPAS). The competencies in which MSW students are schooled are provided by these EPAS and include the ability to:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (AEDI) in Practice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

behaviors of generalist social work practice. Upon this foundation, required of all MSW students, rest the two specialized practice curricula: Direct Practice with Individuals, Families, and Small Groups (Direct Practice); and Community, Organization, and Social Action (COSA). Each of the specialized practice areas provide for the development of in-depth specialized competencies that prepare students for autonomous practice at an advanced level of professional social work practice.

Advising (Policy 10:1)

Each student in the MSW program will be assigned an academic advisor upon matriculation. Students will be contacted by their academic advisor starting in the first semester of their studies. Each advisor will work with student advisees to clarify educational options, to answer questions about the MSW program, to identify career opportunities, and to serve as a primary contact person. (Policy #10:1)

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

a. registration (including add/drop, leaves of absence, and withdrawals);

b. change of specialized practice and selection of certificate programs;

c. clarification of all academic policies and procedures (i.e., advanced standing and exemptions, graduation requirements, grading policies, directed study);

d. academic advising discussions including those regarding expectations and performance as well as grievance policies and procedures;

e. professional advising questions including policies and procedures for grievance;

f. information about other departments and/or programs within the School of Social Work and the University of Pittsburgh;

In addition, the academic advisor may serve as the Practicum advisor & Practicum liaison to the student's Practicum placement during the generalist year and for some specialized practice students.

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

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

MSW Admission Policy (Policy #15:11)

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

Admissions Criteria

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

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

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

- Admitted applicants whose undergraduate GPA is less than a 3.00 are accepted into the MSW Program on a provisional basis.
    - Full-time students who are admitted to the MSW Program with provisional status have one semester to demonstrate satisfactory academic performance. Part-time students admitted provisionally must demonstrate satisfactory academic performance by the end of their second semester of enrollment.

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

Degree Verification

The MSW program requires official verification of the completion of a baccalaureate degree from an accredited university as a prerequisite for enrollment, and all students must provide documentation confirming their degree to comply with program admissions policies.

All students have the responsibility to submit an official transcript to the School's Office of Admissions verifying successful completion of this prerequisite requirement. No student will be allowed to begin the MSW program without successfully meeting this requirement.

MSW Program Requirements

The MSW degree requires the completion of a minimum of 60 credits which consists of 42 class and 18 Practicum credits. Students who complete the MSW Program's full-time course of study can earn their MSW degree in *two years*. Students enrolled on a part-time basis have a maximum of *four years* to complete all degree requirements.

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

Students in the MSW Program must take required courses for a letter grade and maintain a GPA of 3.00 or higher. At any point should a student's overall GPA fall below 3.00, the student shall be placed on academic probation. Practicum education must be taken for an S/NC grade. No student will be permitted to graduate with a grade of C+, C, C-, D+, D, D-, or F in a required course or a grade of NC in Practicum education. A student who earns a failing grade in a required course or an NC in Practicum has **one opportunity only** to repeat the course, and the second grade received will be the one used in calculating the student's GPA, provided the student has completed and submitted a Course Repeat Option form to the Academic Registration & Records Manager in the Student Services Center. UPB and UPJ students must email the Course Repeat Form to the Academic Registration & Records Manager. Please contact the Academic Registration & Records Manager in the Student Services Center to obtain additional information on the Course Repeat Form (Policy #9:3).

Both the class and Practicum requirements include generalist and specialized practice curricula. The MSW generalist curriculum is the same for all MSW degree students. Students who possess an undergraduate degree in social work awarded in the past *seven* academic calendar years by a social work program accredited by the Council on Social Work Board of Accreditation (or recognized by the Council on Social Work Education's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with

international social work accreditors) may be granted advanced standing credits for a maximum of five generalist courses and six generalist Practicum credits

Students who do not have advanced standing may take exemption examinations in research and human behavior and the social environment if they have strong academic backgrounds in these areas (Policy #25:2). Students who pass these exemption exams will be awarded the credits for these courses (up to six total credits) toward completion of their MSW degree.

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

Students interested in changing their specialized practice after beginning the MSW Program must be able to show that the change would contribute directly to their educational goals and career plans. They should discuss this matter first with their academic advisor. The MSW Program Director will then approve the change in specialized practice and assign a new academic advisor. The procedures for changing specialized practice are presented in more detail in Policy #5:3.

Transfer Credits (Policy #25:1)

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

Students who have begun, but have not yet completed, a full year of graduate social work education at another CSWE-accredited master's program can receive up to 15 class credits and six (6) Practicum education credits. Those who have completed a full year at another CSWE-accredited MSW program can receive a maximum of 24 class and six (6) Practicum education credits.

Students interested in having their transcripts evaluated for transfer credit should contact the MSW Program Director.

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

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

Directed Study (Policy #27:1)

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

Enrollment Options (Policy #26:1)

Full-Time Non-Advanced Standing Enrollment

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

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

Part-Time Non-Advanced Standing Enrollment

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

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

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

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

Enrollment for Students with Advanced Standing

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

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

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

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

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

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

Section 2: MSW Curriculum

Generalist Curriculum

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

Required Generalist Courses

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

Specialized Practice Curriculum

Specialized practice builds on generalist practice by adapting and extending the Social Work Competencies. The University of Pittsburgh MSW Program offers two specializations, Direct Practice with Individuals, Families, and Groups (DP)[1] or Community, Organization, and Social Action (COSA) practice. Each specialization exposes students to practice-specific roles; the uses and applications of research for practice; policy practice; practice with Public Health; organizational, and environmental influences on practice; and advanced practice theories, methods, and strategies.

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

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

The Direct Practice specialization, available at Pitt-Main, UPJ and UPB campuses, is designed to develop students' advanced practice skills to prepare them for autonomous practice, grounded in the values and ethics of the social work profession using a strengths-based, person-in-the-environment perspective. Through coursework and Practicum education, students are equipped with the knowledge and skills needed to engage in direct practice with individuals, families, and small groups with diverse backgrounds and identities. The Direct Practice specialization focuses on evidence-based modalities and provides students with community-based learning opportunities. Consistent with an emphasis on strengths perspective, students become skilled at assisting clients/patients/consumers to address their needs and realize their potential.

Direct Practice Curriculum

Two direct practice skill courses are required, along with two direct practice skill electives. Students also take a specialized human behavior course, a policy analysis course, and a research course with content specific to direct practice. They also develop practice skills through twelve (12) credit hours of specialized practice practicum. Sample Course of Study Guides can be found in Appendix A on page 264.

<p align="center">Required Courses</p>

Direct Practice Skills Required:

SWINT 2020	Direct Practice with Individuals	3 crs.
SWINT 2021	Direct Practice with Families & Groups	3 crs.

Direct Practice Skill Electives (SWINT): — 6 crs.

Second-Level HBSE:

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

Second-Level Policy:

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

OR		
SWWEL 2057	Mental Health & Public Policy	3 crs.
OR		
SWWEL 2059	Child & Family Policy	3 crs.

Second-Level Research:

SWRES 2040	DP Advanced Applied Research	3 crs.

General Electives: 6 crs.

Practicum Placement:

SWINT 2099	Direct Practice Specialized Practice Practicum Placement	12 crs.

Direct Practice Certificates

Direct practice students can also choose to pursue a certificate program to acquire greater depth of knowledge and skills in a particular practice focus area including: (1) children, youth and families; (2) gerontology: (3) home and school visitor/school social worker; (4) integrated healthcare; or (5) mental health. Direct practice students are not required to pursue a certificate or a focus area, and students who decide *not* to complete requirements for a certificate are not penalized. In fact, some students may have practice goals that do not nearly fit into any of the certificates and may benefit from planning a unique course of study which still fulfills the requirements of the DP MSW with their academic advisor.

Each certificate program available to direct practice students requires completion of a specific "package" of courses and a practicum placement experience relevant to that area to foster greater depth of competence and advanced social work practice skills[2]. Students are encouraged to work actively with their advisor to plan their course of study since the option to pursue a certificate must be declared no later than the end of the first term of full-time study[3]. They should also work with their practicum advisor to facilitate the identification of appropriate practicum placements.

A *Declaration of Intent* form for each certificate option is available online. The *Declaration of Intent* form (https://www.socialwork.pitt.edu/certificate-declaration-intent-form) can be completed and submitted to the Academic Registration & Records Manager in the Student Services Center. Students should be aware that all certificate courses may not be available every semester or during evening hours.

Children, Youth, and Families Certificate

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[2] MSW students on the UPJ campus have only the Mental Health Certificate available to them. While MSW students on the UPB campus have only the Children, Youth, and Families Certificate available to them.
[3] Those intending to pursue the Home and School Visitor certificate must declare their intent in their application for admission to the MSW Program

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

Required Courses

To earn the Children, Youth, and Families Certificate, students must fulfill all specialized direct practice requirements, as well as those of the focus area. Students must successfully complete Direct Practice with Individuals (SWINT 2020), Direct Practice with Families and Groups (SWINT 2021), and Direct Practice Advanced Applied Research (SWRES 2040), as well as:

SWBEH 2062	Human Behavior: Children and Families at Risk	3 crs.
SWWEL 2059	Child and Family Policy	3 crs.

Six elective credits from the MSW Program electives listed below:

SWINT 2011	Social Work Practice with Families	3 crs.
SWINT 2035	Intimate Partner Violence	3 crs.
SWINT 2042	SW Practice w/Substance Use & Other Addictive Disorders	3 crs.
SWINT 2049	Direct Practice with Children & Adolescents	3 crs.
SWINT 2063	Issues in Child Maltreatment	3 crs.
SWINT 2072	Social Work Practice & Traumatic Stress	3 crs.
SWINT 2096	Clinical SW w/African-American Families	3 crs.

Elective courses outside the School of Social Work are permitted within the limits of MSW Program policy and with the prior approval of the student's advisor or Faculty Coordinator. They may fulfill the general elective requirements, not the specialized practice elective requirements.

Required Practicum Work

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

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

Certificate in Gender, Sexuality, and Women's Studies

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

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

Required Courses

In order to earn the Certificate in Gender, Sexuality, and Women's Studies, students must complete 12 credits that meet the certificate requirements (passing all courses with a "B" or better) as well as fulfill all specialized direct practice requirements.

To fulfill specialized direct practice requirements, students must successfully complete Direct Practice with Individuals (SWINT 2020); Direct Practice with Families and Groups (SWINT 2021); Direct Practice Advanced Applied Research (SWRES 2040); a second-level HBSE course; and a second-level policy course. They also need 6 credits of specialized practice electives (SWINT) and 6 credits of general electives.

Required GSWS courses (which can fulfill the MSW social work general electives requirements):

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

T**wo** of these courses (SWINT courses can fulfill the MSW specialized practice electives requirements):

SWGEN 2034	Social Work Practice with Diverse Populations	3 crs.
SWINT 2035	Intimate Partner Violence	3 crs.
SWINT 2076	Human Sexuality	3 crs.

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

Gender, Sexuality and Women's Studies Certificate students must complete a research paper to be read by one affiliated faculty member.

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

Gerontology Certificate

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

The Gerontology Certificate can be earned by Direct Practice Students (DP) and Community Organization and Social Action (COSA) students. DP students gain specialized skills relevant to practice with older adults and/or their families at the individual, family, and small group levels in a variety of community and health settings. The certificate offers a focus on leadership and advocacy.

Gerontology Certificate students are eligible and encouraged to apply to:

- Hartford Program Partnership in Aging Education Fellowship (https://www.socialwork.pitt.edu/researchtraining/aging-initiatives-programs/hartfordpartnership-program-aging-education)

- Roth Fellowship (https://www.socialwork.pitt.edu/roth)

Required Courses

Students complete the Direct Practice requirements, as well as those of the certificate. Students must successfully complete Direct Practice with Individuals (SWINT 2020), Direct Practice with Families and Groups (SWINT 2021), and Direct Practice Advanced Applied Research (SWRES 2040), as well as:

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

One of these Electives:

SWINT 2004   Grief and Loss   3 crs.

SWINT 2007   Introduction to Psychopharmacology & SW Prac.   3 crs.

With Advanced Permission from the Certificate Chair, may substitute:

SWINT 2042   SW Practice w/ Substance Use & Other Addictive Disorders   3 crs.

SWINT 2073   Integrated Healthcare in Pharmacology   3 crs.

Should students want to take an elective other than those listed, the elective must fit the goals of the Gerontology Certificate and DP specialization and be approved by the Certificate Chair in advance. Elective courses outside the School of Social Work are permitted within the limits of MSW Program policy and with the prior approval of the student's Academic Advisor or Faculty Coordinator in addition to the Certificate Chair. The university has a [Graduate Certificate in Gerontology](), and some of those courses may fit students' interests.

Required Practicum Work

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

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

Home and School Visitor/School Social Worker Certification (H&SV/SSW)

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

1. Certification earned while earning the MSW

2. Certification earned post-MSW

3. Certification earned without an MSW

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

Required Courses

MSW students must indicate their interest in obtaining the H&SV/SSW certificate in their application for admissions to the MSW Program. Advanced standing students should contact the H&SV Faculty Coordinator and complete the *Declaration of Intent* during the summer registration period before their first fall semester in the MSW Program. MSW students who do not have advanced standing will complete a *Declaration of Intent* during their first semester of enrollment. In order to satisfy the certification requirements of the Pennsylvania Department of Education as well as the Master's Degree in Social Work, students will complete 66 credits which may necessitate registering for courses during the Summer Term (See: https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/certificates/home-and-school-visitorschool-social-worker)

To earn the HSV/SSW Certificate, students must fulfill all specialized direct practice requirements as well as those of the focus area. Students must successfully complete Direct Practice with Individuals (SWINT 2020), Direct Practice with Families and Groups (SWINT 2021), and Direct Practice Advanced Applied Research (SWRES 2040), an additional skills elective (SWINT) beyond the one mentioned below, as well as:

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

Students must also complete the courses below, offered through the School of Education (which fulfill the MSW social work general electives requirement):

TLL 2500	Foundations of Special Education	3 crs.
TLL 2257	Teaching English Language Learners	3 crs.
TLL 2101	PA School Law	3 crs.
TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3 crs.

Required Practicum Work

The H&SV/SSW specialized practice practicum placement (12 credits – 720 clock hours) must be completed in an approved school setting.

Certification Earned Post-MSW or Certification Earned Without an MSW

For non-MSW students seeking the H&SV/SSW certificate post-MSW, or earned without an MSW, the Home and School Visitor application must be completed and then submitted to the director of H&SV/SSW to be accepted into the program.
The course of study for the H&SV/SSW certificate for those seeking the Certification earned post-MSW or Certification earned without an MSW may be found here:
https://www.sociawork.pitt.edu/academics/masters-degree-social-work-msw/certificates/home-and-school-visitorschool-social-worker.

Pennsylvania HSV Credential

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

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

Integrated Healthcare Certificate

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

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

- BHSP Fellowship Program (https://www.socialwork.pitt.edu/student-resources/scholarships-and-fellowships/behavioral-health-scholars-program-bhsp)
- Roth Fellowship (https://www.socialwork.pitt.edu/roth)

Required Courses

Students complete the Direct Practice requirements as well as those of the certificate. Students must successfully complete Direct Practice with Individuals (SWINT 2020), Direct Practice with Families and Groups (SWINT 2021), and Direct Practice Advanced Applied Research (SWRES 2040), as well as:

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

One of the Classes on Pharmacology:

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

Students completing the IHC certificate are encouraged to consider the following electives as they are often beneficial for practice in integrated health settings. These classes may not fit into every student's schedule as they are not all offered every semester. These are not required.

- SWINT 2004 Grief & Loss, SWINT 2030 Direct Practice with Older Adults
- SWINT 2042 SW Practice w/ Substance Use & Other Addictive Disorders,
- SWINT 2046 Planned Short-Term Treatment

Should students want to take an elective other than those listed, the elective must fit the goals of the IHC and be approved by the Certificate Chair in advance. Elective courses outside the School of Social Work are permitted within the limits of MSW Program policy and with the prior approval of the student's Academic Advisor or Faculty Coordinator in addition to the Certificate Chair. Such electives would fulfill requirements for the students general electives.

Students selecting this certificate will complete 15 specialized practice courses (SWINT), leaving students with one general elective.

Required Practicum Work

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

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

Mental Health Certificate

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

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

- Roth Fellowship (https://www.socialwork.pitt.edu/roth).
- BHSP Fellowship Program (https://www.socialwork.pitt.edu/student-resources/scholarships-and-fellowships/behavioral-health-scholars-program-bhsp)

Required Courses

Students complete the Direct Practice requirements as well as those of the certificate. Students must successfully complete Direct Practice with Individuals (SWINT 2020), Direct Practice with Families and Groups (SWINT 2021), and Direct Practice Advanced Applied Research (SWRES 2040), as well as:

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

6 credits of Specialized Elective Courses (SWINT) from the following approved list:

SWINT 2018:	Clinicals Skills in Social Work Practice for Mental Health Recovery	3 crs.
SWINT 2007:	Intro to Psychopharmacology & Social Work Practice	3 crs.
SWINT 2011:	Social Work Practice w/Families	3 crs.
SWINT 2031:	Advanced Direct Practice: Cognitive-Behavioral	3 crs.
SWINT 2033:	Advanced Direct Practice: Psychodynamic	3 crs.

SWINT 2042:	SW w/ Substance Use & Other Addictive Disorders	3 crs.
SWINT 2046:	Planned Short-Term Treatment	3 crs.
SWINT 2049:	Direct practice with Children & Adolescents	3 crs.
SWINT 2053:	Group Intervention w/High Risk Populations	3 crs.
SWINT 2072:	Social Work Practice & Traumatic Stress	3 crs.

Required Practicum Work

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

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

Community, Organization, and Social Action (COSA)

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

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

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

COSA Curriculum

Students must take a specialized human behavior course, a policy analysis course, and a research course with content specific to COSA. Students must also complete the two required core skills courses, fulfilling their remaining credits from a range of practice skills electives as well as twelve (12) credit hours of specialized practice Practicum. Sample Course of Study Guides can be found in Appendix A on page 184.

Required Courses

COSA Skills:

SWCOSA 2084	Human Service Organization Management	3 crs.
SWCOSA 2088	Community Organizing & Planning	3 crs.

Second-Level HBSE:

SWBEH 2008	Human Behavior: Urban Environment	3 crs.

Second-Level Policy:

SWWEL 2087	Organizations and Public Policy	3 crs.

Second-Level Research (choose one):
SWRES 2041	COSA Advanced Applied Research	3 crs.

COSA Skill Electives (SWCOSA)	6 crs.

General Electives[6]	6 crs.

SWCOSA 2099	COSA Specialized Practice Practicum Placement	12 crs.

COSA Certificates

COSA's curriculum offers opportunities for students to diversify their education, and several options can be considered as a means of individualizing a student's academic plan. Students may pursue the existing COSA certificates program and/or pursue a joint degree offered with several other professional schools and programs. Most COSA students, especially advanced-standing students, are able to fulfill requirements for this certificate during their typical course of study.

COSA - Human Services Management Certificate

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

Students pursuing the Human Services Management Certificate option must complete twelve credits through the following COSA core and skill electives courses covering Network of Social Work Management (NSWM) competency and practice behaviors in areas of:

SWCOSA 2084	Human Service Organization Management	3 crs.
SWCOSA 2088	Community Organizing & Planning	3 crs.
SWCOSA 2086	Human Resource/Supervision & Financial Management	3 crs.
SWCOSA 2040	Grants Proposal Writing	3crs.

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[6] Students have the option of taking additional General Social Work Elective courses, or students may choose elective courses in other schools: GSPIA, Law, Public Health, Education, Business, Rehab Sciences, Gender Studies, International Studies, or even other affiliated universities as long as these courses can fulfill general elective requirements in the MSW Program.

Required Practicumwork

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

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

COSA - Community Organizing and Practice Certificate

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

 COSA students pursuing this certificate must complete twelve credits through the following COSA core courses and skill electives covering the certificate competencies in the areas of: community organizing; community planning; community development; and community social change. The required courses for the COP certificate are below.

SWCOSA 2084	Human Service Organization Management	3 crs.
SWCOSA 2088	Community Organizing & Planning	3 crs.
SWCOSA 2090	Working with Group/Intergroup Relations	3 crs.
SWCOSA 2096	Community Planning and Development	3 crs.

Required Practicum work

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

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

COSA - Gerontology Certificate

The Gerontology Certificate Program prepares MSW students with the knowledge and skills necessary to work and innovate in an aging society. The Aging focus area has been a part of the

school's curriculum since 1980. All gerontology students are exposed to various roles and settings that constitute contemporary social work practice in aging. Emphasis is given to understanding strengths and diversity among the aging population and the social, cultural, community, and policy contexts of aging including the opportunity that an aging society presents.

The Gerontology Certificate can be earned Community Organization and Social Action (COSA) students. COSA students focus on developing skills to work with task groups, programs, organizations, and communities to serve older adults and their families. The certificate offers a focus on leadership and advocacy.

Gerontology Certificate students are eligible and encouraged to apply to the following fellowships to enhance their experience:
- Hartford Program Partnership in Aging Education Fellowship (https://www.socialwork.pitt.edu/researchtraining/aging-initiatives-programs/hartfordpartnership-program-aging-education)
- Roth Fellowship (https://www.socialwork.pitt.edu/roth)

Required Courses

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

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

Two Gerontology-Related Electives:
One of the two electives must be a specialized COSA (SWCOSA) elective where the student completes a project or assignment with a gerontology focus. *Both could be SWCOSA electives*. The SWCOSA electives must fit the student's track—Community Organization or Social Action. For SWCOSA electives, students will submit to the Certificate Chairperson a form with information about the assignment and topic.

Options for students doing the COSA Social Administration Track

SWCOSA 2040	Grant Proposal Writing	3 crs.
SWCOSA 2090	Working w/ Group & Intergroup Relations	3 crs

Options for students doing the COSA Community Organization Track

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

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

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

Required Practicum work

The second (specialized COSA) Practicum placement (12 credits – 720 clock hours) must be completed in a program, unit, agency, or community with a primary focus on aging and with appropriate COSA focus to fit the student's plan of study. Approved Practicum Options may be found at:
Sites: [SSW Home (pitt.edu)](#)

For further information, please contact: Faculty Coordinator: Rafael Engel, PhD, MSW, [rengel@pitt.edu](#)

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

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

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

Required Courses

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

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

The third course requirement for the certificate may be fulfilled through:

SWGEN 2034	Social Work Practice with Diverse Populations	
	3 crs.	

For the 4th course it is possible to count another SW course; prior approval from Dr. Sara Goodkind, the Faculty Coordinator, must be obtained.

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

<u>*Additional Requirements*</u>

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

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

MSW Dual, Joint, and Cooperative Degree Programs

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

terminate the joint degree program before its completion must complete all the work required by the respective schools for either degree in order to receive that degree separately.

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

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

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

Interested students: https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/dualjointcooperative-degrees/joint-degree-programs-graduate;

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

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

The dual MSW/MPH degree program has been developed to prepare students in both Social Work and Public Health to intervene more accurately with the complex psycho-social problems affecting the health and social functioning of people from diverse backgrounds and identities. Public health social workers are employed in outpatient and primary care settings as well as in community health agencies or as part of the voluntary organizations providing public health services, such as HIV/AIDS prevention, family planning, substance abuse prevention programs, community-based services for the aging, and services for families who need social and physiological supports. Social work students who intend to pursue careers in non-health settings also benefit from some of the curricula offerings in this program with community-level prevention interventions meaningful in child welfare, maternal and child health (MCH), palliative care, services for the aged, and mental health. Interested students: https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/dualjointcooperative-degrees/master-social-workpublic

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

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

For further information, please contact: **Faculty Coordinator**: Amy DeGurian, MSW, LSW, aad6@pitt.edu.

Master of Social Work/Master of Divinity

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

This program provides a full social work and theological education that may be completed in four years. Candidates for the MSW/MDiv degrees normally enter the Seminary and concentrate on theological studies during the first two years of the program. The M.Div. portion of the program is hybrid, and because courses are offered in a predictable rotation, students can select from in-person and online courses. The third and fourth years are spent primarily in the MSW Program with approximately one course each term being taken at the Seminary. Candidates for the MSW/MAPS or MSW/MTS degrees who enter the program through the Seminary will concentrate on theological studies during the first year. Application should be made to the University of Pittsburgh Graduate School of Social Work during the Fall Semester of the first year. The second and third years will be spent predominantly at the School of Social Work. The fourth year fall semester will be completed at PTS. Interested students: https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/dualjointcooperative-degrees/master-social-workmaster.

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

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

Faced with an increasingly competitive market, nonprofit organizations are beginning to emulate management methods and paradigms practiced by for-profit companies, such as financial operations, human resource and data management, market and economic analysis, and evidence-based strategic planning. As philanthropic organizations become concerned about their accountability and utility of financial supports provided to various human service organizations,

they are beginning to evaluate nonprofits beyond program outcomes or average cost per client to more advanced assessments, such as cost-efficiency and effectiveness and cost-benefit ratio. Unfortunately, such analytic methodologies are rarely offered to social work students by the traditional social work curriculum.

The MSW/MBA dual-degree program is open to the Community, Organization and Social Action (COSA) students. Interested students: https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/dualjointcooperative-degrees/master-social-work-msw-master.

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

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

An MSW degree from an accredited school of social work is required to be considered for admission to the PhD program. Those applicants without an MSW degree, who wish to pursue a social work academic career, may apply to the joint MSW/PhD program. Most schools of social work require their faculty members hold MSWs as well as PhDs. Preference is given to those MSW/PhD applicants who have prior social work-related professional experience. For further information, please contact: **Faculty Coordinator**: Sara Goodkind Ph.D.; sara.goodkind@pitt.edu

Master of Social Work/Juris Doctorate (JD)

The School of Social Work and the School of Law offer a joint Master of Social Work-Juris Doctor (MSW-JD) degree. The MSW-JD degree program focuses on the areas in which social work and law converge, such as child welfare, aging, health, mental health, juvenile and criminal justice, family issues, and housing. These areas of convergence exist in social work practice with individuals, families, and groups as well as with communities and organizations.
The intersection of legal and social work concerns is also evident at the policy level, and research from both professional disciplines has been used to inform these activities. It is not uncommon for practitioners from both Practicums to work in concert to draft, implement, and/or advocate for legislation at the local, state, and federal levels.

Section 3: Practicum Education

Introduction: Practicum Education in the MSW Program

Practicum Education has been designated the signature pedagogy of Social Work Education. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. The intent of Practicum education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the social work practice setting. It is a basic precept of social work education that the two interrelated components of curriculum (classroom learning and Practicum instruction) are of *equal* importance within the curriculum, with each contributing to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate mastery of the program's core competencies as operationalized by the practice behaviors outlined by the School and the Council on Social Work Education Educational and Policy Accreditation Standards (EPAS, 2015) for each level.

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

There are two levels of Practicum placement. The first is g*eneralist* Practicum placement (6 credits/360 hours). In generalist practicum the student learns to identify with the social work profession and to apply ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The nine generalist social work competencies students work toward include:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

The second level placement is *specialized practice* Practicum placement (12 credits/ 720 hours). Specialized practice builds on generalist practice by adapting and extending the social work competencies. The MSW Program offers two specialization, Direct Practice (DP) and Community, Organization, and Social Action (COSA) at Pitt Oakland. Pitt-Johnstown, Pitt-Bradford and the online MSW program offer only Direct Practice specialization.

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

Students with advanced standing status are approved for 6 Practicum credits from their undergraduate Practicum work provided the undergraduate program was accredited by the Council on Social Work Education at the time of the student's graduation.

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

 Students should also become familiar with:
https://www.socialwork.pitt.edu/academics/Practicum-education/msw-Practicum-education.

For further information, please contact: **Director of Practicum Education:** Tonya Slawinski, Ph.D., tslawin@pitt.edu or, **Office of Practicum Education, Practicum Education Administrator, arb361@pitt.edu**

Practicum Education Policies
Policy 13:M30 Numbering of Practicum Education Policies – MSW Program

As part of the MSW Program's 2020 reaffirmation effort Practicum education policies were reviewed, and some were revised.

Current Practicum education policies begin with this policy, which is designated Policy 13:M30. The policies and practices described are subject to change at the discretion of the School of Social Work. They are not to be considered or otherwise relied upon as legal terms and conditions of enrollment, and the language is not intended to create a contract between the University of Pittsburgh's School of Social Work and its students. To the extent any policy contained in this Handbook is inconsistent with the law, such policy is superseded by law.

All Practicum education policies, and the procedures and details described herein, apply to the MSW program options at the University of Pittsburgh Main (Pitt-Main, Oakland) campus, the

University of Pittsburgh Johnstown (UPJ) campus, and the University of Pittsburgh (UPB) campus, unless otherwise indicated.

Policy 13:M31   Definition of Key Terms – MSW Program

As used in the MSW Practicum Education Policies:

1. **A student** refers to an individual who has been admitted to and has matriculated in the MSW Program of the School of Social Work, University of Pittsburgh.

2. **A Practicum placement agency** is the site where the student completes the assigned Practicum experience. The U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act: Internship Fact Sheet

3. **A Practicum instructor** is an individual who provides educational supervision to a student. To be a Practicum instructor, an individual must possess a Master's degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.

4. **A task supervisor** is an agency employee who provides day-to-day supervision of a student when a Practicum instructor is not present.

5. **The Office of Practicum Education** is the unit in the School of Social Work that has overall responsibility for Practicum education, including developing policies and procedures; identifying and selecting new Practicum placement agencies, including purposefully recruiting agencies that provide a supportive and inclusive learning environment that models affirmation and respect for diversity and difference; providing training; maintaining contact with Practicum placement agencies and Practicum instructors; supporting student safety; monitoring of student learning; and evaluating Practicum education effectiveness.

6. **The Director of Practicum Education** has administrative oversight for the Practicum education program in its entirety, including the Oakland campus, the Bradford campus (UPB) and .the Johnstown campus (UPJ) The Director of Practicum Education reports to the Associate Dean for Academic Affairs. The Director of Practicum Education must possess a Ph.D. degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.

7. **A Practicum advisor** is the individual who is responsible for placing students; at the UPJ and UPB campuses, the MSW Regional Program Directors serve as the Practicum advisor for students at those sites. The Practicum advisor is the person who develops new Practicum sites, monitors current Practicum placements. In the generalist year, the Practicum Advisor also serves as the academic and Practicum Liaison and

Academic Advisor for students assigned to the Practicum Advisor's Generalist Course. In some circumstances, the Practicum Advisor will also perform Academic advising and Practicum Liaison roles in the specialization year. To be a Practicum advisor, an individual must possess an MSW degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.

8. **A Practicum liaison** is the individual who is responsible for following and monitoring students through the Practicum experience and for having on-site contact with the student and Practicum instructor at least once per term. The MSW Regional Program Directors at the UPJ and UPB campuses serve as the Practicum liaisons for those sites. The Practicum liaison engages in continuing dialogue with the Practicum setting and Practicum instructor. In certain circumstances, the Practicum liaison may serve as the student's Practicum instructor. To be a Practicum liaison, an individual must possess a Master's degree from a CSWE-accredited social work program and a minimum of two years' post-Master's social work practice experience.

Policy 13:M32 Definition and Purpose of Practicum Education – MSW Program

I.**Definition**

Practicum Education is the signature pedagogy for social work. It serves as the opportunity to apply classroom learning to practice with individuals, families, groups, organizations, and communities at the generalist level. At the specialization level, students in the Direct Practice with Individuals, Families, and Small Groups (Direct Practice) Specialization apply their classroom learning to individuals, families, and small groups, whereas those in the Community, Organizations, and Social Action (COSA) Specialization apply their classroom studies to their work with groups, organizations, and communities. At both the generalist and specialization levels, examples from students' Practicum placements also are brought back to the classroom, further enriching the classroom experience and ensuring the integration of classroom instruction and Practicum learning.

II.   Purpose

A.   **General Design**

The Practicum experience is designed to meet the MSW Program's educational requirements and provide opportunities for students to demonstrate the nine (9) social work competencies and their concomitant behaviors.

B.   **The Generalist Practicum Placement**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the

micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Across all program options, students completing generalist Practicum placements are placed at agencies that provide generalist practice opportunities that allow them to demonstrate social work competencies and their concomitant behaviors with individuals, families, groups, organizations, and communities. All students in their generalist Practicum placements have the opportunity to develop their social work competencies and concomitant behaviors through in-person contact with clients/constituencies.

All students in their generalist Practicum placements are able to have a broad range of learning experiences and assignment of professional responsibilities consistent with their educational level and professional development. Educational goals and competencies are reflected in writing in an educational plan known as the Generalist Practicum Learning Plan.

C.   **The Specialization Practicum Placement**

According to the Council on Social Work Education (EPAS, 2015), specialized practice builds on generalist practice, adapting and extending the Generalist Competencies for practice with a specific population, problem area, method of intervention, perspective, or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

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

All students in their specialization Practicum placements have the opportunity to develop Direct Practice or COSA competencies through in-person contact with clients/constituencies. All students also are able to have a broad range of learning experiences and assignment of professional

responsibilities consistent with their educational level, professional development, and specialization. Educational goals and competencies for the specialization Practicum placement are reflected in writing in an educational plan known as a Practicum Learning Plan, versions of which are specific to the Direct Practice Specialization and the COSA Specialization.

Policy 13:M33 Admission to Practicum Education and Securing a Practicum Placement – MSW Program

I.   Criteria for Admission to Practicum Education

A.   Students who wish to begin their generalist Practicum placement must first be admitted to and matriculated in the MSW Program (*https://www.socialwork.pitt.edu/admissions/masters-degree-social-work-msw*).

       a.   Advanced standing students who seek to begin their specialization Practicum placement must first be admitted to and matriculated in the MSW Program (*https://www.socialwork.pitt.edu/admissions/masters-degree-social-work-msw*).

b.   All MSW students, inclusive of those with advanced standing and those beginning generalist Practicum, also must complete and submit the following:

   i.Student Agreement/Release of Information

   ii.Practicum Request Form through Practicum Education software, SONIA

   iii.Mandated Reporter Training through CANVAS

   iv.HIPAA Training: HIPAA Training

c.   Non-advanced standing students who seek to continue in Practicum and begin their specialization placement must:

   i.Be admitted to and matriculated in the MSW Program

   ii.Have successfully completed their Generalist coursework and Generalist Practicum education requirements. In rare instances, a student who does not meet specific academic criteria can begin a specialization placement.

   iii.Complete and submit a Practicum Request Form

B.   Only students who meet the above criteria will be admitted to Practicum education; non-compliance with any of the above will be reported to the MSW Program Director and the Director of Practicum Education.

<u>Procedures</u>:

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

2.   Information regarding the criteria for admission to Practicum education is reinforced by the Practicum advisor.

3.   Student Agreement/Release of Information

Applicants to the MSW Program receive the Student Agreement/Release of Information as part of their application packet. The Student Agreement/Release of Information makes applicants aware of the possible need for clearances as well as workplace and liability issues; it also contains language that permits the Office of Practicum Education to share information with potential Practicum placement agencies for the purpose of arranging Practicum placements. Applicants must e-sign the form and submit it along with other application materials to the Admission's Office. An applicant will not be considered for admission to the MSW Program, and hence will not be able to matriculate in the Program, unless the e-signed Student Agreement/Release of Information is received.

4.   Request for Practicum Placement Form

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

5.   Mandated Reporter Training

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

6. HIPAA Training

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

I. **Securing a Practicum Placement: The Matching Process**

Practicum Advisors collaborate with students to seek and secure their Practicum placements.

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

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

Procedures:

1. After receiving the student's Request for Practicum Placement Form and résumé, the Practicum Advisor meets with the student to discuss areas of interest and any special requests. This meeting may be conducted via Zoom, TEAMS video option, or in person.

2. The student and Practicum Advisor will review approved practicum sites in Sonia, the practicum education software. The student has access to the practicum sites through their personal Sonia account.

3. Students can also provide information about a potential Practicum placement to their Practicum Advisor for further exploration. Such circumstances typically involve a student who wishes to complete the placement in a different geographic locale or who knows of a new agency that might be a suitable Practicum placement.

4.   The practicum Advisor must approve the site before further steps to initiate the placement process can be taken.

5.   A student who is interested in completing a Practicum placement:

a.   Outside their campus's geographic area should discuss with their Practicum advisor. Final approval of the request is made by the Director of Practicum Education and is contingent upon the availability of an approved Practicum placement, Practicum instructor, and Practicum liaison to monitor the student's experience.

b.   At their place of employment must adhere to the criteria and procedures identified in Policy 13:M39.

c.   At the Practicum placement agency at which they completed their generalist Practicum placement must adhere to the criteria and procedures described in Policy 13:M38.

6.   The Practicum advisor notifies the student by email of the proposed Practicum site and the name of the designated contact person, who may be the proposed Practicum instructor.

7.   MSW students are expected to act in a manner that conforms to standards of professional and ethical conduct as specified by the NASW Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English; also see the Academic and Student Conduct Policy (Policy 11:1) for more detailed information about expected student conduct).

8.   The agency designated contact person is typically responsible for making an appointment for an interview with the student.

9.   If the student and the Practicum placement agency's designated contact person agree to the Practicum placement assignment, they both must provide feedback and complete their sections of the one-page MSW Practicum Placement Confirmation Form which is provided by the student's Practicum Advisor (The student must submit the form to the Practicum advisor by the deadline. Until the MSW Practicum Placement Confirmation Form is received, the Practicum placement may not begin and Practicum hours will not be accrued.

10.   In most instances, the student is responsible for obtaining a child abuse clearance, a criminal record background check, or a drug

screening, if these are required by a Practicum placement agency. At times, the agency will obtain the necessary clearances for the student. The cost of obtaining any required clearance often is the student's responsibility; some agencies may cover these costs, depending on their policies. Additional costs for use of electronic medical records at the agency might be required and the student is made aware of these additional costs during meetings with the Practicum Advisor.

When the student is the party responsible for obtaining the required clearance, it is their responsibility to submit the documentation to the Practicum instructor or staff member identified by the agency. This must occur before the student begins their Practicum placement. Failure to submit required clearances by the due date typically will prevent the student from beginning the Practicum placement, a decision that rests with the Practicum placement agency.

Details:

Information and resources for students related to obtaining clearances is available at:
https://www.socialwork.pitt.edu/academics/Practicum-education/resources-students

11.   If a student or the Practicum placement agency's designated contact person do not agree to the Practicum placement assignment and the MSW Practicum Placement Confirmation Form has not yet been completed and submitted, the student must immediately notify the Practicum advisor. In such instances, the student will be sent to another setting for an interview.

12.   The option of interviewing with potential Practicum placement agencies can be exercised three times.

13.   If there is an inability to match a MSW student to a Practicum placement after three interviews, the situation is reviewed by the Director of Practicum Education, the MSW Program Director, and the Associate Dean for Academic Affairs. The meeting will include the MSW Regional Program Directors for UPJ or UPB for students at their locations. An individualized plan will be developed to assist the student in finding a Practicum placement. Students who fail to implement the individualized plan, and therefore are not making academic progress in the MSW Program, will have a Mandatory Academic and Professional Behavior Review (Mandatory Review), in accordance with Policy 11:1, and may be placed on academic probations.

Details:

1.   Information and forms related to the Practicum placement matching process can be obtained from the MSW Practicum Education page and Sonia page of the Practicum Education website: https://www.socialwork.pitt.edu/academics/Practicum-education/msw-Practicum-education and Sonia Instructions and Forms

2.   It is the student's responsibility to coordinate the schedule of hours to be spent at the Practicum placement with their identified Practicum instructor.

Policy 13:M34 Practicum Education Hours – MSW Program

I. **Number of Required Hours**

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

II. **Completion of Required Hours**

A.   The MSW Program requires 360 hours (6 credits) of generalist Practicum education and 720 hours (12 credits) of specialization Practicum education.

B.   Students may not complete less than 12 hours per week of Practicum placement in a term and must satisfactorily complete the total number of hours required by the MSW Program.

C.   The amount of time a student spends in Practicum should be reflected in their registration; one credit of Practicum education equals 60 hours.

D.   When a student is continuing a placement at the same agency they are permitted to carry up to two weeks-worth of Practicum hours into another term. Approval to carry over hours must be obtained in advance from the Practicum instructor and the Practicum liaison.

Procedures:

1.   A student who receives approval to carry over hours may not end the Practicum placement more than two weeks early.

2.   In no instance may a student carry over hours from a generalist Practicum placement to a specialization Practicum placement.

F.   No MSW student may complete a Practicum placement more than two weeks early.

G.   A Practicum education grade will not be entered until the student completes the number of hours of Practicum placement for which they are registered, in addition to the required forms for their program.

III.   Observance of Holidays

Students in Practicum are expected to follow the University calendar in observance of designated holidays. In agency situations where a student's observance of a University holiday would result in hardship or problem in the agency's program, the student may negotiate an agreement satisfactory to all parties: student, Practicum instructor, and Practicum liaison. A statement of this agreement should be placed in the student's file. Students are not required to make up agency holidays that are not observed by the University.

IV.   Deviation from the Established Educational Design for Practicum

A student must submit a written request for deviation from the established educational design for Practicum to their academic and Practicum advisors (at UPJ and UPB MSW Regional Program Directors serve as both the academic and Practicum advisors), the MSW Program Director, and the Director of Practicum Education. The Director of Practicum Education will respond to this request. Circumstances that may necessitate such a request include a Leave of Absence (Policy 26:1), a move to another geographic area, or a change in employment schedule.

Policy 13:M35 Required Documentation While in Practicum – MSW Program

I.**Practicum Learning Plan**

Students are responsible for obtaining, completing with the Practicum instructor, and electronically submitting a signed Practicum Learning Plan for each Practicum placement. The Practicum Learning plan is located in the student's practicum software account.   Upon completion, the Practicum liaison reviews the form and signs the form electronically . The completed and signed Practicum Learning Plan must be submitted within 30 days of the start of a generalist or specialization Practicum placement.

II.   **Time Sheet**

Students are responsible for obtaining, completing with the Practicum instructor, and electronically submitting a signed Time Sheet at the end of each term of the Practicum placement. The Time Sheet is located in the student's practicum software account. The Time Sheet should be submitted electronically by the student with the Practicum Evaluation.

III.**Practicum Evaluation**

Students are responsible for obtaining, completing with the Practicum instructor, and electronically submitting a signed Practicum Evaluation for each term of the Practicum placement. The Practicum Evaluation is located in the student's practicum software account; the student must submit it and the Time Sheet electronically by the due date. Upon completion, the Practicum liaison reviews, signs the form electronically and submits a grade for the semester.

IV.   **Evaluation of the Practicum Experience**

At the conclusion of the Practicum placement in the Spring term, the students are sent an individualized Qualtrics link so that they can evaluate their Practicum experiences. The student is asked to complete and electronically submit an Evaluation of the Practicum Placement via the individualized Qualtrics link. This information is gathered, analyzed, and discussed with the Practicum Faculty by the Director of Practicum Education.

<u>Procedures</u>:

1.   New students are notified of these requirements and are told how to access the forms during MSW orientation for Generalists and 2nd year/advanced standing students.. At UPJ and UPB, students are notified during the general orientation for new students.

2.   During their meeting with students to discuss Practicum placement options, Practicum advisors reinforce the importance of completing and submitting these forms and ensure that students know how to access them.

3.   A Practicum education grade will not be entered until the documents identified in I., II., and III. (above) are completed, signed, and submitted.

Policy 13:M36 Student Safety in Practicum Education – MSW Program

The MSW Program mandates all members of our community – students, Practicum instructors, Practicum advisors and Practicum liaisons, the Director of Practicum Education, and other MSW Program faculty and administrators – involved in Practicum education to discuss student safety and the process of reporting concerns. Acknowledging issues of safety related to Practicum education and knowing what to do if a concern arises are critical to ensuring well-being in a safe, productive learning experience. The Practicum Safety Review Form, which offers a comprehensive assessment of issues related to students' safety during their Practicum placements, serves as a key vehicle for attempting to ensure student safety in Practicum education.

II.   **Practicum Safety Review Form**

A.   The Practicum Safety Review Form is initially discussed with students at the Practicum Orientation Session that occurs during the orientation for new students; at UPJ and UPB, students are notified during the general orientation for new students. Information about the Practicum Safety Review Form is reinforced for non-advanced standing students in their Generalist class, where it is completed as an assignment. Practicum advisors review the Practicum Safety Review form and the procedures for completing it when they meet with advanced standing students and continuing non-advanced standing students to discuss specialization Practicum placement options.

B.   Each time a student begins a Practicum placement they are required to complete, sign, and submit the Practicum Safety Review Form. The placement forms

C.   Any concerns identified by the student during the completion of the Practicum Safety Review Form should be discussed with the Practicum instructor and the Practicum liaison.

D.   The Practicum Safety Review Form must be completed within 30 days of beginning a Practicum placement. The completed, signed Practicum Safety Review form completed in SONIA and will be retained in the student's profile for the Office of Practicum Education.

E.   Failure to submit the completed Practicum Safety Review Form within the first 30 days of a Practicum placement will result in the student being suspended from the Practicum placement until the form is completed.

Procedures:

1.   The student reviews the NASW Guidelines for Social Work Safety in the Workplace.

(https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0)

2.   The student is familiar with the Practicum placement agency's safety policies and participates in safety trainings, if they are available.

3.   The student is aware of the University's professional liability coverage and provides documentation of such coverage to the Practicum placement agency, if requested.

4.   The student is aware of the fire procedures at the Practicum placement agency.

5.   The student is familiar with the physical environment of the Practicum placement site and discusses the safety of the Practicum placement's physical environment with the Practicum instructor.

6.   The student who is expected to make home visits is familiar with the Practicum placement agency's policies related to home visits and to client/consumer/constituent transport.

7.   The student who is expected to make home visits discusses safety measures for home visit with the Practicum instructor.

Details:

If following the discussion of safety measures for home visits with the Practicum instructor, a student continues to feel uncomfortable performing home visits alone, the student informs their Practicum liaison who, with the student's Practicum advisor, assists the student in negotiating a solution with the Practicum instructor

8.   The student who is expected to engage in outreach activities is familiar with the Practicum placement agency's policies related to outreach.

9.   The student who is expected to engage in outreach activities discusses safety measures for outreach activities with the Practicum instructor.

Details:

If following the discussion of safety measures for outreach activities with the Practicum instructor, a student continues to feel uncomfortable performing outreach activities alone, the student informs their Practicum liaison who,

with the student's Practicum advisor, assists the student in negotiating a solution with the Practicum instructor.

10.   The student who is expected to use their own vehicle for tasks related to the Practicum placement is familiar with the Practicum placement agency's insurance coverage related to the use of a personal vehicle.

11.   The student who is expected to use their personal vehicle for tasks related to the Practicum placement is familiar with their own automobile insurance coverage in the event an accident occurs while using the vehicle for Practicum activities.

Details:

If a student feels uncomfortable with using their own vehicle they should discuss the matter with the Practicum instructor. If following the discussion with the Practicum instructor the student continues to feel uncomfortable about using their own vehicle for Practicum placement activities, the student should inform their Practicum liaison who, with the student's Practicum advisor, assists the student in negotiating a solution with the Practicum instructor.

12.   The student's immunizations, TB test, and/or other medical tests are up-to-date and provided to the Practicum placement agency, if requested.

Details:

If immunizations, TB test, and/or other medical tests are not current, it is the student's responsibility to arrange for and to incur the cost of these tests. Student Health Services may provide immunization services to students and any records related to their services, including immunizations, will be maintained by Student Health Services in accordance with their policies and procedures.

13.   The student receives information about potential physical harm and how to protect oneself from potential injuries by clients/consumers/constituents.

14.   The student receives information on potential communicable diseases and precautions that can be taken to reduce one's risks.

15.   The student is oriented to Practicum placement agency policies and procedures for crises or disasters and understands what might be expected of them as an intern.

16.   The student knows who to contact if they feel physically threatened or unsafe at their Practicum placement.

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

Details:

1.   The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment and sexual violence have no place on our campus. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors, and visitors of the University. To help advance the University's goal of eradicating sexual misconduct, the Office of Sexual Harassment and Assault Response and Education (SHARE) offers resources to help all members of our University community report, cope with, and prevent incidents of sexual misconduct or assault.

   a. Oakland campus and online:
   https://www.studentaffairs.pitt.edu/share/#title9-table

   b. UPJ: https://www.johnstown.pitt.edu/campus-safety/sexual-assault-services

   c. UPB: https://www.upb.pitt.edu/administrative-offices/office-diversity-and-inclusion/sexual-assault-awareness

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

3.   Any individual who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment will be subject to disciplinary action, including, but not limited to reprimand,

suspension, termination or expulsion. Any disciplinary action taken will depend upon the severity of the offense

4.   Definition:

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

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

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

   c. Such conduct has the purpose or effect of:

      1.   Unreasonably interfering with an individual's work or academic performance, or

      2.   Creating an intimidating, hostile, or offensive work or academic environment.

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

5.   Consensual Relationships

Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 07-14-01; https://www.diversity.pitt.edu/sites/default/files/pitt_policy_07-14-01.pdf prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the

student. Failure to do so may subject the faculty member to disciplinary action.

6.	Complaint Procedure

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

a.	Oakland campus, Office of Diversity and Inclusion: https://www.diversity.pitt.edu/

b.	UPJ, Office of Equity and Inclusion: https://www.johnstown.pitt.edu/about/office-president/equity-and-inclusion

c.	UPB, Office of Diversity and Inclusion: https://www.upb.pitt.edu/administrative-offices/office-diversity-and-inclusion

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

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

7.	Student Notification of Title IX Provisions

a. At the Pitt-Main campus, non-advanced students enrolled in the Generalist class are oriented to Title IX provisions during that course, which is attended by a representative of the University's Title IX Office. At UPJ and UPB, a representative of the campus Title IX Office informs students of Title IX provisions during the orientation for new students.

b. Advanced Standing students are oriented to Title IX provisions during the Practicum Orientation held as part of the full-day orientation for new students at the Pitt-Main campus; a representative of the University's Title IX Office attends the Practicum Orientation. At UPJ and UPB, a representative of the campus Title IX Office informs students of Title IX provisions during the orientation for new students.

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

Details:

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

1.   Students who have a disability for which they are or may be requesting an accommodation related to their Practicum placement are encouraged to contact both their Practicum advisor (person who is matching them to a Practicum site), who will inform the Director of Practicum Education and Disability Resources and Services (DRS) in 140 William Pitt Union, 412-648-7890 (UPJ: G-4 Student Union, 814-269-7119 and the Regional Program Director; UPB: Hanley Library, Room 202, 814-362-760 and the Regional Program Director) as early as possible before the term. Students may start this notification when completing their Request for Practicum Placement Form.

2.   Accommodations related to Practicum placement are determined based on an interactive process among the student, DRS, Practicum advisor and the Director of Practicum Education (UPJ – Regional Program Director and UPB Regional Program Director) and the Practicum placement agency to determine if the requested accommodations are reasonable and do not alter an essential feature of the program requirements. As such,

accommodations previously established for didactic coursework may not apply.

3.   Once accommodations are determined, DRS will forward a copy of the Notification of Accommodations specific to Practicum placement to the Director of Practicum Education (UPJ and UPB MSW Regional Program Directors who will communicate the accommodations directly with the appropriate Practicum advisor and the student's Practicum liaison (person who will monitor the progress of the student during the Practicum experience to include at least one Practicum visit per term). The Practicum advisor will discuss the accommodations that are being requested directly with the Practicum placement agency. The Practicum advisor, student and DRS representative will discuss how these accommodations will be communicated to the Practicum site.

4.   If an agency is unable to provide a reasonable accommodation, the School will request a written statement from the agency indicating the reasons why they are unable to provide reasonable accommodations and the Office of DRS and the School of Social Work (the student's Practicum advisor and the Director of Practicum Education) who will review the written statement and will re-engage interactive process and/or identify an alternative Practicum placement agency.

5.   Accommodations that are deemed reasonable in one Practicum placement may not apply in other required Practicum settings; therefore, students are responsible for engaging with DRS, their Practicum advisor and the Director of Practicum Education for the Oakland campus for each Practicum placement.
6.   The MSW Regional Program Directors at UPJ and UPB make these arrangements for the students at their respective campuses. Online students will be directed to the Oakland DRS resources.

7.   Notification of Accommodations are sent to the Director of Practicum Education, (Pitt-Johnstown and Pitt Bradford regional program directors) who grants the Practicum advisor access to the information as needed.

8.   Should the student's request for accommodations change during the duration of the Practicum placement, DRS will re-engage with the student, the Practicum advisor, the Director of Practicum Education, the student's Practicum liaison and the

Practicum placement agency in the interactive process to determine reasonable accommodations.

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

10.   Practicum sites and instructors are informed of the DRS process as follows. A representative from DRS orients all Practicum instructors at the Practicum Instructor Orientations which are held online throughout the year at the Oakland, UPJ, UPB and online campuses at the beginning of the Fall, Spring, and Summer terms, minimally.

10.   Agencies cannot be held responsible for not accommodating a student if no disability is disclosed or requested, and an undisclosed disability should not be used by the student at a later date as a reason for poor performance.

11.   Student Notification of Provision for Disability Services and Resources

a. Non-advanced standing students at the Pitt-Main campus are informed of this process during the Practicum Orientation held during the orientation for new students; when meeting with their Practicum advisor to discuss locating a Practicum placement. Students at UPJ and UPB learn about the DRS process during the orientation for new students, in their Generalist class and when they meet with their Practicum advisor to discuss Practicum placement options.

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

13.   Students requesting accommodations at the Oakland Campus and for the online program should notify their Practicum advisor and academic advisor (at UPJ and UPB the MSW Regional Program Directors serve as the Practicum and academic advisors) and should contact the Disability Resources and Services (Oakland campus: drsrecep@pitt.edu; UPJ: OHCS@pitt.edu; UPB: clh71@pitt.edu).

Policy 13:M37 Stipends – MSW Program

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

Procedures:

1.   During the matching process, if a Practicum placement agency mentions the availability of a stipend for the student, the opportunity is referred to the School of Social Work Director of Administration for processing and student notification.

2.   If a student's status changes while receiving a stipend, (i.e., leave of absence, withdrawal, etc.), the stipend will be suspended during the change in status.

Policy 13:M38 Same-site Generalist and Specialization Practicum Placements - MSW Program

I. Although unusual, students are sometimes allowed to complete both their generalist and specialization Practicum placements at a single agency. The student in such situations must have different and distinct learning experiences that are educationally appropriate and that support the student's professional development and the Generalist Competencies and concomitant behaviors and the Specialization's Competencies.

II. The option of allowing a student to remain at the same agency for generalist and specialization Practicum placement will be considered under the following conditions:

A.   The agency must be an approved Practicum education agency (see Policy 13:M41).

B.   The proposed Practicum instructor meets the criteria to be appointed as a Practicum instructor, as described in Policy 13:M42.

C.   The proposed specialization Practicum placement must be able to meet the requirements of the student's educational program and level.

D.   The specialization Practicum learning assignments and experience must be different from and on a more advanced level than the student's generalist Practicum learning assignments and experience. The specialization Practicum learning assignments and experiences must align with and contribute to the student's development of the competencies identified for their chosen specialization.

E.   The student provides a schedule of hours and specialization learning tasks/activities that are acceptable to the Office of Practicum Education and the Practicum instructor.

Procedures:

1.   A student interested in staying at the same Practicum placement agency for both generalist and specialization placement must submit a written request to their Practicum advisor. The request should, at minimum, describe the specialization Practicum learning experiences that will be available, discuss how these differ from what was done in the generalist Practicum placement, indicate who will provide Practicum instruction, and offer a rationale for why the student prefers to remain at the same Practicum placement agency.

2.   The Practicum advisor reviews the student's request and interviews the student and the proposed Practicum instructor. In addition to asking each about learning opportunities, the Practicum advisor will ask that each evaluate the potential for conflict of interest issues to arise.

3.   The Practicum advisor discusses the request and offers their recommendation to the Director of Practicum Education.

4.   The Director of Practicum Education, in consultation with the UPJ and UPB MSW Regional Program Directors when the decision involves a student from their sites, reviews the recommendation before making a final decision, which is communicated to the Practicum advisor, the proposed Practicum instructor, and the student.

Policy 13:M39 Employment-based Practicum Placement - MSW Program

I. An employment-based Practicum placement is defined as a Practicum placement that occurs in the student's place of employment and can be a function of that student's employment.

II. Students can be placed in an employment-based Practicum placements only when all of the following criteria are met:

A. The student's employment must be an approved practicum placement site.

B. The students will apply the social work perspective to both current and new responsibilities or tasks and continue to learn and develop new knowledge and skills.

C. The employment tasks the student performs at the agency must be directly linked to the social work competencies specific to the level of practice the student is enrolled in for practicum internship (i.e., generalist, specialization). Only the time devoted to those work tasks that meet the competencies are counted toward practicum internship hours.

D. The proposed Practicum Instructor meets the criteria to be appointed as the Practicum Instructor, as described in Policy # 13:M42

E. The student provides a description of the practicum experience that has been collaboratively developed with the employment-based agency Practicum Instructor as well as a schedule of proposed hours that are acceptable to the Practicum Advisor, the agency Practicum Instructor and the Director of Practicum Education.

Procedures:

1. The student will discuss the option for employment - based practicum during the first meeting with their practicum advisor when the Request for Practicum Placement is reviewed.

2. To be eligible for an employment-based practicum placement, the student should be in their position of employment for a period no less than six (6) months or no longer be on probation in their work position. If the student has been in the position less than six (6) months or if they are still on probation, the School of Social Work Practicum Office will assess the agency for feasibility to proceed.

3. After meeting with the student, the Practicum Advisor will meet with the agency-based Practicum Instructor and, as appropriate, Task Supervisor to discuss the plan for the student's learning as defined by the SSW interpretation of Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS), and affiliated competencies. The tasks the student will perform at the agency must be directly linked and allow the student to complete the CSWE- EPAS, and

affiliated competencies in order to count the employment hours toward required internship hours.

4.	If the employment- based Practicum Instructor and, as applicable, Task Supervisor, student and Practicum Advisor are in agreement as to how the competencies will be met, an Employment-Based Practicum Agreement will be distributed for signature by the student, Practicum Instructor, (as applicable, Task Supervisor), Practicum Advisor, and Director of Practicum Education.

Details:

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

2.	In all cases, the Practicum advisor discusses the potential for conflicts of interest with the student, the potential Practicum instructor, the employment supervisor, and other agency staff, as appropriate, prior to recommending approval of an employment-based Practicum placement.

Policy 13:M40 Student Practicum Placement Activities during a Strike – MSW Program

I. Should a labor action or strike occur at a Practicum placement agency while a student is in placement, the student cannot be forced to cross a picket line against their will.

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

Procedures:

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

1.   The student contacts their Practicum instructor and Practicum liaison to discuss the feasibility of developing learning tasks that would match as closely as possible the normal Practicum assignments.

2.   If appropriate learning tasks cannot be developed and remaining out of Practicum would jeopardize the student's academic progress, the student, Practicum liaison, and Practicum advisor meet to discuss options for placing the student at another Practicum setting.

Policy 13:M41 Practicum Placement Agencies – MSW Program

I.**Criteria for Selecting Agencies**

Agencies are selected based on their ability to:

A.   Provide in-person contact with clients and constituencies.

1. For Generalist students this entails contact with individuals, families, groups, organizations, and communities.

2. For Direct Practice Specialization students this involves contact with individuals, families, and small groups.

3. For COSA Specialization students this requires contact with groups, organizations, and communities.

B.   Offer a broad range of learning experiences and assignment of professional responsibilities consistent with the student's educational program and level.

C.   Provide a qualified Practicum instructor(s) (see Policy 13:M42 for criteria).

1. An agency that is not able to provide a qualified Practicum instructor may be considered if it is found to offer a unique learning opportunity for students.

2. The Director of Practicum Education makes this decision, with input from the UPJ and UPB MSW Regional Program Directors for agencies in their areas.

D.   Affiliation Agreement is signed electronically. Refer to Appendix A for the full text of the document.

Procedures:

1.   Agencies can be identified as a possible Practicum site in various ways, including by Practicum advisors, program faculty, UPJ and UPB MSW Program Directors referral from other Practicum instructors or agency training coordinators, self-referral, or, in specific circumstances, students.

2.   Agencies providing a supportive and inclusive learning environment that models affirmation and respect for diversity and difference are purposefully recruited.

3.   Referrals (or self-referrals) are sent to the Director of Practicum Education (at UPJ and UPB the MSW Regional Program Directors) who then initiates a discussion with an agency representative to explore the agency's interest in becoming a Practicum placement agency, ability to offer learning opportunities for students to develop Generalist Competencies and concomitant behaviors and/or Specialization (i.e., Direct Practice or COSA) Competencies, and the availability of a qualified Practicum instructor. A brief review of School and agency responsibilities occurs. A site visit to the agency may be made at this time.

4.   If the Director of Practicum Education (at UPJ and UPB the MSW Regional Program Directors) determines the agency could be a suitable Practicum placement, the agency representative is asked to complete and submit the Affiliation Agreement and other materials, such as a description of agency services and learning opportunities. The UPJ and UPB MSW Regional Program Director's alert the Director of Practicum Education to expect materials from prospective Practicum placement agencies in their areas.

5.   The Director of Practicum Education reviews the materials submitted. If deemed appropriate as a Practicum placement agency, the Director of Practicum Education signs the Affiliation Agreement and forwards it to the Dean of the School of Social Work for final review and signature.

6.   The Practicum Education Administrator for the Office of Practicum Education receives an electronic copy of the signed Affiliation Agreement; copies are distributed to all signatories as well as the UPJ and UPB MSW Program Directors, when appropriate

7.   The Administrative Assistant for the Office of Practicum Education adds the agency to the database of available Pitt-Main (Oakland) placement options and descriptions of Practicum placement learning

opportunities. The MSW Regional Program Directors at UPJ and UPB maintain lists of available placement options and description of Practicum placement learning opportunities for their respective sites.

Details:

1. Interested agencies can access additional information at:

https://www.socialwork.pitt.edu/sites/default/files/publication-images/who_can_be_an_affiliated_Practicum_organization_for_the_school_of_social_work.pdf

2. Agencies considering being a Practicum education placement may want to consult: *Internships, Department of Labor Regulations, and Social Work Practicum Education: Setting the Record Straight*, February 25, 2014, (https://www.socialwork.pitt.edu/academics/Practicum-education/agencies-and-Practicum-instructors)

3. The Affiliation Agreement is provided via link to the agency by the Director Practicum Education once the agency has been determined to meet the criteria to provide a suitable placement.

4. The Affiliation Agreement may be revised from time-to-time to allow for changes in educational policies, laws, and other significant factors that may impact Practicum placement.

5. The Affiliation Agreement shall be renegotiated when executive personnel in agency/school changes or when the agency is significantly restructured.

6. Questions regarding the Affiliation Agreement should be directed to the Director of Practicum Education (tslawin@pitt.edu)

7. The Office of Practicum Education does not maintain health records of students. If a Practicum placement agency has required students to update immunizations, TB, or other medical tests, the student is responsible for providing the requested records tin accordance with processes that have been established between the agency and the School of Social Work

8. In most instances, Practicum advisors will not recommend using agencies as Practicum placement settings that have been in

operation for less than one year. Newly approved Practicum agencies will only receive one student the first year that they function as a Practicum agency. This will be re-evaluated based on the experience of the agency and the student at the end of the first year and the availability of enough approved MSW's to provide supervision for more than one student.

9.   At Pitt-Main, current lists of affiliated agencies organized by program level are available at www.Practicumedlink.pitt.edu. MSW Program Directors at UPJ and UPB maintain lists of affiliated agencies for their sites. Approved Practicum sites are also available through SONIA.

II.   **Disability Services and Accommodations**

For the safety of all students and for students who require accommodations, the recommended procedures on students seeking accommodations for Practicum work through the University's Office of Disability Resources are described in the Practicum Safety Review Form (see Policy 13:M36).

III.   **Benefits to Practicum Placement Agencies**

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

Policy 13:M42 Practicum Instructors – MSW Program

I. **Criteria for Appointing Practicum Instructors**

A.   To be appointed by the Office of Practicum Education to serve as a Practicum instructor, an individual must have:

1.   A Master's degree from a CSWE-accredited social work program

2.   A minimum of two years' post-Master's social work practice experience

- An individual must meet both criteria to be appointed as a Practicum instructor.

B.   The MSW Program assumes responsibility for reinforcing the social work perspective with the Practicum student in the rare instance when the agency staff member who would work with the student does not possess a Master's

degree from a CSWE-accredited social work program and two years' post-Master's social work practice experience.

C.   Agency staff who do not possess a Master's degree from a CSWE-accredited social work program and two years' post-Master's social work practice experience may serve as a student's task supervisor.

D.   In certain circumstances, the individual who will be the Practicum instructor may assign day-to-day supervision to an agency employee who will function as a task supervisor. In these cases, the social work perspective is reinforced by the designated Practicum instructor.

E.   Full-time or part-time students enrolled in a BASW or MSW program cannot serve simultaneously as Practicum instructors for University of Pittsburgh social work students. Individuals from other educational programs who are completing internships at the agency may not supervise University of Pittsburgh social work students.

II. **Practicum Instructor Application**

A.   Individuals interested in serving as a Practicum instructor must complete a Practicum Instructor Application. This online application through SONIA is emailed to the Practicum Instructor. Those interested in reviewing the criteria can view the application which is online at: (https://www.socialwork.pitt.edu/academics/Practicum-education/agencies-and-Practicum-instructors). In addition to completing the application, Practicum Instructors are requested to submit a resume.

B.   The Director of Practicum Education, in consultation with the UPB and UPJ MSW Regional Program Director's for applicants from agencies in their areas, reviews the application and résumé to ensure that the educational and experience criteria are met. The Director of Practicum Education approves the Practicum Instructor if all criteria are met. Individuals are notified that they are eligible to be a Practicum instructor as soon as the required paperwork is completed through SONIA.
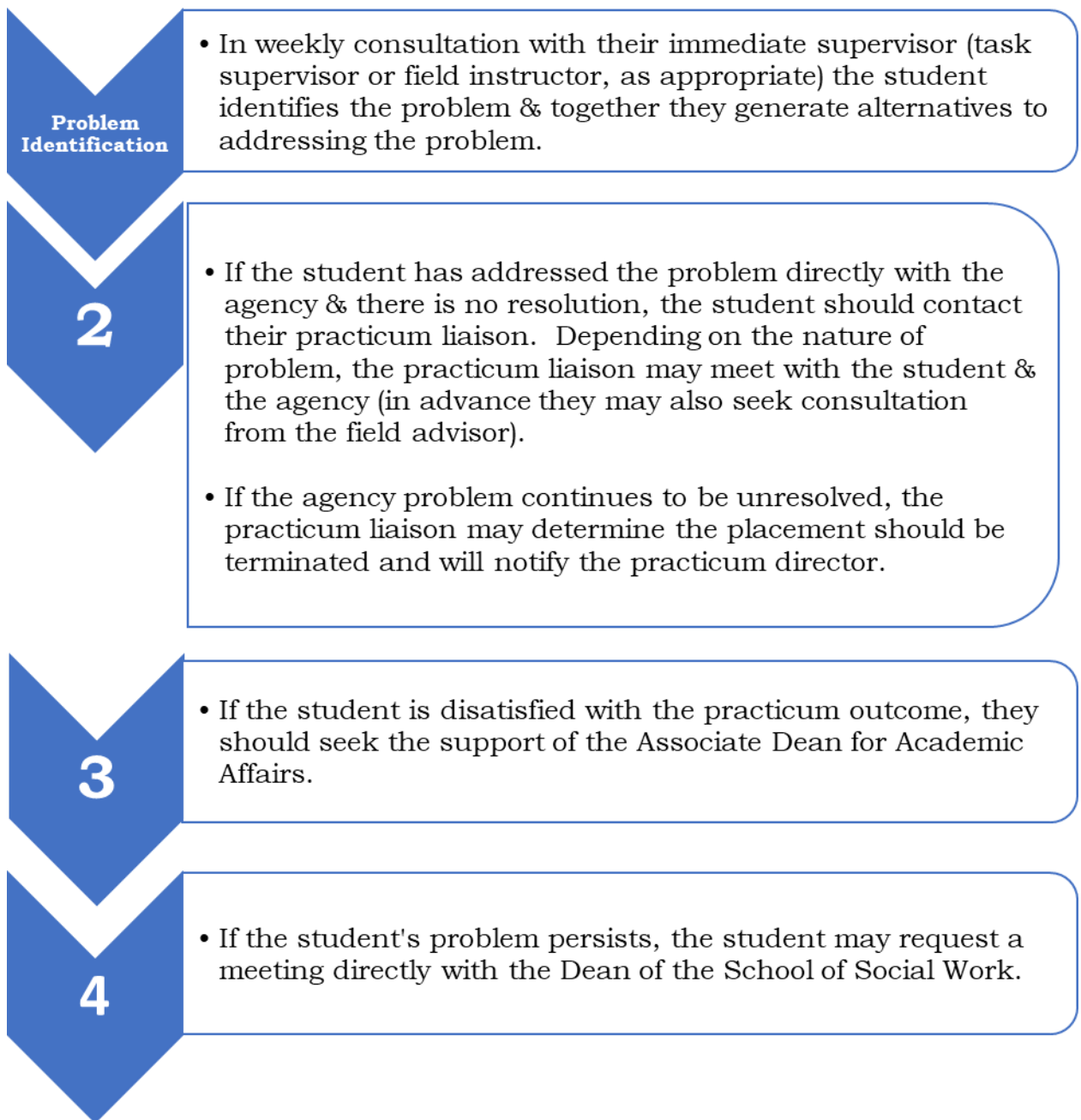
III. **Practicum Instructor Responsibilities**

Practicum instructors are expected to:

A.   Provide regular and structured supervisory and instructional meetings with their student. A minimum of at least one hour per week of supervision is required.

B.   Model professional behaviors and practices for the student. A Practicum instructor reinforces the social work perspective and encourage the student's professional identification and development.

C.   Contact the Practicum liaison with questions that arise during the course of the student's Practicum placement.

D.   Work with their student to develop learning opportunities and tasks appropriate to the student's educational program and level; the Practicum instructor and student document these activities, which help the student to make progress toward achieving relevant competencies and concomitant behaviors, in the Practicum Learning Plan for the Practicum placement.

E.   Engage the student in a problem-solving process if issues arise that cannot be addressed in the normal course of supervision. The Practicum instructor contacts the Practicum liaison if the difficulties cannot be resolved through supervision or problem-solving. The problem-solving process to be used is described in Policy 11:1.

Problem-Solving Process When a Student Experiences a Problem at Their Practicum Site*

Problem Identification

- In weekly consultation with their immediate supervisor (task supervisor or field instructor, as appropriate) the student identifies the problem & together they generate alternatives to addressing the problem.

2

- If the student has addressed the problem directly with the agency & there is no resolution, the student should contact their practicum liaison. Depending on the nature of problem, the practicum liaison may meet with the student & the agency (in advance they may also seek consultation from the field advisor).

- If the agency problem continues to be unresolved, the practicum liaison may determine the placement should be terminated and will notify the practicum director.

3

- If the student is disatisfied with the practicum outcome, they should seek the support of the Associate Dean for Academic Affairs.

4

- If the student's problem persists, the student may request a meeting directly with the Dean of the School of Social Work.

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

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

F.	Complete, with their student, a Practicum Evaluation at the end of each term of Practicum placement. The Practicum Evaluation requires the Practicum instructor and the student to honestly appraise the student's learning and professional development over the course of the term in relation to the relevant social work competencies (i.e., Generalist Direct Practice, or COSA) and concomitant behaviors. The Practicum instructor must sign the Practicum Evaluation before the student electronically submits it and their Time Sheet at the end of the term. The student will not receive a grade for Practicum education unless a completed and signed Practicum Evaluation is received in time for review by the Practicum liaison before its due date.

G.	Meet with the student and the Practicum liaison term to discuss the student's progress, learning opportunities and tasks, and any issues or concerns arising during the Practicum placement. In the unusual case that an in-person meeting is not possible, the meeting may occur by phone or electronically. Generalist students have one Practicum liaison visit over two terms and specialization students receive one liaison visit per term.

IV. **Practicum Instructor Training**

Practicum advisors on the Oakland campus and the MSW Regional Program Directors at UPJ and UPB are responsible for providing orientation and training to Practicum instructors.

A.	New Practicum instructors are required to participate in Practicum Instructor Orientation, which is available either in-person or online. Online Practicum Instructor Orientations are offered multiple times throughout the Fall, Spring and Summer terms for Pitt-Main, UPJ and UPB campuses. Returning Practicum instructors are encouraged to participate in trainings particularly when there are changes in processes, competencies and software related to Practicum

Practicum Instructor Orientation familiarizes new Practicum instructors with their role and responsibilities as educators as well as the expectations of Practicum instruction. It describes policies pertinent to the Practicum experience and discusses curricular issues that define the student's expected Practicum learning assignments, including the competencies and behaviors to be developed through the Practicum experience. In addition, new Practicum instructors become acquainted with the MSW curriculum and the distinction between generalist and specialization Practicum education.

Those who complete the 3 hours online Practicum Instructor Orientation training receive 3 Continuing Education Units (CEUs);

B.	New and experienced Practicum instructors are encouraged to attend the Seminars in Practicum Instruction (SIFI) which are also offered during the Fall,

Spring and Summer semesters. The SIFI is a series of sessions designed to parallel the student and Practicum instructor experience. It focuses on more specific strategies for educational supervision as well as problem-solving. SIFIs are from 1-3 hours depending on the topic and CEU's are awarded based on the length of the SIFI session.

Procedures:

1.   Practicum instructors can access the MSW Handbook and all necessary documents at the MSW Program: https://www.socialwork.pitt.edu/academics/policies-handbooks

2.   A representative from DRS and TITLE IX orients all Practicum instructors at the Practicum Instructor Orientation held at the beginning of the Fall, Spring, and Summer terms at the Pitt-Main campus as well as UPJ and UPB> At the UPJ and UPB campuses.

3.   Practicum instructors are asked to evaluate the effectiveness of all trainings provided. A brief evaluation is sent to each participant at the end of the training. The evaluation, which is completed through Qualtrics, includes a Likert-scale and open-ended items. Evaluation responses are anonymous. The information is given to the Director of Practicum Education for review. Evaluations must be completed before the participant can receive their CEUs.

V.   **Practicum Instructor Benefits**

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

A.   Ability to earn free Continuing Education Units (CEUs) by attending the online orientation and SIFI trainings.

B.   A straight 50% discount on all Continuing Education Programs sponsored by the School of Social Work, as space is available.

C.   Ability to be involved in the life of the School and to identify as part of it – attending the School of Social Work Speaker Series and the CRSP Speaker Series, and serving on the Practicum Advisory Board, if so selected.

VI.   **Assessment of the Practicum Education Process**

At end of the Spring term, Practicum instructors are asked to complete an assessment of the Practicum education process, including feedback on forms, processes, and contacts with

the Office of Practicum Education Director and Administrative Assistant, Practicum advisors, and Practicum liaisons. Practicum instructors receive an email notifying them of the opportunity to assess the Practicum education process and providing them with an individualized Qualtrics link. These data are analyzed by the Office of Practicum Education and made available to MSW faculty for review.

Policy 13:M43 Task Supervisor – MSW Program

I.**Task Supervisor Responsibilities**

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

> A.   Discuss Practicum learning experiences and tasks relevant to the student's educational program and level with the Practicum instructor, the Practicum liaison (if not also the Practicum instructor), and the student.

> B.   Participate with the Practicum instructor, the Practicum liaison (if not also the Practicum instructor), and the student in an evaluation of the student's learning and professional development during the Practicum placement.

II.**Task Supervisor Training**

Task supervisors can participate in the 3 hour online Practicum Instructor Orientation.

III.**Task Supervisor Benefits**

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

Policy 13:M44 MSW Program and Office of Practicum Education Responsibilities

> I.   **Limitations**

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

> II.   **Off-site Designated Practicum Instructor in Order to Reinforce the Social Work**
> **Perspective**

A.	Situations necessitating the appointment of a Practicum Instructor to reinforce the Social Work Perspective

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

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

1.	The Director of Practicum Education, with the collaboration of the Practicum advisor, identifies someone to serve as the Practicum instructor.

2.	To be eligible to be appointed as the Off-site Designated Practicum instructor, an individual must possess a Master's degree from a CSWE-accredited social work program and at minimum of two years' post-Master's social work practice experience.

3.	The pool of potential Off-site Designated Practicum Instructor candidates includes:

i.A member of the faculty who meets the above criteria, including someone already serving as a Practicum advisor or Practicum liaison, which at UPJ and UPB would be the MSW Program Coordinators.
ii.A retired or current social worker from the community.
iii.A board member of the agency.

Procedures:

1.	In the event that the person designated to be the Off-site Designated Practicum Instructor is not a member of the faculty and has not previously been appointed by the School to be a Practicum instructor, the application and appointment processes described in Policy 13:M42 will be followed.
2.	The proposed Off-site Designated Practicum Instructor will meet with the Director of Practicum Education to review responsibilities and expectations of the role. At this meeting, the proposed Off-site Designated Practicum Instructor will be provided the contact information for the agency, student(s), task supervisor(s), the Practicum liaison, the student's academic advisor and will be forwarded any Practicum learning plans and evaluations currently on file in the Office of Practicum Education.
3.	If the appointment of an Off-site Designated Practicum Instructor occurs during an active Practicum placement, the Off-site Designated

Practicum Instructor will also meet with the student's Practicum advisor and/or Practicum liaison to be updated regarding the student (s) placement

4.   If the Off-site Designated Practicum Instructor is performing this role for the first time for the School, they are expected to complete either the in-person or online Practicum Instructor Orientation, as described in Policy 13:M42.

5.   A person appointed to be the Off-site Designated Practicum Instructor who is not a faculty member can receive the benefits accruing to Practicum instructors, as described in Policy 13:M42.

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

The Off-site Designated Practicum Instructor:

a.   Meets with the student for a minimum of one hour, at least once per week, to provide professional social work supervision and ensure that the student's learning and skills development are firmly rooted in the social work perspective.

b.   Work with their student to develop learning opportunities and tasks appropriate to the student's educational program and level; the Practicum instructor and student document these activities, which help the student to make progress toward achieving relevant competencies and concomitant behaviors, in the Practicum Learning Plan for the Practicum placement.

c.   Has regular bi-weekly contact with the agency task supervisor to discuss the student's Practicum learning and skills development.

d.   Participates in problem-solving with the agency task supervisor and the student should issues arise during the placement.

e.   Participates in the Practicum visit with the Practicum liaison and is available for other contacts as needed. In specific situations, a faculty member may serve as both the Practicum liaison and Practicum instructor.

f.   Engages the student in a problem-solving process if issues arise that cannot be addressed in the normal course of supervision. The Off-Site Designated Practicum Instructor contacts the Practicum liaison if the difficulties cannot be resolved through supervision or problem-solving. The problem-solving process to be used is described in Policy 11:1.

g.   Completes with their student a Practicum Evaluation at the end of each term of Practicum placement. The Practicum Evaluation requires the Off-Site Designated Practicum Instructor, task supervisor and the student to honestly appraise the student's learning and professional development over the course of the term in relation to the relevant social work competencies (i.e., Generalist, Direct Practice, or COSA) and concomitant behaviors. The Off-Site Designated Practicum Instructor and student must sign the Practicum Evaluation before the student electronically submits it and their Time Sheet

at the end of the term. The student will not receive a grade for Practicum education unless a completed and signed Practicum Evaluation is received in time for review by the Practicum liaison before its due date.

III.   **Practicum Liaison Responsibilities**

The Practicum liaison plays a pivotal role linking the MSW Program and classroom instruction to the Practicum placement. Open and ongoing communication is essential, and the Practicum liaison is available by phone or email to discuss issues, questions, or concerns that a Practicum instructor or student might have during the term.

A.   Maintaining Contact with Practicum Agencies and Practicum Instructors

1. Ongoing dialogue is provided through telephone, e-mail, or teleconferencing with Practicum instructors, informing them of changes and providing other information.

2. The Practicum liaison is required to make a minimum of one Practicum visit per assigned student during the Generalist two term placement. The Practicum liaison is required to make one visit per term during a student's specialization placement. The purpose of the Practicum visit is to discuss with the Practicum instructor and the student the student's Practicum learning activities and professional development, their progress in achieving the Generalist Competencies and concomitant behaviors or the Specialization Competencies, any issues or concerns arising during the course of the term(s), areas for future learning that would be of benefit to the student, and termination issues prior to the end of the placement.

3. The Practicum liaison makes additional Practicum visits if requested by the Practicum instructor or student. Additional visits are not unusual for part-time students that will spend additional terms to complete the required hours. For full-time students an additional Practicum visit typically is made when there is a problem that the Practicum instructor and student cannot resolve.

4. When significant distances (more than 90 minutes travel time from any of the campuses) are involved, the Practicum placement may be monitored through conference calls, Zoom or TEAMS video.

Procedures:

1.   The Office of Practicum Education's Director provides faculty with Practicum liaison assignments.

2.   Practicum liaisons receive information for documentation about due dates via email through Outlook or through SONIA.

3.   Practicum Liaison training is provided on the use of online Practicum software (SONIA) and regularly scheduled help sessions are provided throughout the term.

B.   Monitoring Student Learning

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

1.   Reviewing the Practicum Learning Plan developed by the student and Practicum instructor and signing it upon completion of the review.

2.   Conducting at Practicum visits per requirements of the Generalist and Specialization Practicum protocols to meet with the Practicum instructor and the student.

3.   Reviewing the Practicum Evaluation developed by the Practicum instructor and the student and signing it upon completion of the review.

4.   The student's learning may be monitored through conference calls, Zoom/ TEAMS video . On-site visits

Procedures:

1.   The Practicum liaison reviews the Practicum Learning Plan developed by the student and the Practicum instructor to ensure that the learning tasks and activities are appropriate to the student's educational level, course of study, and professional development. If there are questions, especially about whether the student is having sufficient in-person contact with clients/constituencies and a range of practice experiences with relevant systems, the Practicum liaison contacts the Practicum instructor and the student to discuss these concerns and works with them to develop additional or alternative learning activities.

After the review is satisfactorily completed, the Practicum liaison signs the Practicum Learning Plan and submits it through SONIA, the Practicum education software. All campuses utilize the software to deliver, complete and store the students' Practicum documents.

2.   During the Practicum visit, the Practicum liaison talks with the student and the Practicum instructor about the student's performance in

the Practicum placement, including learning tasks completed, knowledge and skill areas needing further development, and professional development. The Practicum visit encourages dialogue and elicits the Practicum instructor's and the student's perspectives regarding the student's growth over the course of the placement.

3.   The Practicum liaison reviews the Practicum Evaluation submitted by the student. If there are questions or if what is documented differs significantly from what was discussed during the Practicum visit, the Practicum liaison contacts the Practicum instructor and the student to clarify the issues. Once the Practicum liaison's concerns are satisfied, they sign the Practicum Evaluation. The Practicum evaluation is delivered, completed and stored in through SONIA.

IV.   **Monitoring Practicum Placement Agency Effectiveness**

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

A.   Practicum liaisons are expected to provide feedback about the quality of Practicum instruction to the Director of Practicum Education.

B.   Students are asked to complete and evaluation of the Practicum experience at the conclusion of their Practicum placement. In addition, students graduating from the MSW Program complete a Learning Assessment Survey (LES) that includes retrospective questions about their Practicum experiences, and allows for suggestions to be made for strengthening Practicum placements and the Practicum experience.

Procedures:

As a result of students' evaluations and feedback from Practicum liaisons, specific agencies and Practicum instructors may be identified for additional training and remediation.

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

A.   At end of the Spring term, Practicum instructors are asked to complete an assessment of the Practicum education process. These data are analyzed by the Office of Practicum Education and made available to MSW faculty for review.

B.   Faculty, students, and Practicum instructors are free to provide feedback and suggestions at any time. When there are significant policy or curricular changes, Practicum instructors and faculty are asked to give input.

VI.   **Problem-Solving**

Consistent with Policy 11:1, the Practicum liaison uses a problem-solving process to assist a Practicum instructor and student in addressing problems that the two parties could not resolve on their own.

VII.**Grading**

A.   Grade Submission

1.   The Practicum liaison is responsible for submitting a student's Practicum education grade at the end of each term.

2.   As detailed in Policy #9:4, the Practicum liaison's determination of the student's Practicum grade shall be based on:

a.   the Practicum evaluation completed during that term or session;

b.   the School's receipt of the Practicum Evaluation form and time sheet;

c.   the Practicum instructor's recommendation; and

d.   the liaison's review of the Practicum Evaluation form (which shall be documented by the liaison signing the form) and verification of the requisite number of Practicum hours documented on the time sheet.

3.   Submission of a grade by the Practicum liaison is contingent upon the student submitting all required paper work through SONIA, the Practicum Education Software (see Policy 13:M35) and completing the Practicum education hours (also in SONIA) for which they were registered (see Policy 13:M34 II.G.) before the grade submission deadline. Please refer to B.3. (below) for the conditions under which an "I" grade may be submitted.

B.   Grade Options

1.   Consistent with Policy 25:2, the grading options in the MSW Program for Practicum education (i.e., SWGEN 2099, SWINT 2099, SWCOSA 2099) are satisfactory or unsatisfactory – an unsatisfactory grade is entered as no credit ("NC").

2. According to School of Social Work Policy 9:6, a student who receives a "NC" grade for Practicum placement (SWGEN 2099, SWINT 2099, or SWCOSA 2099) automatically is placed on academic probation and will have a Mandatory Academic and Professional Behavior Review (Mandatory Review). If the outcome of the Mandatory Review is to provide the student with an additional Practicum placement opportunity, the student will not receive credit for hours performed at the Practicum placement agency for which they received the "NC" grade.

3. Students requesting an "I" grade because Practicum requirements have not been satisfied by the end of the term must submit to their Practicum liaison a written request for the extension that presents the reasons for the extension and the length of time for which the extension will be valid. This should be done before the end of the term for which the student is requesting the "I" grade. The Practicum liaison informs the Director of Practicum Education regarding to the student's request. A plan is laid out for the student to be able to complete the Practicum hours in a timely fashion.

Policy 13:M45 Withdrawal from a Practicum Agency Placement – MSW Program

I.   **Withdrawal Circumstances and Processes**

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

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

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

II.   **Number of Permissible Withdrawals**

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

I.   **Returning to a Practicum Placement Following Removal**

Consistent with the NASW Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), students are reminded that in a Practicum placement setting their primary obligation is to their clients/constituents. In the event a student is removed from a Practicum placement agency because of a psychosocial distress, substance abuse, or health difficulties that interfere with the student's and/or placement agency's functioning and effectiveness, a Mandatory Academic and Professional Behavior Review (Mandatory Review) (Policy 11:1) will be held and if it is determined in the Mandatory Review that a student be given another opportunity to re-do the Practicum placement, an individualized plan will be developed and progress assessed at the conclusion of the plan.

If the Practicum liaison assigned a grade of "NC" for the original placement because the student was removed from their placement for the reasons identified in the prior paragraph, the student's opportunity to re-do the Practicum placement will be contingent upon whether the conditions set forth in the individualized plan were met within the agreed-upon time frame. If they were met, the student will be given the opportunity to re-do the Practicum placement; however, Practicum hours completed in the original placement will not be counted toward the number needed to satisfy the Practicum education requirement. If the conditions were not met in the specified time period, the MSW Program Director will refer the matter to the Associate Dean for Academic Affairs for a hearing before the Academic and Professional Behavior Review Committee, consistent with Policy 11:1.

If the student was removed from their placement for the reasons identified above and a final grade had not been assigned, the student's opportunity to re-do the Practicum placement will be contingent upon whether the conditions set forth in the individualized plan were met within the agreed-upon time frame. If the conditions were met in the agreed-upon time frame, the student will be given the opportunity to re-do the Practicum placement and Practicum hours completed in the original placement will be counted toward

the number needed to satisfy the Practicum education requirement. If the conditions were not met in the specified time period, a grade of "NC" will be entered and a Mandatory Review will be convened by the MSW Program Director to determine if the student should have any further Practicum placement opportunities, consistent with Policy 11:1.

Should a student demonstrate unsatisfactory performance in two Practicum placements, they will be dismissed from the MSW Program, consistent with Policy 25:2. The student's rights to appeal the dismissal and the process to be used are described in the Academic and Professional Behavior Policy (Policy 11:1).

Policy 13:M46 Termination of a Practicum Placement – MSW Program

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

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

The option of re-doing a Practicum placement in which a grade of "NC" was earned can be exercised only once (Policy 25:2). If, as a consequence of the Mandatory Review, a student is permitted to re-do a Practicum placement, whatever grade is earned in that placement will be the one permanently entered into the student's academic transcript. A student who has earned a satisfactory grade in that placement must submit a Course Repeat Form to the Academic Registration & Records Manager in the Student Services Center in order to have the "NC" grade replaced. UPB and UPJ students must email the Course Repeat Form (https://www.registrar.pitt.edu/students/student-grades) to the Academic Registration & Records Manager. Please contact the Academic Registration & Records Manager in the Students Services Center to obtain additional information on the Course Repeat Form.

As explained in Policy 25:2, if a student demonstrates unsatisfactory performance in a second Practicum placement, no further Practicum placements shall be made and the student will be terminated from the MSW Program. The student's rights to appeal the termination decision and the process to be used are described in the Academic and Professional Behavior Policy (Policy 11:1).

MSW Practicum Education Forms: Appendices A – F

All practicum education forms are located in the appendices at the end of the handbook. A brief description of each form and the associated appendix is listed below.

A.	**Affiliation Agreement (Appendix A)**
Agencies interested in serving as Practicum Placement sites much sign an affiliation agreement with the School of Social Work which outlines the standards that the agency must uphold. The University of Pittsburgh legal department must approve any exceptions to the agreement when requested by an agency.

B.	**Practicum Placement Forms (Appendix B)**

a.	**Practicum Request Forms:**
To initiate the placement process, students, both Generalist and Specialization, must complete a practicum request form prior to meeting with their Practicum Advisor. This form identifies student demographics, areas of interest, special requests, i.e., transportation, scheduling and requires students to upload their resume. There is both a Generalist and Specialization Practicum Placement form.
- Generalist
- Specialization

b.	**Practicum Confirmation Form:**
Once a student has interviewed for a placement and been accepted, the student, practicum Instructor (task supervisor, if applicable) and the Practicum Advisor are all required to sign a document confirming this placement. This document is forwarded to each respective party for signature. Once completed, the student is officially confirmed for that placement and the confirmation form is stored in SONIA under the student account.

C.	**Generalist Practicum Forms (Appendix C)**

a.	**Generalist Practicum Learning Plan**
The generalist student is required to complete a Generalist Practicum Learning Plan within the first 3-4 weeks of practicum placement. The learning plan is created collaboratively by the Practicum Advisor, the Task Supervisor (if applicable) and the student. The learning plan serves as the syllabus for the students learning throughout the practicum placement.

b.	**Generalist Evaluation:**
The generalist evaluation is designed to measure the student learning over the course of the generalist practicum. Based on the 2022 EPAS, the

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generalist evaluation identifies practice behaviors for each of the competencies, defined activities, measurements and dates to be accomplished. The evaluation is completed by the Practicum Instructor and Task Supervisor (if applicable) in collaboration with the student.

D.   [Direct Practice (DP) Specialization Forms (Appendix D)](#)

> a.   **DP Practicum Learning Plan**

The direct practice specialization student is required to complete a Practicum Learning Plan within the first 3-4 weeks of practicum placement. The learning plan is created collaboratively by the Practicum Advisor, the Task Supervisor (if applicable) and the student. The learning plan serves as the syllabus for the students learning specific to individuals, groups and families throughout the practicum placement.

> b.   **DP Evaluation**

The DP evaluation is designed to measure the student learning working with individuals, groups and families over the course of the DP practicum. Based on the 2022 EPAS, the DP evaluation identifies practice behaviors for each of the competencies, defined activities, measurements and dates to be accomplished. The evaluation is completed by the Practicum Instructor and Task Supervisor (if applicable) in collaboration with the student.

E. [COSA Specialization Forms (Appendix E)](#)

> a.   **COSA Practicum Learning Plan**

The COSA specialization student is required to complete a Practicum Learning Plan within the first 3-4 weeks of practicum placement. The learning plan is created collaboratively by the Practicum Advisor, the Task Supervisor (if applicable) and the student. The learning plan serves as the syllabus for the students learning specific to working with communities and organizations.

> b.   **COSA Evaluation**

The COSA evaluation is designed to measure the student learning   working with organizations and communities over the course of the COSA practicum. Based on the 2022 EPAS, the COSA evaluation identifies practice behaviors for each of the competencies, defined activities, measurements and dates to

be accomplished. The evaluation is completed by the Practicum Instructor and Task Supervisor (if applicable) in collaboration with the student.

E. Other Practicum Forms (Appendix F)

a. **Employment-Based Agreement Form**

This form reviews the requirements which must be met for an employment-based practicum to occur. The student, practicum instructor, practicum faculty advisor and the Director of Practicum Education must all sign this document electronically before a student can engaged in this practicum experience.

b. **Practicum Instructor/Task Supervisor application**

Individuals interested in becoming Practicum Instructors or Task Supervisors must complete the online application provided through SONIA.

c. **Practicum Site Description**

Each site is required to complete an electronic form that indicates whether they are prepared to take a generalist or specialization student (DP or COSA). They describe the learning opportunities that students will engage in during their practicum placement at that site.

Online: **http://www.socialwork.pitt.edu/academic-programs/Practicum-education Revised – 07/2024**

Section 4: MSW Program Policies and Procedures

Administrative Policies

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

Time Schedule of Classes

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

Registration Dates and the current Academic Calendar are available at
https://www.registrar.pitt.edu/calendars.

Registration Procedures

1. See: New Student Guide to the Office of the University Registrar:
    https://www.registrar.pitt.edu/students/new-student-guide-office-university-registrar

2. Check for your university enrollment appointment. This can be found in PeopleSoft/HighPoint CX under the Enrollment menu, by clicking on "Enrollment Dates."

3. Schedule an appointment with your advisor prior to your online enrollment date and time. During the appointment, your advisor will review your program, interests, and career goals and will develop a course schedule to meet your needs and to satisfy the curriculum requirements. Once you have met with your advisor and planned your schedule, your advisor will remove the "Academic Advisement Service Indicator." This will allow you to complete self-registration on your enrollment appointment date. Please note: You will not be able to enroll for classes until you have met with your advisor and the academic advisement service indicator is removed.

4. When registering for Practicum credits, be sure to choose the exact number of Practicum credits for which you are enrolling after you enter the class number (5-digit number). If you do not choose the exact number of credits, the system will default to 1 credit.

5. If you completed an Enrollment Form during your advising appointment, use this to complete self-registration on your scheduled enrollment appointment date. To complete the online self-registration, take the following steps:
    https://www.registrar.pitt.edu/students/enrollment

6. Students planning to graduate in this academic year should follow the procedures found at https://www.socialwork.pitt.edu/student-resources/graduation-diplomas. These procedures must be followed exactly and submitted by the deadline. Failure to do so will result in the assessment of a late fee or will prevent graduation at the anticipated time.

Add/Drop Procedures:

1. To **ADD** classes, Log into your Student Center through the Pitt Portal (my.pitt.edu). Once you have logged in, click the "Enrollment" folder. Select "Enrollment: Add Classes" and follow the same steps you took to register initially for the term to add classes to your schedule.

2. To **DROP** classes, Log in to your Student Center through the Pitt Portal (**my.pitt.edu**). Once you have logged in, click the "Enrollment" folder. Select "Enrollment: Drop Classes" and click the box next to the class or classes you would like to drop; then click the "Drop Selected Classes" button. Review the information on the "Confirm your Selection" screen.

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

Financial Penalties

Students are assessed various "penalty" fees for late payment, late registration, late application for graduation, re-instatement, etc. Information on fees and the conditions under which they are to be paid is available at http://ir.pitt.edu/tuition-rates-fees/. Students are urged to become acquainted with this information.

Cross Registration

MSW Students on the Pitt-Main campus are permitted to take courses in other departments, such as Sociology, Graduate School of Public and International Affairs, Psychology, Law, and at other universities. In order to do so, students: (1) discuss course options with their advisor and (2) obtain permission from the course instructor. A cooperative program also exists between the University of Pittsburgh and other universities and colleges in Pittsburgh (Carlow, Carnegie-Mellon, Chatham, Duquesne, Pittsburgh Theological Seminary, Robert Morris). Students who wish to take courses at other universities should discuss this option with their advisor then complete the Pittsburgh Council on Higher Education (PCHE) form
PCHE_Cross_Registration_Form_3_26_2021.pdf (pitt.edu)

Transcript Review

Students are held responsible for reviewing all University of Pittsburgh academic records (transcripts) and/or grade reports each term to assure themselves of accurate recordings of grades, credit hours earned, advanced standing, etc. See Enrollment and Advisement Tools | Office of the University Registrar | University of Pittsburgh. All transcript errors should be reported immediately to the student's advisor and to the Academic Registration & Records Manager in the Students Services Center.

Official University Record: GPA Calculation

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

Course Repeat Option

An undergraduate student receiving less than a C- grade or a graduate student receiving less than a B- grade in a required social work course must repeat the course. A student who earns a failing grade in a required course or an NC in Practicum has **one opportunity only** to repeat the course, and the second grade received will be the one used in calculating the student's GPA, provided the student has completed and submitted a Course Repeat Option form to the Academic Registration & Records Manager in the Student Services Center. To have your GPA recalculated after repeating a course, all students, including those at UPB and UPJ, must

complete the Course Repeat Form. This form can be accessed through the Academic Registration & Records Manager in the Student Services Center (Policy #9:3).

Student Evaluation of Courses

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

Application for Graduation

Students must follow the procedures found at, https://www.socialwork.pitt.edu/student-resources/graduation-diplomas to apply for graduation through the University.

MSW students must also submit a curriculum guide signed by their academic advisor in order to graduate. A curriculum guide is a mandatory checklist of required courses and credits necessary for graduation. Ultimately it is the student's responsibility they have satisfied all graduation requirements. Each specialized practice area (Direct Practice, COSA) has a specific requirements. The Curriculum Guides are available at:

Curriculum | School of Social Work | University of Pittsburgh

Resignation

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

If, after the end of the add/drop period, follow the Office of the University Registrar procedures for Termination of Registration found at: https://payments.pitt.edu/tuition-adjustments/. There is also a special resignation service phone line (412) 624-7585, which operates 24 hours a day, including weekends and holidays.

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

Refund Processing

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

All questions regarding other available options should be directed to the Student Payment Center at https://payments.pitt.edu/about_refunds/.

Financial Holds

If a student does not pay their account in full (or make payment arrangements through Student Loans and Special Accounts) by the due date on their Invoice, Student Accounts will place a financial hold on the student's account. If the Invoice has been validated using an Aid Information Data Sheet or sponsor billing procedures, but the deferred aid credits or sponsor payments have not been received by the University within 30 days after validation, Student Accounts may place a financial hold on the account. A financial hold will deny student access to certain University services, such as registration, add/drop and receipt of grades, transcripts and diplomas. See the SPC Student Payment Center for fees and financial holds, https://payments.pitt.edu/past-due-accounts-late-fees/.

No-Smoking Policy

Smoking is prohibited in all University-owned and leased facilities and in all University vehicles. Procedures for requesting the designation of smoking areas are described in University Policy 04-05-03, https://www.provost.pitt.edu/faculty-handbook/ch2_wkpl_smoking

Academic Policies

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

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

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

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

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

Policy on Provisional Admission (#15:11)

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

Definition

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

Requirements

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

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

B. Students who enter the MSW Program **with** advanced standing (i.e., have a bachelor's degree in social work awarded by a Council on Social Work Education Board Accreditation accredited undergraduate social work program within seven academic calendar years prior to MSW Program admission) must achieve a minimum GPA of 3.00 in their first 12 classroom credits.

Procedures

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

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

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

Definitions:

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

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

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

Consistent with the Council on Social Work Education's, Educational Policies and Accreditation Standards, the School of Social Work does not grant course or Practicum credit, transfer credit, or exemptions for prior life, volunteer, or employment experience (**#25:4**).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Limitations

1. Advanced standing credit, transfer credit, or exemption for prior baccalaureate or post-baccalaureate work carried into the Master's Program will be limited to course and Practicum work taken within seven academic calendar years prior to the students beginning this Master's Program in a CSWE Board -accredited program. Except in the case of a person covered in paragraph C above, no student may have academic requirements reduced by more than a total of 12 course credits or Practicum education requirements reduced by more than 6 Practicum credits. There are no limitations to the number of exemptions that may be granted to a student.

2. Advanced standing, transfer credits, and exemptions will be granted after a review of the student's prior coursework, the student's knowledge and mastery of that content, the course's correspondence to the School's courses for which advanced standing, transfer credit, or exemption is being requested, and the consent of the school officials as outlined in paragraphs A through D above. All

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

3. In the event of a negative decision regarding the granting of advanced standing, transfer credit, or exemption, the student may ask the Associate Dean for Academic Affairs to reconsider the decision. The decision of the Associate Dean for Academic Affairs is final.

4. Academic work or Practicum education completed at a CSWE Board -accredited social work program or other academic institution will be considered toward advanced standing, transfer credit, or exemption only if the grade earned in the course (or course sequence) is equivalent to the grade A, A-, B+, B, B-, or S as defined by the University of Pittsburgh.

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

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

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

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

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

Community, Organization, and Social Action (COSA): The required courses include: Community Organization and Planning, Human Services Management and two additional skill electives from among a list of available COSA electives offered each term. A second-level research course, Human Behavior and the Urban Environment, and Organizations and Public Policy must also be completed, along with a specialized practice-relevant Practicum placement.

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

Definition

Students indicate in their application to the MSW Program the specialized practice area they intend to complete (either Direct Practice with Individuals, Families, and Groups, or Community, Organizations, and Social Action). To request a change of specialized practice after beginning the MSW Program, students must complete and submit the Notification of Change in Specialization Form, https://www.socialwork.pitt.edu/sites/default/files/blank_change_in_specialization_form_v._9.29.2022_fillable_form.pdf. Such requests should be made and finalized no later than the end of the Drop/Add period of the second semester of matriculation for full-time students and the third semester of matriculation for part-time students.

Procedures

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

   a. Is the student presently being supported by a grant or funding source that limits the specialized practice that can be pursued?

   b. Is there a Practicum placement available in the new specialized practice that would foster the student's educational goals and career plans?

   c. Is there anything in the student's background, experience, or prior education that mitigates against or supports the request for a change?

   d. Is there any indication (from the advisor, the present or the new specialized practice chairperson) that the request for change is not educationally sound or is being made for a non-educational purpose?

   e. Regardless of enrollment status (i.e., full or part time), can the MSW degree requirements be completed within a four-year time period starting with the date of entry into the MSW program (i.e., when the student started taking classes in the MSW program)?

   f. After meeting with the academic advisor, the student should complete the Notification of Change in Specialization Form (https://www.socialwork.pitt.edu/sites/default/files/blank_change_in_specialization_form_v._9.29.2022_fillable_form.pdf).

Criteria for Directed Study (#27:1)

   A. Definition

       A directed study is defined as a student-initiated experience, guided by a faculty member, that significantly supplements the social work curriculum and conforms to academic course

content expectations appropriate to the student's degree level. This definition of directed study is broadly conceived and subsumes the category of "reading course." It is recommended that directed study be the generic title for all courses meeting the above definition.

1. A directed study course may offer 1, 2, or 3 credits depending on the level of work required.

2. A directed study course should provide a supplementary educational experience focusing primarily on one of the following areas:
    a. Exploration of the existing literature in a specified content area.
    b. Engaging in research that contributes to knowledge and practice applications in a content area.
    c. Development of professional materials.

B. <u>Statement of Purpose</u>

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

Directed study should:

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

C. <u>Faculty Participation</u>

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

Faculty participation is a voluntary endeavor. Faculty members are expected to meet regularly with the students doing directed study courses with them. Directed study will not serve as a substitute for basic faculty teaching workload. It is imperative, therefore, that

faculty members be certain they have sufficient time available before consenting to offer a directed study and that their respective competencies encompass the study area being proposed.

D. Directed Study Plan

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

1. Brief but concise statement of educational objectives of the directed study.

2. Clear statement of the issues or problems under analysis and the rationale for selecting them.

3. Selected bibliography or other similar documents to be examined.

4. Statement of the methodology the student will follow in implementing the directed study project.

5. Statement identifying the products (e.g., paper, report, literature review, presentation, computer-aided formats) of the directed study project and their due dates.

6. Statement describing how the Directed Study grade will be computed.

E. Directed Study Evaluation

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

1. There must be a tangible product resulting from the study.

2. The evaluation carefully assesses whether the original educational objectives set out in the directed study plan have been fulfilled.

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

F. Procedures

1. Students wishing to pursue a directed study should identify the subject and discuss with their faculty advisor the appropriateness and feasibility of doing a directed study given their overall course of study plan for their degree.

2. Students should then consult with members of the faculty with whom they would like to work and who they believe have expertise in the proposed subject area.

3. After a faculty member and student have agreed to a directed study program (e.g., subject, hours, format, product(s), due date(s), and evaluation procedure), a final one to two page summary of the entire plan must be signed by the faculty member and student. Copies of the signed summary must be submitted to the Student Services Center for inclusion in the student's folder and to the relevant Program Director.

Statute of Limitations for School of Social Work Degrees

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

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

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

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

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

A. In the MSW Program, required courses must be taken for a letter grade (see Grading Policy and University of Pittsburgh Grading System, https://www.registrar.pitt.edu/sites/default/files/pdf/Grading%20System.pdf). Should a student earn a grade below a "B-" in any required course, or earn an "NC" in Practicum, following the appropriate review (see #11:1), the course must be taken again. The option of re-enrolling in a required course in which a grade of "C+," "C", "C-", "D+," "D", "D-", "F" or NC was earned can be exercised once during a student's degree program. The second grade earned is the grade that will be counted in the student's QPA, provided a Course Repeat Option form has been completed. A student will be dismissed, without expectation of readmission, from the MSW Program if he or she does not receive a grade of "B-"or

higher in a required course (or "S" in Practicum) on the second attempt or fails two or more courses. A full-time student who fails all of the courses in which they are enrolled during a semester (including Practicum) due to a medical circumstance must submit proof from a medical provider to the MSW Program Director and will be medically withdrawn from the semester.

B. Some courses in the MSW Program build directly on others and can be thought of as constituting a sequence. Typically, these sequences involve required skill and substantive courses. Thus, Community Organization and Human Services Management and Direct Practice With Individuals , the first required COSA and Direct Practice skill courses, are premised on students having achieved basic competence in the two generalist skill courses (Generalist Social Work Practice and Social Work Practice with Diverse Populations). Similarly, the more advanced required skill courses in each specialized practice area build on the first required skill course(s). Sequences exist as well with research, human behavior and social environment, and social welfare/policy courses, wherein the second-level courses build on the generalist courses in each of these areas. For courses offered as part of a sequence, students must receive a grade of "B-" or better in an earlier course (or courses) in order to register for a more advanced course.

C. Practicum education is graded on a satisfactory/unsatisfactory (S/NC) basis. Students are expected to demonstrate satisfactory performance in their Practicum-based learning assignments. Should a student receive a grade of "NC" in a Practicum placement, the Practicum credits and the Practicum hours for that placement will not be counted towards the number needed to satisfy MSW degree requirements. The option of re-doing a Practicum placement in which a grade of "NC" was earned can be exercised only once during a student's degree program provided the Course Repeat option is followed. A student will be dismissed without expectation of re-admission from the MSW Program if he or she does not demonstrate satisfactory performance in a second Practicum placement opportunity. Practicum placement grades are not included in the calculation of student's GPA.

D. Students in the MSW Program must maintain a minimum cumulative GPA of 3.00. If, after completing at least nine (9) quality point credits, a student's cumulative GPA falls below 3.00, the student will be placed on academic probation (see #11:1). Students will be allowed to register for nine (9) to twelve (12) additional quality point credits, typically completed in one term by full-time students, to achieve a cumulative GPA of 3.00. Part-time students will be allowed to register for a total of twelve (12) credits over two (2) consecutive academic terms to achieve a cumulative GPA of 3.0. Failure to do so in both of the above will result in dismissal without possibility of readmission to the MSW Program.

E. To qualify for graduation, students must have a final cumulative GPA of 3.00 or higher. No student will be permitted to graduate from the MSW Program with a final grade of "C+", "C", "C-", "D+", "D", "D-" or "F" in a required course or an "NC" in Practicum placement. A student will be permitted to graduate from the MSW Program with a "C+", "C", "C-" in an

elective course (not including required elective courses) as long as the student's cumulative QPA is 3.00 or higher.

F. Dismissal from any of the Fellowships and any other MSW training or certificate program does not automatically constitute dismissal from the MSW Program.

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

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

1. after completing at least nine (9) grade-point credits, their cumulative GPA falls below 3.00;

2. they receive a grade lower than a "B-" in a required course[7]; or

3. they receive an NC grade for Practicum placement (SWGEN 2099, SWINT 2099, or SWCOSA 2099).

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

Academic and Professional Behavior Policy (#11:1)

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

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

I.   Academic Integrity and Student Obligations

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

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

A. Refer during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.

B. Provide assistance during an academic evaluation to another person in a manner not authorized by the faculty member.

C. Receive assistance during an academic evaluation from another person in a manner not authorized by the faculty member.

D. Engage in unauthorized possession, buying, selling, obtaining, or using any materials intended to be used as an instrument of academic evaluation in advance of its administration.

E. Act as a substitute for another person in any academic evaluation process.

F. Utilize a substitute in any academic evaluation proceeding.

G. Practice any form of deceit in an academic evaluation proceeding.

H. Depend on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, or publication of work to be submitted for academic credit or evaluation.

I. Provide aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, performing, or publication of work to be submitted for academic credit or evaluation.

J. Present as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.

K. Submit a written assignment prepared for one course as original work for another course.

L. Submit the work of another person in a manner which represents the work to be one's own.

M. Knowingly permit one's work to be submitted by another person without the faculty member's authorization.

N. Attempt to influence or change one's academic evaluation or record for reasons other than achievement or merit.

O. Knowingly misrepresent Practicum placement tasks and activities, attendance, or hours to Practicum placement agency personnel or School of Social Work faculty or staff.

P. Falsify required Practicum education documents, such as Practicum learning plans or Practicum evaluations.

Q. Fail to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to a fellow student.

* Clauses A-N and Q come from the University of Pittsburgh Policy AC39; Clauses O and P were added by the School of Social Work, consistent with University of Pittsburgh Policy AC39, clause 16 (https://www.policy.pitt.edu/ac-39-guidelines-academic-integrity-student-and-faculty-obligations-and-hearing-procedures-formerly)

II. **Professional Behavior and Student Obligations**

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

A. Violate the University of Pittsburgh's Student Code of Conduct, http://www.studentaffairs.pitt.edu/conduct/).

B. Fail when using written, oral, or electronic platforms to communicate with dignity, respect, and sensitivity in all interactions with individuals in academic and professional settings. The use of derogatory, inflammatory, or defamatory language is never acceptable.

C. Fail when using written, oral, or electronic platforms to engage in respectful and principled dialogue or debate with others with whom they disagree, either in an academic or professional setting.

D. Fail to maintain the confidentiality of information, particularly client/constituent information or proprietary agency information.

E. Use verbal, written, or electronic means to harass, bully, retaliate against, or intimidate an individual in an academic or professional setting.

F. Fail to follow the Standards for Technology in Social Work (https://www.socialworkers.org/Practice/Practice-Standards-Guidelines).

G. Disclose an individual's, family's, or group's personal information by verbal, written, or electronic means without prior consent in an academic or professional setting.

H. Physically threaten, harass, or assault another person in an academic or professional setting. Any allegation of physical misconduct will be referred immediately for investigation to the University of Pittsburgh (Oakland) Campus Police for incidents within their jurisdiction. For MSW students at UPJ or UPB, allegations will be referred to the Campus Police at their respective campuses for incidents within their campus jurisdictions. Allegations of physical misconduct occurring at a Practicum agency or other community setting with which the student has contact in the course of their education will be referred to the local police.

I. Sexually threaten, harass, or assault another person in an academic or professional setting. Any allegation of sexual misconduct will be referred immediately for investigation to the appropriate University contact. For incidents involving students at the Oakland Campus: the University's Office of Diversity and Inclusion: https://www.diversity.pitt.edu/. For incidents involving MSW students at UPJ: Office of Equity and Inclusion https://www.johnstown.pitt.edu/about/office-president/equity-and-inclusion; MSW students at UPB: Office of Diversity and Inclusion: https://www.upb.pitt.edu/administrative-offices/office-diversity-and-inclusion.

J. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.

K. Indulges, during a Practicum placement in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the Practicum instructor, other staff, or clients/constituents.

L. Fail to demonstrate respect for diversity and difference in an academic or professional setting. The University of Pittsburgh is committed to creating a learning environment that "does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities." (https://www.diversity.pitt.edu/about/notice-non-discrimination). Any allegation of discrimination will be referred immediately to the Office of Equity Diversity and Inclusion, https://www.diversity.pitt.edu. Students all across program options, (Okland UPJ and UPB) can make a report of misconduct online, over the phone, or in person This is website to report a concern or incident, as witness or a victim, https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?_=1612800567898 . The phone number to report concern a 1800 468 5768. Oakland students can report in person on 31st floor of the Cathedral of Learning. At UBJ, students can contact Sherri Rae srae@pitt.edu, G-52 Student Union. At UPB, students can contact Sofia Bendez, spb128@pitt.edu, 106 Control Tower Building.

M. During a Practicum placement:

1. Fail to adhere to the Practicum placement agency's policies and procedures. A student cannot decide on their own to reject or fail to adhere to a Practicum placement agency's policies or procedures, even if the student questions their utility, appropriateness, or ethics. A student who questions the utility, appropriateness, or ethics of the Practicum placement agency's policies or procedures should raise the concern with their Practicum instructor and engage in a problem-solving process, which is more fully described in Section IV (below).

2. Fail to adhere to the Practicum placement agency's documentation and record keeping requirements. A student cannot decide on their own to reject or fail to adhere to a Practicum placement agency's documentation or record keeping requirements, even if the student questions their utility, appropriateness, or ethics. A student who questions the utility, appropriateness, or ethics of the Practicum placement agency's documentation or record keeping requirements should raise the concern with their Practicum instructor and engage in a problem-solving process, which is more fully described in Section IV (below).

3. Remove from the Practicum placement setting property or proprietary materials belonging to the agency without proper authorization.

4. Remove from the Practicum placement setting client/constituent information, including but not limited to physical or electronic notes, files, or records, without proper authorization.

III. **Academic Performance**

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

A. BASW Program

In the BASW Program, required courses and Practicum education must be taken for a letter grade. Should a student receive a grade below a "C-" in any required course, with the exception of Practicum education, the course must be taken again. BASW students must maintain a minimum overall GPA of 2.50 on a 4.00 scale. Because Practicumwork is recognized as the capstone of the BASW student experience, should a student receive a grade below a "C-" in Practicum 1 or Practicum 2, the student will automatically be terminated from the BASW Program.

B. MSW Program

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

C. PhD Program

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

IV.   **Problem-Solving Guidelines**

The School of Social Work at the University of Pittsburgh aspires to provide a quality social work education across all three-degree programs. To this end, a commitment is made to students, faculty, Practicum advisors, Practicum liaisons, School of Social Work staff, Practicum instructors, and Practicum placement agencies to engage in a problem-solving process when the need for such a process is identified by any one of these parties or by the relevant Program Director, MSW Program Coordinator, Director of Practicum Education, Associate Dean for Student Success, or Associate Dean for Academic Affairs.

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

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

A. Problem identification.

B. Discussion of the problem, issue, or concern by those immediately involved with one of the following outcomes:

1. the issue is resolved, or

2. a plan to address the problem is agreed upon and implemented, or

3. those immediately involved cannot agree on a workable solution.

For problems, issues, or concerns arising in the classroom context, the immediately involved parties typically are the faculty member (defined as full-time and part-time

faculty as well as PhD student Teaching Assistants [TAs]) and the student(s). For problems, issues, or concerns arising in the context of a student's Practicum placement, the immediately involved parties typically are the Practicum instructor and the student.

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

C. If a resolution is not reached in the discussion or if the agreement or plan to address the matter does not succeed in resolving the issue in the agreed-upon time frame, one or both parties can contact the academic advisor (if this is an academic issue) or the Practicum liaison (if this is a Practicum issue) and request that a meeting be scheduled. As appropriate, the academic advisor or Practicum liaison will notify the appropriate program director (BASW, MSW, PhD) via email of this meeting.

D. The academic advisor or Practicum liaison facilitates the meeting between the involved parties in order to further engage them in problem-solving with the hope of achieving a mutually agreed upon solution to the problem.

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

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

F. ## Student and Instructor Problem-Solving Process

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

V. Types of Academic and Professional Behavior Reviews

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

For BASW and MSW students, Discretionary Reviews can be held for academic performance matters that do not require a Mandatory Review (see V.B., below). The process for handling academic performance matters involving students in the PhD program is discussed in the *Grading Standards for the Ph.D. Program* section of the PhD Program Handbook, which appears on page 39 (https://www.socialwork.pitt.edu/academics/policies-handbooks).

1. For BASW and MSW students, instances in which a Discretionary Review can be held include, but are not limited to, the following academic performance matters:

a. When a BASW student has a cumulative GPA or major GPA of less than a 2.50.

b. When a MSW student achieves an accumulation of "G" or "I" grades; has a term GPA less than 3.00 on a 4.00 scale; or has two or more grades in a term of "B-."

2. Across all academic programs, a Discretionary Review can be convened when there is a violation of academic integrity or professional behavior not specified in V.B. (below), such as:

a. Violations of the academic integrity standards, as identified in Section I Clauses A. through Q.

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

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

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

1. For BASW and MSW students, Mandatory Reviews are held for the following academic performance matters:

   a. BASW Program

      1) A student's cumulative QPA is below 2.5 on a 4.00 scale.

      2) A student's cumulative social work QPA is below 2.5 on a 4.00 scale.

      3) An earned grade below "C-," except in Practicum education. Because Practicum work is recognized as the capstone of the BASW student experience, should a student receive a grade below a "C-" in Practicum 1 or Practicum 2, the student will automatically be terminated from the BASW Program.

   b. MSW Program

      1) A student's cumulative GPA falls below the 3.00 level on a 4.00 scale.

      2) A student receives a grade below a "B-" in a required course.

      3) A student receives a grade of "NC" in Practicum.

   For academic performance matters involving students in the PhD program, the process to be followed is discussed in the *Grading Standards for the Ph.D. Program* section of the of the PhD Program Handbook, which appears on page 39 (https://www.socialwork.pitt.edu/academics/policies-handbooks).

2. For BASW and MSW students, Mandatory Reviews are also held when the following Practicum education standards and procedures are violated:

   a. Failure to secure a Practicum placement after 3 interviews, as described in Policies 13:B33 and 13:M33.

   b. Additional requests to withdraw from a Practicum placement following one approved withdrawal, as described in Policies 13:B45 and 13:M45.

   c. Making an independent and unilateral decision to terminate one's Practicum placement, as discussed in Policies 13:B46 and 13:M46.

   d. Removal from a Practicum placement agency because of a psychosocial distress, substance abuse, or health difficulties that interfere with the student's and/or placement agency's functioning and effectiveness, as indicated in Policies 13:B46 and 13:M46.

e. Professional behavior standards identified in Section II Clauses K., M.3., and M.4.

3. For BASW and MSW students, a Mandatory Review is held when use of the problem-solving process fails to resolve the matter (see IV.B., above).

4. Across all academic programs, a Mandatory Review obtains in instances of violations of professional behaviors, as set forth in Section II Clauses D., E., F., G., J.

C. Academic and Professional Behavior Review Committee Hearing

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

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

These procedures and processes are drawn largely from and are consistent with University of Pittsburgh Policy AC39 (https://www.policy.pitt.edu/ac-39-guidelines-academic-integrity-student-and-faculty-obligations-and-hearing-procedures-formerly)

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

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

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

C. Academic and Professional Behavior Review Procedures and Processes

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

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

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

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

   If the student and the faculty member/Practicum instructor accept a specific resolution, the matter will be considered closed. The program director will prepare a memo summarizing the agreement. Copies of the memo will be distributed to the student and the faculty member and faculty advisor or the Practicum instructor and Practicum liaison; a copy shall be place in the student's academic file, which is kept in the Student Services Center.

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

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

   Mandatory Review offers a formal venue for addressing and attempting to resolve impediments to a student's academic and professional behavior. In certain situations, including but not limited to those identified in section V.B. (above), the

problem-solving process is bypassed and a more formal, official means of addressing the problem, issue, or concern is required.

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

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

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

a. To a faculty member who is involved with a student integrity or professional behavior violation at the initial stage and who wishes to use this previous record in determining whether a resolution between the faculty member and the student or a Mandatory Academic Review may be most appropriate, especially in the case of repeat offenders

b. To the program director, Practicum liaison, or faculty advisor who was a party to the agreement and who needs to assess whether or not its terms have been fulfilled.

c. To the School's Academic and Professional Behavior Review Committee after a decision has been made in a case, but before a sanction has been recommended.

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

3. Retention of Voluntary Agreements

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

   a. To a faculty member who is involved with a student integrity or professional behavior violation at the initial stage and who wishes to use this previous record in determining whether a resolution between the faculty member and the student or a Mandatory Academic Review may be most appropriate, especially in the case of repeat offenders

   b. To the program director, Practicum liaison, or faculty advisor who was a party to the agreement and who needs to assess whether or not its terms have been fulfilled.

   c. To the School's Academic and Professional Behavior Review Committee after a decision has been made in a case, but before a sanction has been recommended.

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

4. Academic and Professional Behavior Review Committee Hearing

   a. If an agreed upon resolution between the faculty member/Practicum instructor and the student cannot be reached, or if an agreed-upon plan fails to resolve the matter in the specified time frame, or if a student rejects the remediate plan or if the remediation plan is not implemented, the appropriate program director will file a written statement with the Associate Dean for Academic Affairs. Such statement should set forth the matter, including a factual narrative of events. The statement should also include the names of persons having personal knowledge of circumstances or events as well as the general nature and description of all evidence. If this occurs at the end of a term, and/or the last term of enrollment, the "G" grade should be issued for the course/Practicum education credits until the matter is decided. In situations involving the student's last term, before graduation, degree certifications can be withheld, pending the outcome of the hearing, which should be expedited as quickly as possible.

b. The Associate Dean for Academic Affairs will transmit to the student the written statement submitted by the appropriate program director, together with a copy of this policy and the time and place when the School's Academic and Professional Behavior Review Committee will meet on the matter.

c. In proceedings before the School's Academic and Professional Behavior Review Committee, the student shall have the right:

1) to be considered innocent until found guilty by clear and convincing evidence of a violation of the student obligations of academic integrity or professional behavior;

2) to have a fair disposition of all matters as promptly as possible under the circumstances;

3) to elect to have a private or public hearing;

4) to be informed of the general nature of the evidence to be presented;

5) to confront and question all parties and witnesses except when extraordinary circumstances make this impossible;

6) to present a factual defense through witnesses, personal testimony and other relevant evidence;

7) to decline to testify against himself or herself;

8) to have only relevant evidence considered by the Academic and Professional Behavior Review Committee; and

9) to a record of the hearing (audio tape), at their own expense, upon request.

d. The hearing should provide a fair inquiry into the truth or falsity of the charges, with the charged party and the faculty member or charging party afforded the right to cross-examine all adverse witnesses. At the level of the School's Academic and Professional Behavior Review Committee, legal counsel shall not be permitted, but a non-attorney representative from within the University community shall be permitted for both faculty and students. A law student cannot be used as a representative at the Academic and Professional Behavior Review Committee hearing.

e. Any member of the University community may, upon a showing of relevancy and necessity, request witnesses to appear at the hearing. Witnesses who

are members of the University community will be required to appear, and other witnesses may be requested to appear at a hearing. When necessitated by fairness or extraordinary circumstances, the Chair of the Academic and Professional Behavior Review Committee may make arrangements for recorded or written testimony for use in a proceeding.

f. Hearing procedures

The hearing will be conducted as follows:

1) The Chair of the Academic and Professional Behavior Review Committee will not apply technical exclusionary rules of evidence followed in judicial proceedings nor entertain technical legal motions. Technical legal rules pertaining to the wording of questions, hearsay, and opinions will not be applied formally. Reasonable rules of relevancy will guide the Chair of the Academic and Professional Behavior Review Committee in ruling on the admissibility of evidence. Reasonable limits may be imposed on the number of factual witnesses and the amount of cumulative evidence that may be introduced;

2) The Chair of the Academic and Professional Behavior Review Committee will state the reasons for holding the hearing;

3) Objections to procedure shall be entered on the record, and the Chair of the Academic and Professional Behavior Review Committee shall make any necessary rulings regarding the validity of such objections;

4) The appropriate program director will summarize their case and shall offer evidence in support thereof;

5) The student or representative(s) for the student shall have the opportunity to question the charging party;

6) The appropriate program director shall be given the opportunity to call witnesses;

7) The student or representative(s) for the student shall be given the opportunity to question each witness of the charging party after they testify;

8) The appropriate program director shall inform the Chair of the Academic and Professional Behavior Review Committee when their presentation is completed, at which time the Academic and Professional Behavior Review Committee members are be given an opportunity to ask questions of the persons participating in the hearing;

9) The student may testify or not as they choose;

10) The appropriate program director shall have the opportunity to question the accused if the accused voluntarily chooses to testify;

11) The student or a representative for the student shall have the opportunity to call witnesses;

12) The appropriate program director shall have the opportunity to question each witness of the accused after they testify;

13) The student shall inform the Chair of the Academic and Professional Behavior Review Committee when their presentation is complete, and the Academic and Professional Behavior Review Committee members are given the opportunity to ask questions of the accused as well as the accused's witnesses;

14) The Chair of the Academic and Professional Behavior Review Committee will have an opportunity to address the Academic and Professional Behavior Review Committee on School of Social Work regulations or procedure in the presence of all parties, but shall not offer other comments without the consent of all parties; and,

15) The hearing shall be continued and the members of the Academic and Professional Behavior Review Committee shall deliberate in private until a decision is reached and recorded. During the deliberation, members of the Academic and Professional Behavior Review Committee will have the opportunity to review any agreements or plans contained in the student's academic file.

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

g. A suitable record (audio tape) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.

h. The Chair of the Academic and Professional Behavior Review Committee prepares a written summary of the hearing and a detailed description of the recommended decision, including any sanctions.

i. The recommended decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further

proceedings whenever they deem this to be necessary. Upon completion of such additional proceedings, if any, and within a reasonable time, the Dean will issue a final decision. The Dean may reject any findings made by the Academic and Professional Behavior Review Committee adverse to the student, and may dismiss the charges or reduce the severity of any sanction imposed, but the Dean may not make new findings adverse to the student, and may dismiss the charges or increase the severity of a sanction, except in the case of repeating offenders of Academic Integrity guidelines.

j. The Chair of the Academic and Professional Behavior Review Committee shall then transmit to the student and the appropriate program director copies of all actions taken by the Academic and Professional Behavior Review Committee and the Dean. If a sanction is imposed, the notice to the student will make reference to the student's opportunity, by petition filed with the Provost, to appeal to the University Review Board.

5. Timeliness

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

6. Sanctions

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

a. Dismissal from the University without expectation of readmission.

b. Suspension from the University for a specific period of time, with no additional conditions.

c. Suspension from the University for a specific period of time, with additional conditions specified by the Committee.

d. Change in registration status coupled with a remediation plan; failure to carry out the remediation plan in the specified time will result in dismissal from the University without expectation of readmission.

e. Reduction in grade, or assignment of a failing grade, in the course (academic or Practicum) in which the violation was committed.

f. Reduction in grade, or assignment of a failing grade, on the paper or examination in which the offense occurred.

7. Review and Appeal

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

8. Retention of Materials

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

VII. Academic and Professional Behavior Review Committee

A. Composition

1. Permanent Members

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

2. Alternate Members

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

3. Chairperson

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

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

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

D. Conflict of Interest

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

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

VIII. **Academic Integrity and Faculty Obligations**

A. Faculty Obligations

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

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

   a. To meet their classes when scheduled;

   b. To be available at reasonable times for appointments with students, and to keep such appointment;

   c. To make appropriate preparation for classes and other meetings;

   d. To perform their grading duties and other academic evaluations in a timely manner;

   e. To describe to students, within the period in which a student may add and drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluation and, in advance of any evaluation, the permissible materials or references allowed during evaluation;

   f. To base all academic evaluations upon good-faith professional judgment;

   g. Not to consider, in academic evaluation, such factors as disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression unrelated to the School's academic or professional behavior standards.

   h. To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be required by law

   i. Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner which infringes upon such students' freedom of choice

   j. To give appropriate recognition to contributions made by students to research, publication, service, or other activities

   k. To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable,

in accordance with the University policy relating to the use of human subjects in experimentation

    l. To respect the dignity of students individually and collectively in the classroom and other academic contexts

B. Hearing Procedures for Allegations Against Faculty

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

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

3. Where an individual student alleges with particularity that the actions of a faculty member have resulted in serious academic injury to the student, the matter shall (if requested by the student) be presented to the School's Academic and Professional Behavior Review Committee for adjudication. Serious academic injury includes, but is not necessarily limited to, the awarding of a lower course grade than that which the student has earned or suspension from a class. However, this is not intended to address normal grading decisions of faculty exercising good-faith professional judgments in evaluating a student's work.

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

    a. The aggrieved student will file a written statement of charges with the Associate Dean for Academic Affairs.

    b. If the Associate Dean for Academic Affairs determines that the charges are subject to adjudication under the terms of the Academic and Professional Behavior Policy, they will transmit the charges to the faculty member, together with a copy of these regulations.

c. The letter of transmittal to the faculty member, a copy of which will also be sent to the student, will state the composition of a committee that has been named to make an informal inquiry into the charge. The purpose of this committee is to provide a last effort at informal resolution of the matter between the student and the faculty member.

d. This committee shall meet with the faculty member, the student, and others as appropriate to review the nature of the problem in an attempt at reaching a settlement of the differences. This is not a formal hearing, and formal procedural rules do not apply. Upon completion of this meeting, if no mutually agreeable resolution results, the committee may produce its own recommendation for a solution to the conflict.

e. Should the committee recommend that the faculty member take some corrective action on behalf of the student, its recommendations shall be provided to the faculty member. As promptly as reasonable and at least within five (5) working days after the faculty member receives the recommendations of the committee, the faculty member shall privately take that action which they elect, and so advise the student and the chair of the committee of that action.

f. Should the committee conclude that the faculty member need not take corrective action on behalf of the student, this finding shall be forwarded to both the faculty member and the student.

g. If the student elects to pursue the matter further, either because they are dissatisfied with the resulting action of the faculty member or the conclusion of the committee, they should discuss this intent with the chair of the committee, who should review the procedures to be followed with the student. If the student wishes to proceed with a formal hearing, the chair of the committee will advise the Associate Dean for Academic Affairs that the case appears to involve a student's claim of serious academic injury, and that the formal hearing procedure must be initiated.

h. The formal hearing should provide a fair inquiry into the truth or falsity of the charges, with the faculty member and the student afforded the right to cross-examine. At the level of the School's Academic and Professional Behavior Review Committee, legal counsel shall not be permitted, but representatives from within the University community shall be permitted for both faculty and students.

5. A suitable record (audio recording) shall be made of the proceedings, exclusive of deliberations to arrive at a decision.

6. The recommended decision, which shall be written, will include a determination of whether the charges have been proven by clear and convincing evidence, together with findings with respect to the material facts. If any charges are established, the recommended decision shall state the particular remedial action to be taken.

7. The recommended decision shall be submitted to the Dean, who will make an independent review of the hearing proceedings. The Dean may require that the charges be dismissed, or that the case be remanded for further proceedings whenever they deem this to be necessary. The Dean may limit the scope of any further proceedings or require that part or all of the original proceedings be reconvened. Upon completion of such additional proceedings, if any, the Dean will issue a final decision. The Dean may reject any findings made by the Academic and Professional Behavior Review Committee, may dismiss the charges or reduce the extent of the remedial action to be taken. If the Dean believes the remedial action to be taken may infringe upon the exercise of academic freedom, they will seek an advisory opinion from the Senate Tenure and Academic Freedom Committee (TAFC) before issuing their own decision. The decision of the Dean shall be in writing, shall set forth with particularity any new findings of fact or remedies, and will include a statement of the reasons underlying such an action.

8. The Dean will then transmit to the faculty member and to the student copies of all actions affecting them taken by the Academic and Professional Behavior Review Committee and the Dean. Suitable records will be maintained as confidential and retained in the Office of the Dean.

9. Remedial Action

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

   b. If some action is contemplated that might be deemed to infringe upon the academic freedom of the faculty member, the Dean will seek an advisory opinion from the Senate Tenure and Academic Freedom Committee (TAFC).

In such cases, the Senate TAFC may identify other acceptable remedies or render such advice as may be appropriate in the particular situation.

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

10. Review and Appeal

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

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

11. Timeliness

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

   b.   The informal investigatory committees and the formal Academic and Professional Behavior Review Committee shall be composed of both students and faculty. The composition, selection procedures, and terms of members of the formal Academic and Professional Behavior Review Committee are detailed in section VII. (above). The informal investigatory committee shall consist of one faculty member appointed by the Associate Dean for Academic Affairs and one student selected from any one of these groups - BASW Club (BASW Program), the Student Executive Council (MSW Program), and the Doctoral Student Organization PhD Program). The faculty member shall chair the investigatory committee.

12. Retention of Materials

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

C. Grievance Procedures Against Senior Administrators

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

Definition of Student Status

Continuing Student

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

Inactive Status

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

Policy on Re-Admissions

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

Grading Policies

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

A. All required classroom courses taken in the School of Social Work shall be graded under the conditions of an expanded letter grade system: A+, A, A-, B+, B, B-, C+, C, C-, D+, D,D-, F (see: https://www.registrar.pitt.edu/sites/default/files/pdf/Grading%20System.pdf)

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

The grading system quality points are:

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

The following grades carry no quality points:

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

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

Elective Courses

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

"G" Grades

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

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

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

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

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

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

Graduating students must complete coursework by the end of the term in which they are to be graduated. Any delay in completing requirements will necessitate a later graduation. *"I" Grades*

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

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

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

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

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

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

"W" Grades

To withdraw from a class after the official end of the add/drop period while still enrolled in other courses, a student must process a Monitored Withdrawal Request form through the dean's office of the academic center offering the course.

 If approved, a grade of "W" will be recorded on your transcript for that course. "W" grades do not count toward a student's degree or grade point average. There is no tuition adjustment associated with a course

For courses offered by the School of Social Work, each individual instructor must be notified (as evidenced by the instructor's signature on the University form).

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

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

"Audit" (N) Grades for Academic Courses

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

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

Grade Changes

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

Grades for Courses in Other Departments

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

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

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

Practicumwork Grades in the MSW Program (#9.4)

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

      a. the Practicum visit completed during that term or session;
      b. the School's receipt of the Practicum Evaluation form and timesheet;
      c. the Practicum instructor's recommendation; and
      d. the liaison's review of the Practicum Evaluation form (which shall be documented by the liaison signing the form) and verification of the requisite number of Practicum hours documented on the timesheet.

Section 5: Student Life, NASW Code of Ethics

Student Resources

Libraries

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

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

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

1. **Lending Services**

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

2. **Reserve Room Materials**

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

   Materials on reserve for social work courses in UPB can be accessed through the Hanley Library Lending Desk located on the first floor. Call numbers for reserve books can be obtained from the PittCat Computer System in the library. Call numbers for all reserve readings e.g. books, journal articles, papers can be obtained from the respective course syllabi.

Materials on reserve for social work courses at UPJ can be accessed through the Owen Library Lending Desk located on the first floor. Call numbers for reserve books can be obtained from the PittCat Computer System in the library. Call numbers for all reserve readings e.g. books, journal articles, papers can be obtained from the respective course syllabi.

3. **Computerized Search**

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

4. **Other Library Resources**

In addition to library collections in Hillman, there are various departmental and associated libraries in the University of Pittsburgh system, available to students and faculty across all program options. These include the Falk Health Professions Library and the Barco Law Library. Borrowing privileges differ among the various libraries systems. For more information, go online to: https://www.library.pitt.edu/libraries. Social Work students also have access to the library facilities at Carnegie-Mellon University. The Interlibrary Loan (ILL) service can be used to obtain books and articles from other institutions. https://www.library.pitt.edu/borrowing

Student Affairs

Student Lounge and Communication Center

As the Pitt-Main supports full and part-time undergraduate, graduate, and doctoral social work students, it has specific spaces identified for their social needs. All Pitt-Main students are able to rest between classes, meet with other student colleagues and, have coffee or tea in the Student Lounge on the 23rd floor (2306). Computers and a printer are available in a private study area for use by doctoral students only.

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

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

Gender Neutral Restroom

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

Lactation Rooms

There are several lactation rooms around Pitt-Main campus. The locations of these rooms are now listed online at https://www.diversity.pitt.edu/resources/resources-diverse-populations/title-ix-resources/lactation-rooms . Please note that other rooms may be available within University units as well.

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

For detailed information about the lactation rooms at UPB, please read here: https://www.upb.pitt.edu/life-at-pitt-bradford/diversity/lactation-rooms

Financial Assistance

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

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

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

Student Travel to Conferences

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

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

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

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

Student Emergency Loan

University of Pittsburgh - Student Loan

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

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

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

2. Loans are made for emergency purposes only to students who are in good financial standing at the University.

3. The maximum loan is $300.00. A two to three business day processing time is required.

4. Complete repayment of any previous Emergency Student Loan is necessary for new loans to be approved.

5. Loans are repayable in monthly installments up to a MAXIMUM of 3 MONTHS coinciding with the PittPay billing cycle set forth by the Student Payment Center.

6. Loans must be paid in full prior to graduation. Failure to repay your loan as agreed may result in withholding your transcript or diploma and not being permitted to register for future terms.

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

Career Services

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

School of Social Work Alumni(ae) Society

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

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

For more information, please read here: https://www.socialwork.pitt.edu/alumni

Student Organizations

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

Student Executive Council (SEC)

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

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

In addition, SEC members, representing the student body, are appointed to serve on the following organizations and/or committees: Student Chapter, NASW; Student Chapter, NABSW; Alumni Association (Liaison), and Graduate and Professional Student Government (GPSGA).
SEC's website can be found at: http://www.socialwork.pitt.edu/student-resources/student-executive-council

Direct Practice Student Committee

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

COSA Student Committee

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

Union of Black Social Work Students (UBSWS)

Established in 2019, the organization brings together students at the BSW, MSW, and PhD levels to advance Black Social Work values. The organization promotes the professional development of members, celebrates the history of Black Social Work at the University of Pittsburgh, and promotes the well-being of Black residents in Western Pennsylvania through community action.

Graduate and Professional Student Government (GPSG)

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

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

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

Representation in the governing body of GPSG, the Assembly, will be through representatives chosen by the student organization in each school. The School of Social Work will have one representative and one alternate. Office hours are adjusted per term as students operate the office. Please use the GPSG website to address any questions you may have: Home | University of Pittsburgh Graduate & Professional Student Government (pittgpsg.com).

Professional Organizations

National Association of Social Workers (NASW)

Founded in 1955, the National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. For membership information see: https://www.socialworkers.org/nasw/join

Council on Social Worker Education (CSWE)

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its vision is to ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society; advancing excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions. As of June 2022, CSWE members automatically include all social work faculty, staff, and students of accredited and candidacy social work programs (there are no longer individual memberships for these people, membership is automatic with accredited program dues). Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories, https://www.cswe.org/

Membership incudes an electronic subscription to the *Journal of Social Work Education*- available here: Journal of Social Work Education.

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

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

Some of the functions of the organization are as follows:

1. To help in the recruitment of Black students.

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

For more information, students across all program options are encouraged to go online: Home | National Association for Black Social Workers Career Center (nabsw.com)

Items of Special Interest to Students

Office of Student Appeals

The University established an Office of Student Appeals as part of its effort to expand student services related to tuition options, resignation, and withdrawal. This office services students across all program options, and maybe accessed via email at tuition@cfo.pitt.edu; or 412-624-7610. The mailing address is as follows: University of Pittsburgh, Student Appeals Office, University Place, Pittsburgh, PA 15260.

Identification Card

The Pitt ID, also known as your Panther Card, declares students, staff, and faculty as members of the Pitt community across all program options; and is the "passport" to access most essential campus services and spaces. Panther Cards may be ordered online via photo submission, and then picked up at the ID offices on the respective campuses. Everyone is required to show an official government-issued photo ID when you pick-up their card. Further information may be found at: Panther Card | Panther Central | University of Pittsburgh

Housing Opportunities

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

Public Transportation

With a current and valid Pitt ID, Pitt-Main students may ride any Pittsburgh Regional Transit buses, trolleys, or inclines at no charge. Further information may be found at: www.pts.pitt.edu.

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

times and details:
https://www.johnstown.pitt.edu/sites/default/files/UPJ%20Shuttle%20Schedule%20%28revise
d%20to%20include%20Student%20Union%29%20as%20of%201-25-2020.pdf

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

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

Student Health Services and Insurance

Students across all program options have access to health and mental health services. At Pitt-Main, the Student Health and Counseling Services are both located on the 2nd floor of Nordenberg Hall in the Wellness Center. For more information about the extensive services and resources available, please go to: https://www.studentaffairs.pitt.edu/shs/

At UPB, all health services related information may be found here: https://www.upb.pitt.edu/life-at-pitt-bradford/health-and-wellness/health-services Counseling services and information can be found here: https://www.upb.pitt.edu/life-at-pitt-bradford/health-and-wellness/counseling-services

At UPJ, all health and counseling services information and resources may be found here: https://www.johnstown.pitt.edu/health-and-counseling-services/health-services

Across all program options, students interested in purchasing their own health insurance may seek further information here: https://www.studentaffairs.pitt.edu/shs/insurance/

Academic Supports

All social work students across all program options are able to access academic supports on their respective campuses. For Pitt-Main, students may find information here: https://www.studentaffairs.pitt.edu/drs/resources/

For UPB, students should seek guidance here: https://www.upb.pitt.edu/academics/academic-resources ; and UPJ students can find more information here: https://www.johnstown.pitt.edu/academics/academic-success-center-asc

The Office of Veterans Services

Across all program options, students are considered members of the University of Pittsburgh School of Social Work community. Therefore, all students seeking information related to veteran's

benefits, services, and related programming should seek more information here: https://www.veterans.pitt.edu/

Office of Disability Resources and Services

The Offices of Disability Resources and Services (DRS) provides a broad range of support services and resources to assist students (on the Pitt-Main campus as well as on UPJ & UPB) who have a disability that impedes their academic progress. Students at Pitt-Main interested in registering for services should contact DRS to schedule an appointment with the Coordinator and be prepared, if requested, to provide appropriate documentation of their disability. For more information, call (412) 648-7890 or access their website: www.drs.pitt.edu.

The Disability Resources office on the UPB campus is located in Hanley Library, Room 202, 814-362-7609; more information may be found here: Disability Resources & Services | University of Pittsburgh at Bradford

Students at UPJ may access Disability Services at G-4 Student Union, 814-269-7119, and online at: Disability Services | University of Pittsburgh Johnstown | University of Pittsburgh

Office of International Services

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

Book Center

University Store on Fifth
4000 Fifth Avenue
(412) 648-1455
http://www.pittuniversitystore.com/

Store hours may be found at the following link: http://www.pittuniversitystore.com/SiteText.aspx?id=38820

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

Transcripts

Across all program options, students are considered University of Pittsburgh School of Social Work students. Therefore, all students seeking official transcripts must access the University of Pittsburgh Office of the Registrar. All transcripts and enrollment verifications may be completed online at: https://www.registrar.pitt.edu/students/transcriptsverifications

Computing Services

Across all program options, social work students are able to access technology support 24/7 (https://www.technology.pitt.edu/247-it-help-desk), as well as information about the extensive technological benefits, resources, and services available: http://technology.pitt.edu/

The University of Pittsburgh's Web portal, my.pitt.edu, provides a single point of Web access to the information that students at Pitt-Main, UPJ, and UPB, faculty, and staff use every day. Portal users can access their email, the Learning Managements system, student account management tools, remote learning tools, video platforms, advising platform, travel forms, etc., from anywhere they have Internet access. You'll need your University Computer Account username and password to log into my.pitt.edu. Your account is created automatically when you enter the University as a student or when you are hired as a member of the faculty or staff. A letter will be sent to you upon creation of your University computer account with your *username* and an assigned *password*; the latter you are strongly encouraged to customize. More information may be found here: http://technology.pitt.edu/

Campus Computing Labs

Across all program options, students with a valid University Computing Account may use any of the computer labs located on the respective campuses. For locations and specific services available for Pitt-Main students, please go to: https://www.technology.pitt.edu/services/computer-labs-and-kiosks

To find out computer lab information for UPB, please go here: https://www.upb.pitt.edu/administrative-offices/technology-services

For UPJ students, please access relevant information here: https://www.johnstown.pitt.edu/information-technology/user-services/computer-labs

Travel Registration at the University of Pittsburgh

See: https://globaloperations.pitt.edu/trip-registration/

Over the years, two forces have shaped the University's thinking about international travel of faculty, staff, and students. First, momentous events around the world have made it important for the University to be able to quickly identify University personnel abroad. Second, with increasing numbers of global programs, it is useful to be able to provide an aggregate overview of the range of engagement abroad each year. Thus, the Council of Deans has adopted a policy that requires registration of international travel for all University students and staff and strongly encourages registration for faculty.

Who Must Register:

Per the Office of the Provost
(https://www.provost.pitt.edu/documents/travel_registry_guidelines_2014.pdf**):**

- Staff
- Undergraduate students
- Graduate and professional students

Student Travel Guidelines: The Office of the Provost has approved **Student Travel Guidelines** administered via the Pitt Study Abroad Office (SAO). **All students** (Graduate & Undergraduate), per these guidelines, must notify the SAO (https://www.abroad.pitt.edu/ourteam) of any official University travel (curricular and co-curricular) to ensure they are registered and all necessary forms have been completed regardless of whether or not the travel is a part of Pitt Study Abroad Program.

Registration Exceptions:
- Faculty (though not required, registration is still strongly encouraged)
- Those participating in a program administered through the Study Abroad Office
- Any student who notified Study Abroad of their travel and completed and submitted the required forms; Pitt SAO will enter that student
- Those managing a program administered through the Study Abroad Office
- Those traveling for something other than University business (e.g., vacation)

How to Register:

Registration is automatic for those who have booked via Anthony Travel or directly in Concur. All other travel plans must be entered manually. Students who worked with Pitt SAO, will be entered by Pitt SAO.

*It is recommended for all to verify your registration contact information in the portal, even for automatic registrations as migration from Concur can change that information based on your Concur expense management settings.

All international travel registration is conducted through the International SOS MyTrips portal, which can be accessed by clicking the MyTrips tab at the top right of the Pitt International SOS page (https://www.internationalsos.com/masterPortal/default.aspx?akey=23B1BEE0-EB31-C2FE-13CB25CBF5FC0A12)

NOTE: This is being used in lieu of the pre-existing University Travel Registry.

Once you have created an initial profile, you will be able to enter emergency contact information, register your trip by submitting your flight segments and hotel details for the appropriate dates, and receive a travel advisory email about your destination. Please note that trip legs are entered independently; therefore, we ask that you enter your return trip when registering, this way, the University and ISOS will know that you are no longer abroad in case of an emergency.

Contact:
For more information on trip registration or to answer any questions, please contact:

Global Operations Support, https://globaloperations.pitt.edu/contact/#concierge_services.

Single Point of Contact:
https://globaloperations.pitt.edu/contact/#key_department_contacts

Emergency Contact:
https://globaloperations.pitt.edu/contact/#emergency_contact_information

Nondiscrimination Policy Statement

N. The University of Pittsburgh is committed to creating a learning environment that "does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities." (https://www.diversity.pitt.edu/about/notice-non-discrimination). Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, access to and treatment in University programs and activities across all program options.

Any allegation of discrimination will be referred immediately to the Office of Equity, Diversity, and Inclusion. Students across all program options (Oakland, UPJ, and UPB) can report misconduct online, by phone, or in person.
To report a concern or incident, whether as a witness or a victim, students can use the following resources:
- **Website**: Report a Concern
- **Phone**: 1-800-468-5768

Oakland students can report in person on the 31st floor of the Cathedral of Learning. At UPJ, students can contact Sherri Rae at srae@pitt.edu, G-52 Student Union. At UPB, students can contact Sofia Bendez at spb128@pitt.edu, 106 Control Tower Building.

Anti-Harassment Policy Statement

No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically, verbally or electronically) when the conduct is severe or pervasive and objectively and subjectively has the effect of: (1) unreasonably interfering with such person's work or equal access to education, or (2) creating an intimidating, hostile, or offensive

work or academic environment. Consistent with the University Nondiscrimination Policy and Sexual Harassment Policy, harassment on the basis of a legally protected classification, such as racial harassment or sexual harassment, is prohibited across all program options. This policy statement will be applied with due respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom, and, when constitutionally protected speech is implicated, only to the extent consistent with the First Amendment.

For more information, please read here:
https://www.provost.pitt.edu/information-on/antiharassment_statement

Consensual Relationships Policy

Personal relationships must not be allowed to interfere with the academic or professional integrity of the teacher-student, staff-student, supervisor-employee or other professional relations within the University. The University's policy on Faculty-Student Relationships (Policy 07-14-01; pitt_policy_07-14-01.pdf) prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action. Transgressions of this policy may result in the forfeiture of the legal and monetary protections of the University's indemnification policy. See Policy AO 20, Faculty and Staff Indemnification, AO 20 Faculty and Staff Indemnification (formerly 07-06-06) | Office of Policy Development and Management | University of Pittsburgh.

Sexual Harassment

Title IX of the Education Amendments of 1972, a Federal law, was historically associated with actual or perceived gender-based disparities in athletic programs. However, it is a far broader law.

Title IX covers all aspects of educational and academic-related programming and prohibits gender discrimination. Importantly, Title IX prohibits sexual violence and sexual misconduct which may affect the educational or campus environment.

The law provides that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

In summary, Title IX prohibits gender-based discrimination in all University of Pittsburgh programs and activities, including, but not limited to, recruiting, admissions, financial aid, academic programs, student services, counseling, guidance, advising, grievance procedures, discipline, course/class assignments, grading, recreation, athletics, housing, meal services, and employment.

For more information, https://www.titleix.pitt.edu/

Examples of Unlawful Practices Under Title IX Relating to Sexual Misconduct

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

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

Title IX at Pitt and in the School of Social Work

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

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

As part of the required annual new student orientation conducted on Pitt-Main, UPB, and UPJ campuses, each student is presented with training on Title IX. This training is available both in-person and online. Students are then required to complete the module offered by the University Office of Diversity and Inclusion that follows the Title IX training regulations, it is available at: https://www.diversity.pitt.edu/education-and-training .

If you or another student or faculty member you know are dealing with sexual or gender-based misconduct there are extensive resources available at Pitt. The Title IX Officer and point of

contact in Pitt-Main is Megan Soltesz, Director of Administration. Ms. Soltesz can be reached at 412-383-0515, or mms34@pitt.edu

For questions about or reporting of incidents occurring at UPB, students should go here: https://www.upb.pitt.edu/administrative-offices/office-diversity-and-inclusion

For questions about or reporting of incidents occurring at UPJ, students should go here: https://www.johnstown.pitt.edu/titleIX

Policy: Family Educational Rights

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

In compliance with the Family Educational Rights and Privacy Act of 1974, the University guarantees students across all program options have the right to inspect all personally identifiable records maintained by the institution and may challenge the content and accuracy of those records through appropriate institutional procedures. It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act.

Further information may be found at: https://www.registrar.pitt.edu/students/ferpa

Policy: Request for Graduate Student Parental Accommodation

School of Social Work

Across all program options, graduate students requesting a parental accommodation under the Graduate Student Parental Accommodation Guidelines should complete and submit this form prior to the anticipated childbirth or adoption to the AssoOffice of the Dean, 2117 Cathedral of Learning. Policy information on graduate and professional student parental accommodations and academic regulation can be found here please read here Graduate and Professional Student Parental Accommodation Academic Regulations (pitt.edu).
Date of application: _____
Estimated date of birth or adoption: _____

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

Name: _____
Campus address: _____
Email address: _____
Academic program: _____
Department: _____

Date of graduate program entry: _____   Degree intent: _____

Graduate student is a:

☐ Birth Mother
☐ Eligible Student

Funding status during the requested accommodation period:
☐ Teaching Assistant (TA) or Teaching Fellow (TF)
☐ Graduate Student Assistant (GSA)
☐ Graduate Student Researcher (GSR)
☐ Other fellowship (please specify):_____
☐ None

Accommodation to start on __ __/__ __/__ __ through __ __/__ __/__ __

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

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

If the other parent is a graduate student at Pitt please provide name:
_____ and school/program:
_____.

Individuals listed below will receive written notification of the accommodation.
Faculty Advisor
Name: _____ Email: _____
Signature: _____

Director of Graduate Studies
Name: _____ Email: _____
Signature: _____

Department Chair
Name: _____ Email: _____
Signature: _____

School of {insert name}
Name: _____
Title: _____
Date: _____
Graduate School signature: _____
Terms of accommodation (as necessary)

Appendix A: Sample Course of Study Guides

Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Programs – Direct Practice (No Certificate or Dual/Joint/Cooperative Degree Program)

(16-Month Advanced Standing Course Sequence)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Term	Subject & Course	Course Title	Credits
Fall	SWINT 2020	Direct Practice with Individuals	3
Fall	SWBEH/SWRES	2nd-level Human Behavior (2062, 2065, 2066, 2077) OR DP Advanced Applied Research (2040)	3
Fall	SWWEL/Elective	2nd-level Social Welfare (2039, 2056, 2057, 2059) OR General Elective	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWBEH/SWRES	2nd-level Human Behavior (2062, 2065, 2066, 2077) OR DP Advanced Applied Research (2040)	3
Spring	SWWEL/Elective	2nd-level Social Welfare (2039, 2056, 2057, 2059) OR Elective^{Error! Bookmark not defined.}	3
Spring	SWINT/SWINT	Direct Practice Skill Elective OR Direct Practice with Families & Groups (2021)	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Summer	SWINT/SWINT	Direct Practice Skill Elective OR Direct Practice with Families or Groups (2021)	3
Summer	SWINT	Direct Practice Skill Elective	3
Summer	Elective	Elective^{Error! Bookmark not defined.}	3
			9

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**Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –
Direct Practice (No Certificate or Dual/Joint/Cooperative Degree Program)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	Direct Practice with Individuals	3
Fall	SWBEH	2nd-level Human Behavior (2062, 2065, 2066, 2077)	3
			6
Spring	SWWEL	2nd-level Social Welfare (2039, 2056, 2057, 2059)	3
Spring	SWINT	Direct Practice Skill Elective	3
			6
Summer	SWINT/Elective	Direct Practice with Families and Groups (2021) OR Elective[1]	3
Summer	Elective	Elective	3
			6
Fall	SWINT/Elective	Direct Practice with Families and Groups (2021) OR Elective[1]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	4
			7
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	4
			7
Summer	SWRES 2033/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	4
			7

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

Non-Advanced Standing, Full Time

Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) –
Direct Practice (No Certificate or Dual/Joint/Cooperative Degree Program)

Term	Subject & Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2020	Direct Practice with Individuals	3
Spring	SWBEH	2nd-level Human Behavior (2062, 2065, 2066, 2077)	3
Spring	SWWEL	2nd-level Social Welfare (2039, 2056, 2057, 2059)	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Fall	SWINT 2021	Direct Practice with Families and Groups	3
Fall	SWRES 2040/SWINT	DP Advanced Applied Research **OR** Direct Practice Skill Elective	3
Fall	Elective	Elective[1]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWINT	Direct Practice Skill Elective	3
Spring	SWRES 2040/SWINT	DP Advanced Applied Research **OR** Direct Practice Skill Elective	3
Spring	Elective	Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15

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

**Sample Course of Study for Part-Time 10-Semester Program
(Without Advanced Standing) –
Direct Practice (No Certificate or Dual/Joint/Cooperative Degree Program)**

Term	Subject & Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWINT 2020	Direct Practice with Individuals	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWBEH	2nd-level Human Behavior (2062, 2065, 2066, 2077)	3
Spring	SWWEL	2nd-level Social Welfare (2039, 2056, 2057, 2059)	3
			6
Summer	SWINT/Elective	Direct Practice with Families & Groups (2021) OR Elective[1]	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Fall	SWINT/Elective	Direct Practice with Families & Groups (2021) OR Elective	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	3

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

Term	Subject & Course	Course Title	Credits
			6
Summer	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Fall	SWINT	Direct Practice Skill Elective	3
Fall	Elective	Elective[1]	3
			6

Direct Practice – Children, Youth, and Families

Advanced Standing, Full-Time

Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program –
Direct Practice: DP-Children, Youth and Families Certificate
(16-Month Advanced Standing Course Sequence Simply Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Fall	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWRES 2040	DP Advanced Applied Research	3
Spring	SWINT/Elective	DP with Families & Groups (2021) OR Elective[1]	3
Spring	SWINT	Direct Practice Skill Elective[2]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Summer	SWINT/Elective	DP with Families & Groups (2021) OR Elective	3
Summer	SWINT	Direct Practice Skill Elective[2]	3
Summer	Elective	Elective[1]	3
			9

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

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

Advanced Standing, Part-Time

Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –
Direct Practice: DP-Children, Youth and Families Certificate[+]
(Advanced Standing Credits Awarded: 21 Credits - 6 Fieldwork Credits & 15 Class Credits)

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
			6
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWINT	Direct Practice Skill Elective[1]	3
			6
Summer	SWINT/Elective	DP with Families & Groups (2021) OR Elective	3
Summer	Elective	Elective[2]	3
			6
Fall	SWINT/Elective	DP with Families & Groups (2021) OR Elective[2]	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	4
			7
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[1]	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	4
			7
Summer	SWRES 2033/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[1]	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	4
			7

[+] Interested in learning about the Pitt-UPB MSW Program's course of study?
<https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/bradford-campus-msw-program>

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

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

Non-Advanced Standing, Full-Time

Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) – Direct Practice: DP-Children, Youth and Families Certificate

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2020	DP with Individuals	3
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Fall	SWINT 2021	DP with Families & Groups	3
Fall	Elective	Elective[1]	3
Fall	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[2]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	Elective	Elective	3
Spring	SWINT	Direct Practice Skill Elective[2]	3
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[2]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15

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

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

Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) – Direct Practice: DP-Children, Youth and Families Certificate*

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWINT 2020	DP with Individuals	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
			6
Summer	SWINT/Elective	DP with Families & Groups (2021) OR Elective[1]	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6

* Interested in learning about the Pitt-UPB MSW Program's course of study?
<https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/bradford-campus-msw-program>

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

Term	Subject/Course	Course Title	Credits
Fall	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[2]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	3 6
Spring	SWINT/Elective	DP with Families & Groups (2021) OR Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	3 6
Summer	SWRES 2040/ SWINT	DP Advanced Applied Research OR Direct Practice Skill Elective	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3 6
Fall	SWINT	Direct Practice Skill Elective[2]	3
Fall	Elective	Elective[1]	3 6

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

Direct Practice – Gerontology

Advanced Standing, Full Time

**Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program –
Direct Practice: DP-Gerontology Certificate
(16-Month Advanced Standing Course Sequence Simply Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWRES 2040	DP Advanced Applied Research	3
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWINT/SWINT	DP with Families & Groups (2021) OR Direct Practice Skill Elective[1]	3
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Summer	SWINT/SWINT	DP with Families & Groups (2021) OR Direct Practice Skill Elective	3
Summer	Elective	Elective[2]	3
Summer	Elective	Elective[2]	3
			9

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

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

**Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –
Direct Practice: DP-Gerontology Certificate
(Advanced Standing Credits Awarded: 21 Credits - 6 Fieldwork Credits & 15 Class Credits)**

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
			6
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	3
			6
Summer	SWINT 2021	DP with Families & Groups	3
Summer	Elective	Elective[1]	3
			6
Fall	Elective	Elective	3
Fall	SWINT 2099	Direct Practice Specialization Fieldwork	4
			7
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[2]	3
Spring	SWINT 2099	Direct Practice Specialization Fieldwork	4
			7
Summer	SWRES 2033/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[2]	3
Summer	SWINT 2099	Direct Practice Specialization Fieldwork	4
			7

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

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

Non-Advanced Standing, Full-Time

**Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) –
Direct Practice: DP-Gerontology Certificate**

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2020	DP with Individuals	3
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Fall	SWINT 2021	DP with Families & Groups	3
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
Fall	Elective	Elective[1] or DP Advanced Applied Research (2040)	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWRES 2040	DP Advanced Applied Research or Elective[1]	3
Spring	SWINT	Direct Practice Skill Elective[2]	3
Spring	Elective	Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15

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

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

**Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) –
Direct Practice: DP-Gerontology Certificate**

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWINT 2020	DP with Individuals	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWBEH 2077	2nd-level Human Behavior: Adult Development & Aging	3
Spring	SWWEL 2039	2nd-level Social Welfare: Social Policy & Gerontology	3
			6
Summer	SWINT 2021	DP with Families & Groups	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Fall	SWINT 2030	Direct Practice with Older Adults (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[1]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	3
			6

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

Term	Subject/Course	Course Title	Credits
Summer	SWRES 2040/SWINT	DP Advanced Applied Research **OR** Direct Practice Skill Elective	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Fall	Elective	Elective[2]	3
Fall	Elective	Elective[2]	3
			6

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

DP – Home & School Visitor/School Social Work Certificate

Advanced Standing, Full-time

Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program –
Direct Practice: DP-Home & School Visitor/School Social Work
(16-Month Advanced Standing Course Sequence Simply Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	6
			15
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWINT 2058	Social Work in a School Setting (Req. SWINT elective)	3
Spring	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	6
			15
Summer	SWRES 2040	DP Advanced Applied Research	3
Summer	SWINT 2021	DP with Families & Groups	3
Summer	SWINT	Direct Practice Skill Elective	3
Summer	TLL 2500	Foundations of Special Education	3
Summer	TLL 2257	Teaching English Language Learners	3
			15

Advanced Standing, Part-Time

**Sample Course of Study for Part-Time 8-Semester Advanced Standing Program –
Direct Practice: DP-Home & School Visitor/School Social Work Certificate
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	TLL 2500	Foundations of Special Education	3
			6
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
			6
Summer	SWINT 2021	DP with Families & Groups	3
Summer	TLL 2257	Teaching English Language Learners	3
			6
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6
Spring	SWINT 2058	Social Work in Educational Settings (Req. SWINT elective)	3
Spring	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6
Summer	TLL 2500	Foundations of Special Education	3
Summer	SWINT	Direct Practice Skill Elective	3
			6
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6
Spring	SWRES 2040	DP Advanced Applied Research	3
Spring	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6

Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) – Direct Practice: DP-Home & School Visitor/School Social Work Certificate

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2020	DP with Individuals	3
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Summer	TLL 2500	Foundations of Special Education	3
Summer	TLL 2257	Teaching English Language Learners	3
			6
Fall	SWINT 2021	DP with Families & Groups	3
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	6
			15
Spring	SWINT 2058	Social Work in a School Setting (Req. SWINT elective)	3
Spring	SWINT	Direct Practice Skill Elective	3
Spring	SWRES 2040	DP Advanced Applied Research	3
Spring	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	6
			15

Sample Course of Study for Part-Time 11-Semester Program (Without Advanced Standing) –
Direct Practice: DP-Home & School Visitor/School Social Work

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWINT 2020	DP with Individuals	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWBEH 2062	2nd-level Human Behavior: Children & Families at Risk	3
Spring	SWWEL 2059	2nd-level Social Welfare: Child & Family Policy	3
			6
Summer	SWINT 2021	DP with Families & Groups	3
Summer	TLL 2500	Foundations of Special Education	3
			6
Fall	TLL 2514	Supporting Students with Disabilities in Inclusive Classrooms	3
Fall	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6
Spring	SWINT 2058	Social Work in a School Setting (Req. SWINT elective)	3
Spring	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6

Term	Subject/Course	Course Title	Credits
Summer	SWRES 2040	DP Advanced Applied Research	3
Summer	TLL 2257	Teaching English Language Learners	3
			6
Fall	TLL 2101	PA School Law	3
Fall	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6
Spring	SWINT	Direct Practice Skill Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum (must be in a school setting)	3
			6

Direct Practice – Integrated Health Care

Advanced Standing, Full-Time

Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program
–
Direct Practice DP-Integrated Healthcare Certificate
(16-Month Advanced Standing Course Sequence Simply Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWRES 2040	DP Advanced Applied Research	3
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWINT/SWINT	DP with Families & Groups (2021) OR [EITHER: Intro to Psychopharm in SW Practice (2007) OR Integrated Healthcare and Pharmacology (2073)][1]	3
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Summer	SWINT/SWINT 2007	DP with Families & Groups (2021) OR Intro to Psychopharm in SW Practice (Req. SWINT elective)	3
Summer	Elective	Elective[2]	3
Summer	Elective	Elective	3
			9

Please note: Students completing the IHC certificate are encouraged to consider the following electives as general electives as they are often beneficial for practice in integrated health settings. These are not required. SWINT 2004 Grief & Loss, SWINT 2030 Direct Practice with Older Adults, SWINT 2042 SW Practice w/ Substance Use & Other Addictive Disorders, or SWINT 2046 Planned Short-Term Treatment. They may not all fit into students' schedules as they are not all offered every semester.

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

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

**Sample Course of Study for Part-Time Advanced Standing Program –
Direct Practice: DP-Integrated Healthcare Certificate
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Term	Subject/Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
			6
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	3
			6
Summer	SWINT 2021	DP with Families & Groups	3
Summer	Elective	Elective[1]	3
			6
Fall	SWRES/Elective	DP Advanced Applied Research (2040) OR Elective	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	4
			7
Spring	SWINT	Intro to Psychopharm in SW Practice (2007) OR Integrated Healthcare and Pharmacology (2073)[2]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	4
			7
Summer	SWRES/Elective	DP Advanced Applied Research (2040) OR Elective[1]	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	4
			7

Please note: Students completing the IHC certificate are encouraged to consider the following electives as general electives as they are often beneficial for practice in integrated health settings. These are not required. SWINT 2004 Grief & Loss, SWINT 2030 Direct Practice with Older Adults, SWINT 2042 SW Practice w/ Substance Use & Other Addictive Disorders, or SWINT 2046 Planned Short-Term Treatment. They may not all fit into students' schedules as they are not all offered every semester.

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

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

[3]   SWINT Options for DP-Integrated Healthcare Certificate: 2025, 2073 or 2007

Non-Advanced Standing, Full-Time

Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) – Direct Practice DP-Integrated Healthcare Certificate

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2020	DP with Individuals	3
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Fall	SWINT 2021	DP with Families & Groups	3
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
Fall	Elective	Elective[1]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWRES 2040	DP Advanced Applied Research	3
Spring	SWINT 2007/ SWINT 2073	Intro to Psychopharm in SW Practice OR Integrated Healthcare and Pharmacology[2]	3
Spring	Elective	Elective	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15

Please note: Students completing the IHC certificate are encouraged to consider the following electives as general electives as they are often beneficial for practice in integrated health settings. These are not required. SWINT 2004 Grief & Loss, SWINT 2030 Direct Practice with Older Adults, SWINT 2042 SW Practice w/ Substance Use & Other Addictive Disorders, or SWINT 2046 Planned Short-Term Treatment. They may not all fit into students' schedules as they are not all offered every semester.

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

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

3 SWINT Options for DP-Integrated Healthcare Certificate: 2025, 2073 or 2007

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Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) – Direct Practice: DP-Integrated Healthcare Certificate

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWINT 2020	DP with Individuals	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWBEH 2066	2nd-level Human Behavior: Health/Mental Health	3
Spring	SWWEL 2056	2nd-level Social Welfare: Health Systems & Public Policy	3
			6
Summer	SWINT 2021	DP with Families & Groups	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Fall	SWINT 2025	SW Practice & Integrated Healthcare (Req. SWINT elective)	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** [EITHER: Intro to Psychopharm in SW Practice (2007) **or** Integrated Healthcare and Pharmacology (2073)][1]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	3

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

2   SWINT Options (not required) for DP-Integrated Healthcare Certificate: 2025, 2073 or 2007

Term	Subject/Course	Course Title	Credits
			6
Summer	SWRES 2040/ SWINT 2007	DP Advanced Applied Research (2040) **OR** Intro to Psychopharm in SW Practice (Req. SWINT elective)	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	3
			6
Fall	Elective	Elective[2]	3
Fall	Elective	Elective	3
			6

Please note: Students completing the IHC certificate are encouraged to consider the following electives as general electives as they are often beneficial for practice in integrated health settings. These are not required. SWINT 2004 Grief & Loss, SWINT 2030 Direct Practice with Older Adults, SWINT 2042 SW Practice w/ Substance Use & Other Addictive Disorders, or SWINT 2046 Planned Short-Term Treatment. They may not all fit into students' schedules as they are not all offered every semester.

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

DP- Mental Health

Advanced Standing, Full-Time

Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program –
Direct Practice: DP-Mental Health Certificate
(16-Month Advanced Standing Course Sequence Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Term	Subject & Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
Fall	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	SWRES 2040	DP Advanced Applied Research	3
Spring	SWINT 2021	DP with Families & Groups	3
Spring	SWINT	Direct Practice Skill Elective[1]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Summer	SWINT/Elective	Advanced Direct Practice (2031, 2033) OR Elective	3
Summer	SWINT	Direct Practice Skill Elective	3
Summer	Elective	Elective[Error! Bookmark not defined.]	3
			9

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[1] SWINT Options for DP-Mental Health Certificate: 2007, 2018, 2011, 2042, 2049,2053, 2072, 2031, 2032,2033

**Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –
Direct Practice: DP-Mental Health Certificate[+]
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Term	Subject & Course	Course Title	Credits
Fall	SWINT 2020	DP with Individuals	3
Fall	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
			6
Spring	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
Spring	SWINT	Direct Practice Skill Elective[1]	3
			6
Summer	SWINT/Elective	DP with Families & Groups (2021) OR Elective[2]	3
Summer	Elective	Elective	3
			6
Fall	SWINT/Elective	DP with Families & Groups (2021) OR Elective[2]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	4
			7
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[1]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	4
			7
Summer	SWRES 2033/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[1]	3
Summer	SWINT 2099	Direct Practice Specialization Practicum	4
			7

+ Interested in learning about the Pitt-UPJ MSW Program's course of study?
<https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/johnstown-campus-msw-program >

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[1] SWINT Options for DP-Mental Health Certificate: 2007, 2018, 2011, 2042, 2049,2053, 2072, 2031, 2032,2033

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

**Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) –
Direct Practice: DP-Mental Health Certificate**

Term	Subject/Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist Social Work Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWINT 2020	DP with Individuals	3
Spring	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
Spring	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Fall	SWINT 2021	DP with Families & Groups	3
Fall	Elective	Elective[1]	3
Fall	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[2]	3
Fall	SWINT 2099	Direct Practice Specialization Practicum	6
			15
Spring	Elective	Elective	3
Spring	SWINT	Direct Practice Skill Elective[2]	3
Spring	SWRES/SWINT	DP Advanced Applied Research (2040) OR Direct Practice Skill Elective[2]	3
Spring	SWINT 2099	Direct Practice Specialization Practicum	6
			15

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

[2] SWINT Options for DP-Mental Health Certificate: 2007, 2018, 2011, 2042, 2049, 2053, 2072, 2031, 2032, 2033

Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) –
Direct Practice: DP-Mental Health Certificate*

Term	Subject & Course	Course Title	Credits
Fall	SWGEN 2034	Generalist Social Work Practice with Diverse Populations	3
Fall	SWBEH 2063	Human Behavior and the Social Environment	3
			6
Spring	SWRES 2021	Generalist Social Work Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist Social Work Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWINT 2020	DP with Individuals	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWBEH 2065	2nd-level Human Behavior: Mental Health	3
Spring	SWWEL 2057	2nd-level Social Welfare: Mental Health & Public Policy	3
			6
Summer	SWINT/Elective	DP with Families & Groups (2021) OR Elective[1]	3
Summer	SWINT 2099	Specialized Practice Practicum	3
			6

+ Interested in learning about the Pitt-UPJ MSW Program's course of study?
<https://www.socialwork.pitt.edu/academics/masters-degree-social-work-msw/johnstown-campus-msw-program>

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

Term	Subject & Course	Course Title	Credits
Fall	SWRES/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[2]	3
Fall	SWINT 2099	Specialized Practice Practicum	3
			6
Spring	SWINT/Elective	DP with Families & Groups (2021) **OR** Elective	3
Spring	SWINT 2099	Specialized Practice Practicum	3
			6
Summer	SWRES 2033/SWINT	DP Advanced Applied Research (2040) **OR** Direct Practice Skill Elective[2]	3
Summer	SWINT 2099	Specialized Practice Practicum	3
			6
Fall	SWINT	Direct Practice Skill Elective[2]	3
Fall	Elective	Elective[1]	3
			6

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

Community Organizing and Social Action – No Certificate
Advanced Standing, Full-Time

Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program – COSA (No Certificate or Dual/Joint/Cooperative Degree Program) (16-Month Advanced Standing Course Sequence Swaps Fall Term for Summer Term) (Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Year 1

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt (*Specialization Skill*)	3
SWCOSA 2086	Hum,Suprvsn,Fin **OR** SWCOSA 2096 Comm Planning/Dev (*Sp. Skill Elective*)	3
Elective		3
SWCOSA 2099 COSA Practicum		6
		15

Spring Term

SWCOSA 2088	Community Organizing (*Specialization Skill*)	3
SWBEH 2008	HB: Urban Environment (*2nd Level HB*)	3
SWWEL 2087	Orgs & Public Policy (*2nd level Social Welfare*)	3
SWCOSA 2099	COSA Practicum	6
		15

Summer Term

SWCOSA 2040	Grants Prop **OR** SWCOSA 2090 Group/Inter Group (*Sp. Skill Elective*)	3
SWRES 2041	COSA Advanced Applied Research (*2nd Level Research*)	3
Elective		3
		9

Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –
COSA (No Certificate or Dual/Joint/Cooperative Degree Program)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Year 1

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization)*	3
Elective		3
		6

Spring Term

SWCOSA 2088	Community Organizing	3
SWBEH 2008	HB: Urban Environment *(2nd Level HB)*	3
		6

Summer Term

SWCOSA 2040	Grants Prop **OR** SWCOSA 2090 Group/Inter Group *(Sp. Skill Elective)*	3
SWCOSA 2099	COSA Practicum	4
		7

Year 2

Fall Term

SWCOSA 2086	Hum,Suprvsn,Fin **OR** SWCOSA 2096 Comm Planning/Dev *(Sp. Skill Elective)*	3
SWCOSA 2099	COSA Practicum	4
		7

Spring Term

SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3
SWCOSA 2099	COSA Practicum	4
		7

Summer Term

SWRES 2041	COSA Advanced Applied Research *(2nd Level Research)*	3
Elective		3
		6

Sample Course of Study for Full-Time 12-Month & 16-Month
Advanced Standing Program –
COSA (No Certificate or Dual/Joint/Cooperative Degree Program)
(16-Month Without Advanced Standing Course Sequence Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Year 1

Fall Term

SWBEH 2063	Human Behavior in Social Environment	3
SWGEN 2034	SW Practice Diverse Populations	3
SWWEL 2081	Social Welfare	3
SWGEN 2098	Generalist SW Practice	3
SWGEN 2099	Generalist Practicum	3
		15

Spring Term

SWRES 2021	Generalist SW Research	3
SWCOSA 2088	Community Organizing *(Specialization Skill)*	3
SWBEH 2008	HB: Urban Environment *(2nd Level HB)*	3
SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3
SWGEN 2099	Generalist Practicum	3
		15

Year 2

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization Skill)*	3
SWCOSA 2086	Hum,Suprvsn,Fin **OR** SWCOSA 2096 Comm Planning/Dev *(Sp. Skill Elective)*	3
Elective		3
SWCOSA 2099	COSA Practicum	6
		15

Spring Term

SWRES 204	COSA Advanced Applied Research *(2nd Level Research)*	3
SWCOSA 2040	Grants Prop **OR** SWCOSA 2090 Group/Inter Group *(Sp. Skill Elective)*	3
Elective		3
SWCOSA 2099	COSA Practicum	6
		15

Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) – COSA (No Certificate or Dual/Joint/Cooperative Degree Program)

Year 1

Fall Term

SWBEH 2063	Human Behavior in Social Environment	3
SWGEN 2034	SW Practice Diverse Populations	3
		6

Spring Term

SWRES 2021	Generalist SW Research	3
SWWEL 2081	Social Welfare	3
		6

Summer Term

SWGEN 2098	Generalist SW Practice	3
SWGEN 2099	Generalist Practicum	3
		6

Year 2

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization Skill)*	3
SWGEN2099	Generalist Practicum	3
		6

Spring Term

SWCOSA 2088	Community Organizing *(Specialization Skill)*	3
SWBEH 2008	HB: Urban Environment *(2ⁿᵈ Level HB)*	3
		6

Summer Term

SWCOSA 2040	Grants Prop **OR** SWCOSA 2090 Group/Inter Group *(Sp. Skill Elective)*	3
SWCOSA 2099	COSA Practicum	3
		6

Year 3

Fall Term

SWCOSA 2086	Hum,Suprvsn,Fin **OR** SWCOSA 2096 Comm Planning/Dev *(Sp. Skill Elective)*	3
SWCOSA 2099	COSA Practicum	3
		6

Spring Term

SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3

SWWEL 2087   Orgs & Public Policy *(2nd level Social Welfare)*   3

SWCOSA 2099 COSA Practicum   3

                                                                             6

Summer Term

SWRES 2041   COSA Advanced Applied Research *(2nd Level Research)*   3

SWCOSA 2099   COSA Practicum   3

                                                                             6

Year 4

Fall Term

Elective   3

Elective   3

                                                                             6

Community Organizing and Social Action – Community Organizing Practice

Advanced Standing, Full-Time

**Sample Course of Study for Full-Time 12-Month & 16-Month Advanced Standing Program –
COSA: COSA-Community Organizing and Practice Certificate
(16-Month Advanced Standing Course Sequence Simply Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Year 1

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization Skill)*	3
SWCOSA 2096	Comm Planning/Dev *(Sp. Skill Elective)*	3
Elective		3
SWCOSA 2099 COSA		6
		15

Spring Term

SWCOSA 2088	Community Organizing *(Specialization Skill)*	3
SWBEH 2008	HB: Urban Environment *(2nd Level HB)*	3
SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3
SWCOSA 2099 COSA		6
		15

Summer Term

SWCOSA 2090	Group/Inter Group *(Sp. Skill Elective)*	3
SWRES 2041	COSA Advanced Applied Research *(2nd Level Research)*	3
Elective		3
		9

**Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –
COSA: COSA-Community Organizing and Practice Certificate
(Advanced Standing Credits Awarded: 21 Credits – 6 Practicum Credits & 15 Class Credits)**

Year 1

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization)*	3
Elective		3
		6

Spring Term

SWCOSA 2088	Community Organizing	3
SWBEH 2008	HB: Urban Environment *(2ⁿᵈ Level HB)*	3
		6

Summer Term

SWCOSA 2090	Group/Inter Group *(Sp. Skill Elective)*	3
SWCOSA 2099 COSA Practicum		4
		7

Year 2

Fall Term

SWCOSA 2096	Comm Planning/Dev *(Sp. Skill Elective)*	3
SWCOSA 2099 COSA Practicum		4
		7

Spring Term

SWWEL 2087 Orgs & Public Policy *(2ⁿᵈ level Social Welfare)*		3
SWCOSA 2099 COSA Practicum		4
		7

Summer Term

SWRES 2041 COSA Advanced Applied Research *(2nd Level Research)*		3
Elective		3
		6

Non-Advanced Standing, Full-Time

Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) –
COSA: COSA-Community Organizing and Practice Certificate

Year 1
Fall Term

SWBEH 2063	Human Behavior in Social Environment	3
SWGEN 2034	SW Practice Diverse Populations	3
SWWEL 208	Social Welfare	3
SWGEN 2098	Generalist SW Practice	3
SWGEN 2099	Generalist Practicum	3
		15

Spring Term

SWRES 2021	Generalist SW Research	3
SWCOSA 2088	Community Organizing (*Specialization Skill*)	3
SWBEH 2008	HB: Urban Environment (*2nd Level HB*)	3
SWWEL 2087	Orgs & Public Policy (*2nd level Social Welfare*)	3
SWGEN2099	Generalist Practicum	3
		15

Year 2
Fall Term

SWCOSA 2084	Human Service Orgnz Mgt (*Specialization Skill*)	3
SWCOSA 2096	Comm Planning/Dev (*Sp. Skill Elective*)	3
Elective		3
SWCOSA2099	COSA Practicum	6
		15

Spring Term

SWRES 2041	COSA Advanced Applied Research (*2nd Level Research*)	3
SWCOSA 2090	Group/Inter Group (*Sp. Skill Elective*)	3
Elective		3
SWCOSA2099	COSA Practicum	6
		15

**Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) –
COSA: COSA-Community Organizing and Practice Certificate**

Year 1

Fall Term

SWBEH 2063	Human Behavior in Social Environment	3
SWGEN 2034	SW Practice Diverse Populations	3
		6

Spring Term

SWRES 2021	Generalist SW Research	3
SWWEL 2081	Social Welfare	3
		6

Summer Term

SWGEN 2098	Generalist SW Practice	3
SWGEN 2099	Generalist Practicum	3
		6

Year 2

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt (*Specialization Skill*)	3
SWGEN2099	Generalist Practicum	3
		6

Spring Term

SWCOSA 2088	Community Organizing (*Specialization Skill*)	3
SWBEH 2008	HB: Urban Environment (*2nd Level HB*)	3
		6

Summer Term

SWCOSA 2090	Group/Inter Group (*Sp. Skill Elective*)	3
SWCOSA 2099	COSA Practicum	3
		6

Year 3

Fall Term

SWCOSA 2096	Comm Planning/Dev (*Sp. Skill Elective*)	3
SWCOSA2099	COSA Practicum	3
		6

Spring Term

SWWEL 2087 Orgs & Public Policy *(2nd level Social Welfare)*	3
SWCOSA 2099 COSA Practicum	3
	6

Summer Term

SWRES 2041 COSA Advanced Applied Research *(2nd Level Research)*	3
SWCOSA 2099 COSA Practicum	3
	6

Year 4
Fall Term

Elective	3
Elective	3
	6

Community Organizing and Social Action – Human Services Management

Advanced Standing, Full-Time

Sample Course of Study for Full-time 12-Month & 16-Month Advanced Standing Program –
COSA: COSA-Human Services Management Certificate
(16-Month Advanced Standing Course Sequence Simply Swaps Fall Term for Summer Term)
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Year 1

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization Skill)*	3
SWCOSA 2086	Hum,Suprvsn,Fin *(Sp. Skill Elective)*	3
Elective		3
SWCOSA 2099	COSA Practicum	6
		15

Spring Term

SWCOSA 2088	Community Organizing *(Specialization Skill)*	3
SWBEH 2008	HB: Urban Environment *(2nd Level HB)*	3
SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3
SWCOSA 2099	COSA Practicum	6
		15

Summer Term

SWCOSA 2040	Grants Prop *(Sp. Skill Elective)*	3
SWRES 2041	COSA Advanced Applied Research *(2nd Level Research)*	3
Elective		

Advanced Standing, Part-Time

Sample Course of Study for Part-Time 6-Semester Advanced Standing Program –

COSA: COSA-Human Services Management Certificate

(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Year 1

Fall Term

SWCOSA 2084	Human Service Orgnz Mgt *(Specialization)*	3
Elective		3
		6

Spring Term

SWCOSA 2088	Community Organizing	3
SWBEH 2008	HB: Urban Environment *(2nd Level HB)*	3
		6

Summer Term

SWCOSA 2040	Grants Prop *(Sp. Skill Elective)*	3
SWCOSA 2099	COSA Practicum	4
		7

Year 2

Fall Term

SWCOSA 2086	Hum,Suprvsn,Fin *(Sp. Skill Elective)*	3
SWCOSA 2099	COSA Practicum	4
		7

Spring Term

SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3
SWCOSA 2099	COSA Practicum	4
		7

Summer Term

SWRES 2041	COSA Advanced Applied Research *(2nd Level Research)*	3
Elective		3
		6

Non-Advanced Standing, Full-Time

Sample Course of Study for Full-Time Two-Year Program (Without Advanced Standing) –
COSA: COSA-Human Services Management Certificate

Year 1
Fall Term

SWBEH 2063	Human Behavior in Social Environment	3
SWGEN 2034	SW Practice Diverse Populations	3
SWWEL 208	Social Welfare	3
SWGEN 2098	Generalist SW Practice	3
SWGEN2099	Generalist Practicum	3
		15

Spring Term

SWRES 2021	Generalist SW Research	3
SWCOSA 2088	Community Organizing (*Specialization Skill*)	3
SWBEH 2008	HB: Urban Environment (*2nd Level HB*)	3
SWWEL 2087	Orgs & Public Policy (*2nd level Social Welfare*)	3
SWGEN 2099	Generalist Practicum	3
		15

Year 2
Fall Term

SWCOSA 2084	Human Service Orgnz Mgt (*Specialization Skill*)	3
SWCOSA 2086	Hum,Suprvsn,Fin (*Sp. Skill Elective*)	3
Elective		3
SWCOSA2099	COSA Practicum	6
		15

Spring Term

SWRES 2041	COSA Advanced Applied Research (*2nd Level Research*)	3
SWCOSA 2040	Grants Prop (*Sp. Skill Elective*)	3
Elective		3
SWCOSA 2099	COSA Practicum	6
		15

Non-Advanced Standing, Part-Time

Sample Course of Study for Part-Time 10-Semester Program (Without Advanced Standing) –
COSA: COSA-Human Services Management Certificate

Year 1
Fall Term

SWBEH 2063	Human Behavior in Social Environment	3
SWGEN 2034	SW Practice Diverse Populations	3
		6

Spring Term

SWRES 2021	Generalist SW Research	3
SWWEL 2081	Social Welfare	3
		6

Summer Term

SWGEN 2098	Generalist SW Practice	3
SWGEN 2099	Generalist Practicum	3
		6

Year 2
Fall Term

SWCOSA 2084	Human Service Orgnz Mgt (*Specialization Skill*)	3
SWGEN 2099	Generalist	3
		6

Spring Term

SWCOSA 2088	Community Organizing (*Specialization Skill*)	3
SWBEH 2008	HB: Urban Environment (*2ⁿᵈ Level HB*)	3
		6

Summer Term

SWCOSA 2040	Grants Prop (*Sp. Skill Elective*)	3
SWCOSA 2099	COSA Practicum	3
		6

Year 3
Fall Term

SWCOSA 2086	Hum,Suprvsn,Fin (*Sp. Skill Elective*)	3
SWCOSA 2099	COSA Practicum	3
		6

Spring Term

SWWEL 2087	Orgs & Public Policy *(2nd level Social Welfare)*	3
SWCOSA 2099	COSA Practicum	3
		6

Summer Term

SWRES 2041	COSA Advanced Applied Research *(2nd Level Research)*	3
SWCOSA 2099	COSA Practicum	3
		6

Year 4

Fall Term

Elective	3
Elective	3
	6

Community Organizing and Social Action – Gerontology

Advanced Standing, Full-Time

**Course of Study for Full-Time 12-Month Advanced Standing Program –
COSA: COSA-Gerontology Certificate
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)**

Term	Subject/Course	Course Title	Credits
Fall	SWCOSA 2084	Human Service Orgnz Mgt (*Specialization*)	3
Fall	SWCOSA 2086	Hum Res.,Suprvsn, Fincl (*Sp. Skill Elective*)	3
Fall	SWCOSA 2096	Comm Plan/Dev(*Sp. Skill Elective; see Note*)	3
Fall	Elective	Elective (*see Note*)	3
Fall	SWCOSA 2099	COSA Practicum	3
			15
Spring	SWCOSA 2088	Community Organizing (*Specialization*)	3
Spring	SWBEH 2008	HB: Urban Environment (*2nd Level HB*)	3
Spring	SWBEH 2077	HB: Adult Development & Aging[1] (*Elective*)	3
Spring	SWWEL 2039	Social Policy & Gerontology[2] (*2nd Level Social Welfare*)	3
Spring	SWCOSA 2099	COSA Practicum	3
			15
Summer	SWRES 2041	COSA Advanced Applied Research (*2nd Level Research*)	3
Summer	SWCOSA 2099	COSA Practicum	6
			9

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[1] Serves as an Elective course
[2] Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

Advanced Standing, Part-Time

Course of Study for Part-Time Advanced Standing Program –
COSA: COSA-Gerontology Certificate
(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)

Term	Subject/Course	Course Title	Credits
Fall	SWCOSA 2084	Human Service Orgnz Mgt (*Specialization*)	3
Fall	Elective	Elective (see Note)	3
			6
Spring	SWCOSA 2088	Community Organizing (*Specialization*)	3
Spring	SWBEH 2008	HB: Urban Environment (*2nd Level HB*)	3
Spring	SWWEL 2039	Social Policy & Gerontology[1] (*2nd Level Social Welfare*)	3
			9
Summer	SWRES 2041	COSA Advanced Applied Research (*2nd Level Research*)	3
Summer	SWCOSA 2040/	Grant Proposal (*Sp. Skill Elective; see Note*) **OR**	
	SWCOSA 2090	Group/Intergrp Relations (*Sp. Skill Elective; see Note*)	3
			6
Fall	SWCOSA 2086/	Hum Res.,Suprvsn, Fincl (*Sp. Skill Elective*) **OR**	
	SWCOSA 2096	Comm Planning/Dev (*Sp. Skill Elective; see Note*)	3
Fall	SWCOSA 2099	COSA Practicum	3
			6
Spring	SWBEH 2077	HB: Adult Development & Aging[2] (*Elective*)	3
Spring	SWCOSA 2099	COSA Practicum	3
			6
Summer	SWCOSA 2099	COSA Practicum	6
			6

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[1] Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087
[2] Serves as an Elective course

Course of Study for Full-Time Non-Advanced Standing Program –
COSA: COSA-Gerontology Certificate

Term	Subject/Course	Course Title	Credits
Fall	SWBEH 2063	Human Behavior in Social Environment	3
Fall	SWGEN 2034	SW Practice Diverse Populations	3
Fall	SWWEL 2081	Social Welfare	3
Fall	SWGEN 2098	Generalist SW Practice	3
Fall	SWGEN 2099	Generalist Practicum	3
			15
Spring	SWRES 2021	Generalist SW Research	3
Spring	SWCOSA 2088	Community Organizing (*Specialization*)	3
Spring	SWBEH 2008	HB: Urban Environment (*2ⁿᵈ Level HB*)	3
Spring	SWBEH 2077	HB: Adult Development & Aging[1] (*Elective*)	3
Spring	SWGEN 2099	Generalist Practicum	3
			15
Fall	SWCOSA 2084	Human Service Orgnz Mgt (*Specialization*)	3
Fall	SWCOSA 2086/	Hum Res.,Suprvsn, Fincl (*Sp. Skill Elective*) **OR**	3
	SWCOSA 2096	Comm Plan/Dev (*Sp. Skill Elective; see Note*)	
Fall	Elective	Elective (*see Note*)	3
Fall	SWCOSA 2099	COSA Practicum	6
			15
Spring	SWRES 2041	COSA Advanced Applied Research (*2ⁿᵈ Level Research*)	3
Spring	SWWEL 2039	Social Policy & Gerontology[2] (*2ⁿᵈ Level Social Welfare*)	3
Spring	SWCOSA 2040/	Grant Proposal (*Sp. Skill Elective; see Note*) **OR**	
	SWCOSA 2090	Group/Intergrp Relations (*Sp. Skill Elective; see Note*)	3
Spring	SWCOSA 2099	COSA Practicum	6
			15

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[1] Serves as an Elective course
[2] Fulfills the 2ⁿᵈ-level Social Welfare requirement in lieu of SWWEL 2087

Non-Advanced Standing, Part-Time

<u>Course of Study for Part-Time Non-Advanced Standing Program –</u>
<u>COSA: COSA-Gerontology Certificate</u>
<u>(Advanced Standing Credits Awarded: 21 Credits - 6 Practicum Credits & 15 Class Credits)</u>

Term	Subject/Course	Course Title	Credits
Fall	SWBEH 2063	Human Behavior in Social Environment	3
Fall	SWGEN 2034	SW Practice Diverse Populations	3
			6
Spring	SWRES 2021	Generalist SW Research	3
Spring	SWWEL 2081	Social Welfare	3
			6
Summer	SWGEN 2098	Generalist SW Practice	3
Summer	SWGEN 2099	Generalist Practicum	3
			6
Fall	SWCOSA 2084	Human Service Orgnz Mgt *(Specialization)*	3
Fall	SWGEN 2099	Generalist Practicum	3
			6
Spring	SWCOSA 2088	Community Organizing *(Specialization)*	3
Spring	SWBEH 2008	HB: Urban Environment *(2nd Level HB)*	3
			6
Summer	SWRES 2041	COSA Advanced Applied Research *(2nd Level Research)*	3
Summer	Elective	Elective *(see Note)*	3
			6
Fall	SWCOSA 2086	Hum Res.,Suprvsn, Fincl *(Sp. Skill Elective)*	3
Fall	SWCOSA 2096	Comm Plan/Dev*(Sp. Skill Elective; see Note)*	3
			6
Spring	SWBEH 2077	HB: Adult Development & Aging[1] *(Elective)*	3
Spring	SWWEL 2039	Social Policy & Gerontology[2] *(2nd Level Social Welfare)*	3
			6
Summer	SWCOSA 2099	COSA Practicum	6
			6
Fall	SWCOSA 2099	COSA Practicum	6
			6

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[1] Serves as an Elective course
[2] Fulfills the 2nd-level Social Welfare requirement in lieu of SWWEL 2087

Appendix A: Affiliation Agreement

UNIVERSITY OF PITTSBURGH
SCHOOL OF SOCIAL WORK
AFFILIATION AGREEMENT
Made this   of
       (DAY)   (MONTH)   (YEAR)

between

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

(SITE NAME)

with its principal office located at

(ADDRESS)

hereinafter referred to as "PLACEMENT SITE."

WITNESSETH:

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

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

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

A. Term

1. UNIVERSITY and PLACEMENT SITE confirm that this Agreement shall be effective for 5 (five) years from the time it is signed by both parties and this Agreement shall be automatically renewed for successive one-year terms for the 5 years; provided however, that this Agreement may be terminated by either party upon providing at least sixty (60) days written notice to the other party, such notice delivered by certified mail, return receipt requested. Such termination shall not affect students currently enrolled at the PLACEMENT SITE for the academic term in which notice is given, or for the following term if students are already assigned to the PLACEMENT SITE.

B. Responsibilities of UNIVERSITY

1. In accordance with UNIVERSITY's procedures, UNIVERSITY shall coordinate with PLACEMENT SITE to make learning experiences available to UNIVERSITY students.

2. The UNIVERSITY shall provide a primary point of contact for the PLACEMENT SITE.

3. UNIVERSITY shall be responsible for the academic and educational programs of students assigned to PLACEMENT SITE.

4. UNIVERSITY will advise students that they are required to comply with PLACEMENT SITE's rules, regulations, and procedures.

5. When requested prior to placement, the UNIVERSITY will provide a certificate of insurance verifying professional liability coverage under the University's liability coverage plan.

C. Responsibilities of PLACEMENT SITE

1. PLACEMENT SITE shall accept the number of students mutually agreed upon by the parties.

2. PLACEMENT SITE shall provide students with applicable policies and procedures they must follow.

3. PLACEMENT SITE shall provide all necessary safety training for UNIVERSITY's students which meets the mutually agreed upon objective of creating a safe work environment at the PLACEMENT SITE. Training shall include delivery of all necessary safety equipment to students participating in the program.

4. PLACEMENT SITE shall provide the UNIVERSITY and students with a detailed description of the role and responsibilities the student will have at the PLACEMENT SITE.

5. PLACEMENT SITE shall, at all times, maintain administrative and professional control and supervision of the students and shall identify an employee to serve as the student's primary supervisor and the PLACEMENT SITE shall also identify a liaison for the UNIVERSITY. PLACEMENT SITE shall not decrease its employee numbers as a result of this Agreement.

6. PLACEMENT SITE shall be responsible for and retain absolute control over the administration of the site and its operation.

7. PLACEMENT SITE shall render emergency medical care to students in event of accident or sudden illness which occurs at PLACEMENT SITE and notify the UNIVERSITY's primary point of contact as soon as possible.

8. PLACEMENT SITE shall notify the UNIVERSITY if the student is required to complete criminal background check(s), child protective clearances or drug screen prior to participation in the program. UNIVERSITY shall advise the student to coordinate directly with PLACEMENT SITE to complete these requirements. Any student who is required to pass a criminal background check(s), child protective clearances or drug screen and has not done so will not participate in the program. Information acquired by PLACEMENT SITE pursuant to the background check or drug screen shall be kept confidential by PLACEMENT SITE and shall not be shared with any third party except as required by law. Such information shall only be accessed by PLACEMENT SITE employees who need to

manage the information in the normal course of their duties.

9. PLACEMENT SITE agrees to procure and maintain general liability insurance for itself, and for the UNIVERSITY as a named co-insured, insuring both parties against any general liability claims in the amount of one million per claim (1,000,0000) and three million (3,000,0000) in the aggregate for liability arising out of or in connection with this Agreement. All insurance policies and certificates of insurance must provide at least a sixty (60) day notice of cancellation clause. PLACEMENT SITE shall provide to the UNIVERSITY evidence of its insurance or self-insurance.

10. PLACEMENT SITE agrees that they will comply with the applicable provisions of the Family Educational Rights and Privacy Act ("FERPA") in performing this Agreement.

11. PLACEMENT SITE shall report any incident in which a student is a victim of sexual misconduct, to the University's Title IX Coordinator Katie Pope, Associate Vice Chancellor for Civil Rights and Title IX at 2nd Floor Webster Hall, 4415 Fifth Ave, Pittsburgh, PA 15260. 412-648-7861, titleixcoordinator@pitt.edu

D. Mutual Responsibilities

1. UNIVERSITY and PLACEMENT SITE shall indemnify, defend and hold harmless the other party, its trustees, officers, employees, and agents (collectively, the "Indemnitees") from and against any and all losses, liability, cost and expenses, including attorney's fees and costs, awards, judgments, damages, fines, penalties, claims and causes of action (collectively, "Claims") arising out of or related to the negligent acts or omissions or willful misconduct of the Indemnifying Party or any of its officers, directors, employees, agents, contractors, successors, or assigns arising from or related to the performance of obligations under this Agreement, including Claims for (i) personal injury, including death, and damage to property, (ii) the breach by the Indemnifying Party of any term, representation, warranty or covenant under this Agreement, or (iii) defective, unsafe or non-conforming Goods supplied by the Indemnifying Party.

2. UNIVERSITY and PLACEMENT SITE shall each be and remain an independent contractor with respect to all rights and obligations arising under this Agreement. Nothing contained herein shall be deemed or construed to create a relationship of employment, principal and agent, partnership, co- or joint employer or joint venture. Neither party shall permit any of its affiliates, trustees, officers, directors, employees, or agents to, represent or hold themselves out as affiliates, trustees, officers, directors, employees, and agents of, or as authorized to make any commitment to incur any obligation on behalf of, the other party. Neither party hereto shall have any express or implied right or authority to assume or create any obligations on behalf of, or in the name of, the other party, or to bind the other party to any contract, agreement, or undertaking with any third party.

3. Upon consultation with the UNIVERSITY, PLACEMENT SITE may remove a student from the experience if the student fails to conform to the applicable policies and procedures of the PLACEMENT SITE. However, PLACEMENT SITE reserves the right to remove a student without consultation if the student poses a safety risk to others at the PLACEMENT SITE. In addition, the UNIVERSITY may terminate a student's

participation hereunder, in its sole discretion, at any time and the UNIVERSITY will notify the PLACEMENT SITE if such action is required.

4. UNIVERSITY and PLACEMENT SITE share responsibility for creating an appropriate learning environment for the students. The parties will cooperate to develop program specific goals, objectives, and responsibilities which are outlined in greater detail on Exhibit A attached hereto.

5. PLACEMENT SITE agrees that students of the UNIVERSITY are not to be considered employees or agents of the UNIVERSITY, regardless of the nature or extent of the acts performed by them, for the purpose of Worker's Compensation, employee payroll benefits programs, or any other purpose. Likewise, unless otherwise agreed to in writing by the UNIVERISTY, students shall not be considered employees or agents of the PLACEMENT SITE.

6. UNIVERSITY and PLACEMENT SITE agree not to discriminate against anyone applying to or enrolled in any learning experience pursuant to this Agreement based on race, color, national origin, religion, ancestry, sex, sexual orientation, gender identity and expression, age, disability, marital status, familial status, veteran status or genetic information.

7. UNIVERSITY and PLACEMENT SITE agree to fully cooperate in assisting each other and their duly authorized employees, agents, representatives and attorneys, in investigating, defending, or prosecuting incidents involving potential complaints, claims, or lawsuits arising out of or in connection with this Agreement. This paragraph shall be without prejudice to the prosecution of any claims which any of the parties may have against each other and shall not require cooperation in the event of such claims.

8. UNIVERSITY and PLACEMENT SITE confirm this Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, excluding its choice of law provisions. Any controversy, claim, or dispute arising out of or relating to this Agreement shall be adjudicated in the Court of Common Pleas of Allegheny County, Pennsylvania, or the United States District Court for the Western District of Pennsylvania.

9. UNIVERSITY and PLACEMENT SITE confirm this Agreement may be executed in multiple counterparts, each of which is deemed an original and all of which constitute one and the same instrument. This Agreement is effective upon delivery of one executed counterpart from each party to the other party, including by facsimile or PDF delivery. The signatures of all parties need not appear on the same counterpart.

10. UNIVERSITY and PLACEMENT SITE confirm this Agreement constitutes the entire Agreement between the parties. No change or addition shall be binding upon the parties until reduced to writing and signed by authorized representatives of both parties. This Agreement, when fully executed, shall supersede any and all prior or existing agreements, either oral or in writing with respect to the subject matter hereof.

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

UNIVERSITY OF PITTSBURGH - OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION

Signed By:
Name:

Title:

Date:_____

SITE NAME:

Signed By
Name:

Title:

Date:_____

EXHIBIT A: PROGRAM SPECIFIC GOALS

A. Academic Objectives

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

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

In both their classroom and field education experiences, all social work students are expected to act in a manner consistent with the NASW Code of Ethics
(https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

All social work students during their field education experiences are expected to follow the NASW Guidelines for Social Work Safety in the Workplace
(https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjeNC0%3D&portalid=0)

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

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

B. SCHOOL OF SOCIAL WORK and PLACEMENT SITE Cooperation

1. PLACEMENT SITE agrees to provide crisis intervention and universal precautions training. If no training is available, the field instructor and student will develop a plan regarding the handling of crisis situations and universal precautions. Training and orientation hours may count toward practicum hours.

2. PLACEMENT SITE agrees to provide students from the SCHOOL OF SOCIAL WORK with an opportunity to engage as a learner and to fulfill field education requirements consistent with the student's educational level and program of study, which, in turn, determine the number of hours the student will be at the PLACEMENT SITE.

3. SCHOOL OF SOCIAL WORK will provide the PLACEMENT SITE with an academic calendar that includes the dates for the beginning and ending of field placement. Students are expected to follow the University calendar in observance of designated holidays.

4. PLACEMENT SITE agrees to provide students with reasonable essentials to discharge their functions, including such things as access to a work area, telephone, computer, and clerical staff, when available. Students are not expected to use personal cell phones to conduct agency business, if field communication is essential to the work or learning, the agency is strongly encouraged to provide the student a pager or cell phone.

5. If the PLACEMENT SITE employee who will be supervising students has a Master's degree from a CSWE-accredited social work program and 2 years' post-Master's social work experience, the employee shall be appointed the School of Social Work as a field instructor. If the PLACEMENT SITE employee does not meet the criteria to be appointed as a field instructor, the employee shall be designated a task supervisor and the SCHOOL OF SOCIAL WORK shall appoint a qualified individual to fulfill the role of field instructor to reinforce the social work perspective with the students.

6. PLACEMENT SITE agrees that new field instructors will attend Field Instructor Orientation, either in-person or online. SCHOOL OF SOCIAL WORK agrees to provide orientation and other training opportunities for field instructors.

7. PLACEMENT SITE field instructor will work with the student to develop the student's field learning plan, which the field instructor will then sign; will provide a minimum of one hour week of professional supervision; will participate in at least one field visit per term (more if needed); will engage in problem solving with the student, should problems arise during the placement; and will work with the student to complete and sign the student's field evaluation and timesheet.

8. Should the PLACEMENT SITE have a designated task supervisor, they will work with the student and field instructor to develop the student's field learning plan, which the field instructor will then sign; participate in at least one field visit per term (more if needed); will engage in problem solving with the student and/or with the student and field instructor, should problems arise during the placement; and will work with the student and field instructor to complete the student's field evaluation, which the field instructor will sign along with the student's timesheet.

9. SCHOOL OF SOCIAL WORK will designate a field liaison who will be available for consultation with both field instructors and students; will engage in problem solving with the field instructor and the student, as needed; and will conduct one field visit each term to discuss the student's learning and professional development with the field instructor and student. The field liaison will serve as the point of contact y in the event of a significant change of status of the student, field instructor, or PLACEMENT SITE.

10. PLACEMENT SITE agrees to consult the SCHOOL OF SOCIAL WORK prior to committing to any arrangements for financial exchange such as a stipend or other remuneration related to the student's efforts during the field experience.

11. To prevent discrimination against anyone applying to or enrolled in any learning experience, SCHOOL OF SOCIAL WORK adheres to the following policy:

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

   a. Students who have a disability for which they are or may be requesting an accommodation related to their field placement are encouraged to contact both their field advisor (person who is matching them to a field site), who will inform the Director of Field Education, and Disability Resources and Services (DRS) in 140 William Pitt Union, 412-648-7890 (UPJ: G-4 Student Union, 814-269-7119; UPB: Hanley Library, Room 202, 814-362-7609) as early as possible before the term. Students may start this notification when completing their Request for Field Placement Form.

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

   c. Once accommodations are determined, DRS will forward a copy of the Notification of Accommodations specific to field placement to the Director of Field Education who will communicate the accommodations directly with the appropriate field advisor and the student's field liaison (person who will monitor the progress of the student during the field experience to include at least one field visit per term). The field advisor will discuss the accommodations they are being requested directly with the field placement agency.

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

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

f. Notification of Accommodations are sent to the Director of Field Education, who grants the field advisor access to the information as needed.

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

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

i. Field sites and instructors are informed of the DRS process as follows. A representative from DRS attends and orients all field instructors at the Field Instructor Orientations held at the Oakland campus at the beginning of the Fall, Spring, and Summer terms. At UPJ and UPB, group orientations are held when several new field instructors are starting; otherwise, when there is only one new field instructor, they will complete the online Field Instructor Orientation and the MSW Program Coordinators will be responsible for providing this information individually to the new field instructor.

j. The MSW Program Coordinators at UPJ and UPB make these arrangements for the students at their respective campuses.

k. Agencies cannot be held responsible for not accommodating a student if no disability is disclosed or requested, and an undisclosed disability should not be used by the student at a later date as a reason for poor performance.

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

C. Evaluation and Grading

1. PLACEMENT SITE agrees to accept responsibility for the ongoing ~~evaluation~~ assessment of student progress and the completion of the field evaluation. This on-going assessment will help to inform the evaluation the student and field instructor complete at the end of each term of field placement.

2. SCHOOL OF SOCIAL WORK field liaison, in consultation with the Field Instructor, is solely responsible for the assignment of the fieldwork grade prior to the end of the term's grading period.

Appendix B- Practicum Placement Forms:

Submission of this form begins the field placement process. Information gathered is used for placement purposes only and may be shared with potential field sites. Preference for site and/or population are considered but not guaranteed in final placement.

Campus Location	◯ Pittsburgh ◯ Bradford ◯ Johnstown
Term Starting Field ◯ Fall ◯ Spring ◯ Summer	Student PeopleSoft ID
Student Level ◯ BASW ◯ MSW Generalist	Student Status ◯ Full-Time ◯ Part-Time
Honorific ◯ Mx. ◯ Miss ◯ Ms. ◯ Mrs. ◯ Mr. ◯ Dr.	Pronouns
Full Given/Legal Name (First and Last as it matches in the University PeopleSoft system)	Preferred/Chosen Name
Pitt E-mail Address Please note: important correspondence will be sent to your University of Pittsburgh email address. We advise that you check your University email account throughout your placement for important information and reminders. It is your responsibility to forward your University email to any personal/secondary email account.	

Permanent Mailing Address	Note: All fields are required. If there is not applicable information please use N/A.
Address line 1	Address line 2
City/State	Zip Code
Campus/Local Address	Note: All fields are required. If there is not applicable information please use N/A.
Address line 1	Address line 2
City/State	Zip Code
Phone Number	

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Are you required to register with the Office of International Services? (https://www.ois.pitt.edu)	○ Yes ○ No
Have you been accepted as a dual degree student?	○ Yes ○ No
If yes, please indicate which program. If no, please use N/A.	
Have you applied (or plan to apply) to any fellowship programs? (https://www.socialwork.pitt.edu/student-resources/scholarships-and-fellowships)	○ Yes ○ No
If yes, please list all fellowships If no, please use N/A	
Will you be employed while in field placement?	○ Yes ○ No
If yes, please state the average number of hours per week you will work. If no, please use N/A	
Are you interested in pursuing an employment based field placement? Note: Employment based field placements are reviewed on a cases by case basis for approval by the employer and the Field Education Office. Please review the employment based field policy (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○ Yes ○ No
Do you have use of an automobile for field placement?	○ Yes ○ No
Please describe transportation preferences for field placement. (Example: Specific busline, driving within certain distance, etc.)	

Have you requested accommodations for your field placement through the Office of Disability Resources and Services? (https://www.studentaffairs.pitt.edu/drs/accomodations/)	⃝ Yes ⃝ No
Ethics and Policies	
Do you agree to abide by the NASW Code of Ethics in your field placement? (https://www.socialworkers.org/About/Ethics/Code-of-Ethics)	⃝ Yes ⃝ No
Are you aware that violations to the Code of Ethics in field placement can lead to academic integrity charges? (https://www.socialwork.pitt.edu/academics/policies-handbooks)	⃝ Yes ⃝ No
Do you agree to follow the School of Social Work's policies and procedures regarding field placement? (https://www.socialwork.pitt.edu/academics/policies-handbooks)	⃝ Yes ⃝ No

Briefly describe your previous social work experience and/or internships.	
Briefly describe the populations your prefer to work with. Note: preferences are considered but not guaranteed.	
Briefly describe three skills you would like to learn during your field placement. Example: Rapport Building, Assessment, Advocacy, Cultural Humility, Interprofessional Engagement.	
Briefly share any other considerations that you would like to share with your Field Faculty.	

Agency/Site Focus

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Choose your top three
Note: Preferences are considered in the placement process but not guaranteed.

☐ Child Welfare
☐ Adoption and Foster Care
☐ Mental/Behavioral Health
☐ Cognitive Disorders/Dementia
☐ Community Development and Outreach
☐ Criminal Justice
☐ Early Childhood Development
☐ LGBTQIA2S+
☐ Gerontology
☐ Integrated Health Care
☐ Homelessness/Housing
☐ Immigration and Refugee Services
☐ Race and Social Problems
☐ School Social Work
☐ Social Justice and Advocacy
☐ Substance Use Disorders
☐ Trauma Informed Care

Please attach a copy of your current resume. Your name must be included in the file name.
(PDF or .doc format)

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Note: All placements must be arranged by the Office of Field Education. Students **must not initiate contact with any agency to seek a placement** within that agency without prior approval of the Office of Field Education. Any placement initiated without the knowledge of the field education staff will not be approved.

The information that you have provided above will be used to determine an appropriate field placement. The Field Office guarantees that you will be matched at a site that meets the educational criteria of the program.

Students will gain experience throughout this generalist placement working with individuals, families, groups, organizations, and communities.

I understand that some field placement settings require criminal background checks, drug screening and/or a physical examination. Prior convictions for DUI and/or criminal offenses may affect my ability to be accepted at some field sites. If I am unable to pass these screenings it is my responsibility to discuss this with my field faculty field advisor prior to interviewing at sites.

I understand that it is my responsibility to complete any screenings or additional prerequisites that may be required by my field placement site prior to starting my fieldwork. I am aware

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that I am financially responsible for any costs associated with complete these requirements. I understand that some sites may have additional costs related but not limited to computer access, on-site parking, etc. I understand that I am also responsible for these types of costs if applicable.

I understand that all computer hardware, software, network access, information and data provided to me as a social work student intern is the property of the agency in which I am placed and should be used for official agency purposes only. I will not use the agency computer systems for personal or non-agency business related purposes.

I understand that my signature upon this request form indicates that I have read and I understood all the information provided. I further understand that once I enter my digital signature I am certifying that the information supplied by me on this request form is both truthful and correct to the best of my knowledge.

By checking this box I am confirming that I read and understand these terms.

Clicking submit form below will submit your request form. It can take several weeks to process requests and students will not receive individual confirmations that their submission was received.

Has not been actioned

MSW PRACTICUM PLACEMENT
CONFIRMATION FORM

The signed confirmation form must be received for a practicum placement to be confirmed; when sent electronically a digital signature is acceptable. A copy of this document will be sent to all signees upon completion.

TO BE COMPLETED BY THE STUDENT

Last Name:	First Name:	Middle Initial:						
			Mx.	Dr.	Ms.	Mrs.	Miss	Mr.

Phone:	Pitt Email:

Mailing Address:	City/State/Zip:

I have interviewed with	at

	Yes	No
I will accept this agency and practicum instructor for a practicum placement.	Yes	No
Has a stipend been offered?	Yes	No
The amount of the stipend offered is: (If unknown, put TBD.)		
I am an employee at this agency.	Yes	No
If yes, please provide your working title:		

Student Signature:	Date:

Comments (if any):

TO BE COMPLETED BY THE PRACTICUM INSTRUCTOR

Last Name:	First:	Middle Initial:						
			Mx.	Dr.	Ms.	Mrs.	Miss	Mr.

Phone:	Email:

MSW PRACTICUM PLACEMENT
CONFIRMATION FORM

The signed confirmation form must be received for a practicum placement to be confirmed; when sent electronically a digital signature is acceptable. A copy of this document will be sent to all signees upon completion.

Organization/Agency: Department:		
Organization/Agency Address where the student will be located (Street/Building/Floor/Suite):		
City/State/Zip:		
I have an MSW and at least two years post master's experience.	Yes	No
I have previously supervised a Pitt School of Social Work intern. If you have not previously supervised a Pitt Social Work intern, a Practicum Instructor Orientation is required. Contact the Office of Practicum Education Administrative Assistant for orientation details.	Yes	No
I will accept the above mentioned student for placement.	Yes	No
I am affiliated with the agency and on site where the student will complete most of their placement hours. If no, an affiliated/on-site task supervisor must be identified. Task Supervisors are otherwise optional.	Yes	No
Will a Task Supervisor be assigned?	Yes	No
Has a stipend has been offered? If yes, indicate the amount and disbursement period (monthly, weekly, etc).	Yes	No
Practicum Instructor Signature:	**Date:**	
Comments (if any):		

TO BE COMPLETED BY THE TASK SUPERVISOR										
Last Name:	**First:**	**Middle Initial:**								
				Mx.	Dr.	Ms.	Mrs.	Miss		Mr.
Degree Credentials: (BA, MS, etc.)	**Phone:**	**Email:**								
Organization/Agency:		**Department:**								

UNIVERSITY OF PITTSBURGH - SCHOOL OF SOCIAL WORK – PRACTICUM EDUCATION

MSW PRACTICUM PLACEMENT
CONFIRMATION FORM

The signed confirmation form must be received for a practicum placement to be confirmed; when sent electronically a digital signature is acceptable. A copy of this document will be sent to all signees upon completion.

Organization/Agency Address where the student will be located (Street/Building/Floor/Suite):			
City/State/Zip:			
I will accept the above mentioned student for placement.		Yes	No
Task Supervisor Signature:		Date:	
Comments (if any):			

TO BE COMPLETED BY THE PRACTICUM ADVISOR

Please identify who referred the student:

Amy DeGurian	Alicia Melnick	Deborah Robinson	John Dalessandro
Melvin Cherry	Misha Zorich	Stephanie Eckstrom	Tonya Slawinski

Enrollment:	Full-Time		Part-Time		12-Month Program:			
Program Standing: Generalist			Specialized Practice		Advanced Standing		OIS:	
Specialized Practice Area:	Direct Practice		COSA					

	Yes	No
Is the student completing an employment based practicum placement?	Yes	No
Is student a joint degree student? If yes, which program?	Yes	No

UNIVERSITY OF PITTSBURGH - SCHOOL OF SOCIAL WORK – PRACTICUM EDUCATION

MSW PRACTICUM PLACEMENT
CONFIRMATION FORM

The signed confirmation form must be received for a practicum placement to be confirmed; when sent electronically a digital signature is acceptable. A copy of this document will be sent to all signees upon completion.

Has student been accepted to a fellowship? If yes, which one?						Yes	No
Terms in placement: Enter year above applicable term(s).			Summer	Fall	Spring	Summer	
Certificate:	CYF	Gerontology	HSV	Human Services Management	Integrated Health	Mental Health	Community Organizing and Practice
Practicum Advisor Signature:					Date:		
Comments (if any):							

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Specialized Practice Practicum Request Form

Submission of this form begins the practicum placement process. Information gathered is used for placement purposes only and may be shared with potential practicum sites. Preference for site and/or population are considered but not guaranteed in final placement.

Campus Location	○ Pittsburgh ○ Bradford ○ Johnstown ✎ *
Term Starting Practicum ○ Fall ○ Spring ○ Summer ✎ *	Student PeopleSoft ID ✎ *
Student Level ○ Advanced Standing ○ Specialized Practice 2nd Year ✎ *	Student Status ○ Full-Time ○ Part-Time ✎ *
Specialized Practice Area ○ Direct Practice (DP) ○ Community Organizing and Social Action ✎ * (COSA)	Certificate ○ Mental Health (DP) ○ Gerontology (DP) ○ Home and School Visitor/School Social Work (DP) ○ Integrated Healthcare (DP) ○ Children Youth and Families (DP) ✎ * ○ Gerontology (COSA) ○ Human Services Management (COSA) ○ Community Organizing and Practice Certificate (COSA) ○ Gender, Sexuality, and Women's Studies
Honorific ○ Mx. ○ Miss ○ Ms. ○ Mrs. ○ Mr. ○ Dr. ✎ *	Pronouns ✎ *
Full Given/Legal Name (First and Last as it matches in the University PeopleSoft system) ✎ *	Preferred/Chosen Name ✎ *
Pitt E-mail Address Please note: important correspondence will be sent to your University of Pittsburgh email address. We advise that you check your University email account throughout your placement for important information and reminders. It is your responsibility to forward your University email to any personal/secondary email account.	✎ *

Permanent Mailing Address	Note: All fields are required. If there is not applicable information please use N/A.
Address line 1	Address line 2
(field)	_(field)_
City/State	Zip Code
(field)	_(field)_
Campus/Local Address	Note: All fields are required. If there is not applicable information please use N/A.
Address line 1	Address line 2
(field)	_(field)_
City/State	Zip Code
(field)	_(field)_
Phone Number	_(field)_

Are you required to register with the Office of International Services? (https://www.ois.pitt.edu)	○Yes ○No
Have you been accepted as a dual degree student?	○Yes ○No
If yes, please indicate which program. If no, please use N/A.	_(field)_
Have you applied (or plan to apply) to any fellowship programs? (https://www.socialwork.pitt.edu/student-resources/scholarships-and-fellowships)	○Yes ○No
If yes, please list all fellowships If no, please use N/A	_(field)_
Will you be employed while in practicum placement?	○Yes ○No
If yes, please state the average number of hours per week you will work. If no, please use N/A	_(field)_

Are you interested in pursuing an employment based practicum placement? Note: Employment based practicum placements are reviewed on a cases by case basis for approval by the employer and the Practicum Education Office. Please review the employment based practicum policy (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○Yes ○No ✎ *
Do you have use of an automobile for practicum placement?	○Yes ○No ✎ *
Please describe transportation preferences for practicum placement. (Example: Specific busline, driving within certain distance, etc.)	[ ] ✎ *
Have you requested accommodations for your practicum placement through the Office of Disability Resources and Services? (https://www.studentaffairs.pitt.edu/drs/accomodations/)	○Yes ○No ✎ *
Ethics and Policies	
Do you agree to abide by the NASW Code of Ethics in your practicum placement? (https://www.socialworkers.org/About/Ethics/Code-of-Ethics)	○Yes ○No ✎ *
Are you aware that violations to the Code of Ethics in practicum placement can lead to academic integrity charges? (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○Yes ○No ✎ *
Do you agree to follow the School of Social Work's policies and procedures regarding practicum placement? (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○Yes ○No ✎ *
Briefly describe your previous social work experience and/or internships.	[ ] ✎ *

Briefly describe the populations your prefer to work with. Note: preferences are considered but not guaranteed.	
Briefly describe three skills you would like to learn during your practicum placement. Example: Rapport Building, Assessment, Advocacy, Cultural Humility, Interprofessional Engagement.	
Briefly share any other considerations that you would like to share with your Practicum Faculty.	

Agency/Site Focus

Choose your top three

Note: Preferences are considered in the placement process but not guaranteed.

☐ Child Welfare
☐ Adoption and Foster Care
☐ Mental/Behavioral Health
☐ Cognitive Disorders/Dementia
☐ Community Development and Outreach
☐ Criminal Justice
☐ Early Childhood Development
☐ LGBTQIA2S+
☐ Gerontology
☐ Integrated Health Care
☐ Homelessness/Housing
☐ Immigration and Refugee Services
☐ Race and Social Problems
☐ School Social Work
☐ Social Justice and Advocacy
☐ Substance Use Disorders
☐ Trauma Informed Care

Specialized Practice students may recommend up to three (3) preferred sites.
Students can use the practicum directory in Sonia to view currently affiliated practicum sites.

Preferences are considered in the placement process but cannot be guaranteed.

**Please attach a copy of your current resume.
Your name must be included in the file name.**
(PDF or .doc format)

🖉

[   ] [Browse]

Note: All placements must be arranged by the Office of Practicum Education. Students **must not initiate contact with any agency to seek a placement** within that agency without prior approval of the Office of Practicum Education. Any placement initiated without the knowledge of the practicum education staff will not be approved.

The information that you have provided above will be used to determine an appropriate practicum placement. The Practicum Office guarantees that you will be matched at a site that meets the educational criteria of the program.

Students will gain experience throughout this generalist placement working with individuals, families, groups, organizations, and communities.

I understand that some practicum placement settings require criminal background checks, drug screening and/or a physical examination. Prior convictions for DUI and/or criminal offenses may affect my ability to be accepted at some practicum sites. If I am unable to pass these screenings it is my responsibility to discuss this with my faculty practicum advisor prior to interviewing at sites.

I understand that it is my responsibility to complete any screenings or additional prerequisites that may be required by my practicum placement site prior to starting my practicum . I am aware that I am financially responsible for any costs associated with complete these requirements. I understand that some sites may have additional costs related but not limited to computer access, on-site parking, etc. I understand that I am also responsible for these types of costs if applicable.

I understand that all computer hardware, software, network access, information and data provided to me as a social work student intern is the property of the agency in which I am placed and should be used for official agency purposes only. I will not use the agency computer systems for personal or non-agency business related purposes.

I understand that my signature upon this request form indicates that I have read and I understood all the information provided. I further understand that once I enter my digital signature I am certifying that the information supplied by me on this request form is both truthful and correct to the best of my knowledge.

By checking this box I am confirming that I read and understand these terms.
☐ 🖉 *

Clicking submit form below will submit your request form. It can take several weeks to process requests and students will not receive individual confirmations that their submission was received.

Save Draft   Submit Form

Appendix C: Generalist Learning and Planning Evaluations:

STUDENT IDENTIFYING INFORMATION

Student should enter their unique PeopleSoft Number	Student must enter their first and last name	Please select the term for this evaluation
		◯ Fall Term ◯ Spring Term ◯ Summer Term

Date the Practicum Starts	Date the Practicum Ends

Schedule of Student's Internship Hours

Days of the Week	Hours scheduled to be at the practicum site. Put "0" for days not at site.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Practicum Instructor Supervision Schedule: (day of week and time) **Reminder:** *All students must engage in a minimum of one hour per week of formal supervision with the MSW Practicum Instructor.*

Has not been actioned

THE GENERALIST PRACTICUM EVALUATION -

The MSW Practicum evaluation is based on the practicum learning plan developed with the student at the beginning of their placement. During the generalist placement, students should be evaluated

on their knowledge and skill development across their work with individuals, families, groups, organizations and communities.

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

The practicum evaluation should reflect the student's progress in achieving connections with the 2022 CSWE social work competencies and the in-class course work. The evaluation provides the opportunity to reflect on and document the student's individual professional growth, and skill development.

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Guidelines for the Generalist Practicum Learning Plan

• Competencies

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

• Measurement Critieria

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

• Required Hours

Students in a generalist placement must complete **360** total hours to successfully fulfill the curriculum mandates of the placement

• Practicum Instructor Role

The Practicum Instructor must have an MSW + 2 years of post-master's experience. They serve as the ongoing supervisor and play a key role in laying the foundation for the final evaluation. Feedback provided to students over the course of the practicum placement should be summarized in the evaluation form. Feedback listed in the evaluation should never be a surprise to the student.

Completion of this evaluation should take place during the student's regularly scheduled practicum instruction supervision time. The Practicum Instructor, with input from the Task Supervisor, will take the responsibility to complete each section of the evaluation and then meet with the student to review the evaluation.

• Faculty Practicum Liaison Role

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

- ### Rating Scale

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

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

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

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in

interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Required Generalist Practice Behaviors	Rating
1.1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	**Rating 1.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.2 Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	**Rating 1.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.3 Use technology ethically and appropriately to facilitate practice outcomes.	**Rating 1.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.4 Use supervision and consultation to guide professional judgment and behavior.	**Rating 1.4** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 1	Average of Competency 1

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Competency 1 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. **This section does not need to be completed if the student received a 3, 4, or 5**	Improvement Plan – What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

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Required Generalist Practice Behaviors	Competency 2 Rating
2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels.	**Rating 2.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	**Rating 2.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 2	Average of Competency 2
Competency 2 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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Required Generalist Practice Behaviors	Competency 3 Rating
3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	**Rating 3.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.2. Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	**Rating 3.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 3	Average of Competency 3
Competency 3 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Required Generalist Practice Behaviors	Rating
4.1 Apply research findings to inform and improve practice, policy, and programs.	**Rating 4.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
4.2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	**Rating 4.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 4	Average of Competency 4
Competency 4 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Required Generalist Practice Behaviors	Rating
5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	**Rating 5.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
5.2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	**Rating 5.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 5	Average of Competency 5
Competency 5 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

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Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships.

Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Required Generalist Practice Behaviors	Rating
6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	**Rating 6.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
6.2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	**Rating 6.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 6	Average of Competency 6
Competency 6 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are selfreflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Required Generalist Practice Behaviors

Required Generalist Practice Behaviors	Rating
7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	**Rating 7.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	**Rating 7.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 7	Average of Competency 7
Competency 7 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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Required Generalist Practice Behaviors	Rating
8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	**Rating 8.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	**Rating 8.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 8	Average of Competency 8
Competency 8 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

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Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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Required Generalist Practice Behaviors	Rating
9.1 Select and use culturally responsive methods for evaluation of outcomes.	**Rating 9.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	**Rating 9.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 9	Average of Competency 9
Competency 9 - Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Summary Calculation of all competencies

Practicum Instructor signature *

I understand that by clicking submit that this constitutes my electronic signature.

Has not been actioned

Task Supervisor signature *

I understand that by clicking submit that this constitutes my electronic signature

(If there is no Task Supervisor, the Practicum Instructor must click the Task Supervisor submit button AND the Practicum Instructor submit button)

Has not been actioned

My agency Practicum Instructor and Practicum Liaison/Practicum Lab Instructor have discussed this evaluation with me and my copy is stored in my SONIA account. My agreement or disagreement is as follows

◯ I agree with the evaluation   ◯ I do not agree with the evaluation

Please discuss how engaging in activities supportive of each competency has helped you to develop as a social worker. Additional comments in support of your acceptance or refusal of this evaluation may also be documented in this space.

Student signature *

I understand that by clicking submit that this constitutes my electronic signature and indicates that I have reviewed this document.

Has not been actioned

Practicum Liaison additional comments or updates

Practicum Liaison signature *
I understand that by clicking submit this constitutes my electronic signature.

Has not been actioned

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STUDENT IDENTIFYING INFORMATION

Student should enter their unique PeopleSoft Number	Student must enter their first and last name	Please select the term that you are starting your practicum placement
		○ Fall Term ○ Spring Term ○ Summer Term

Date the Practicum Starts	Date the Practicum Ends

Schedule of Student's Internship Hours

Days of the Week	Hours scheduled to be at the practicum site. Put "0" for days not at site.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Practicum Instructor Supervision Schedule: (day of week and time) Reminder: *All students must engage in a minimum of one hour per week of formal supervision with the MSW Practicum Instructor.*

Has not been actioned

THE GENERALIST PRACTICUM LEARNING PLAN

MSW students participating in the generalist practicum placement are engaging with individuals,

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families, groups, organizations,an and communities. The generalist practicum learning plan is the first step in creating a framework for the practicum placement. Practicum Instructors, who serve as teachers ad mentors, for generalist students during their MSW practicum placement, play a crucial role in their learning. This form is completed with input from the practicum instructor, task supervisor (if applicable) and student and is reviewed by the assigned faculty practicum liaison.

The Practicum Learning Plan connects the student's course work with the Council on Social Work Education (CSWE) social work competencies that all students much achieve during their placement. This form will serve as a syllabus for the practicum.

Guidelines for the Generalist Practicum Learning Plan

• Competencies
The nine competencies specified in the generalist practicum learning plan are consistent with the 2022 Educational Policies and accreditation Standards (EPAS) established by the CSWE. At the generalist level, all practicum students are expected to have contact with individuals, families, groups, organization and communities. Additionally, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes. These include the social worker's critical thinking, affective reactions, and exercise of judgment with respect to unique practice situation. Students must adhere to the NASW Code of Ethics in all aspects of their practicum.

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

• Required Hours
Students in a generalist placement must completed **360** total hours to successfully fulfill the curriculum mandates of the practicum

• Plan Development
Responsibility for developing the learning tasks in the practicum learning plan is jointly shared by the MSW student, the Practicum Instructor, and the Task Supervisor (if applicable). The student submits the plan by the appropriate due date through SONIA. Once submitted the practicum learning plan will be reviewed by the Practicum Liaison for approval.

Completion of this Practicum Learning Plan should take place during the student's regularly scheduled practicum instruction supervision time. The Practicum Instructor, with input from the Task Supervisor, and the student will take the responsibility to complete each section of the practicum learning plan.

• Faculty Practicum Liaison Role
The faculty practicum liaison uses the practicum learning plan as a focus during practicum visits. Each generalist student will receive a practicum visit in their final term of practicum. The plan can also be used during problem-solving collaboration to resolve any issues that may arise during the placement.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups,

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organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
1.1 Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms
1.2 Demonstrate professional behavior; appearance; and oral, written, and electronic communication;	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st and 2nd Terms
1.3 Use technology ethically and appropriately to facilitate practice outcomes	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms

1.4 Use supervision and consultation to guide professional judgment and behavior.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1 & 2nd Terms

Additional comments or updates

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six week ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms
2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms

Additional comments or updates

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status,

legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms
3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and selfregulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms

Additional comments or updates

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
4.1 Apply research findings to inform and improve practice, policy, and programs.	Measurable Learning Activities	Measurement ◯ Observation ◯ Documentation ◯ Assignment ◯ Discussion ◯ Journal	Due Dates ◯ 1st six weeks ◯ 1st Term ◯ 2nd Term ◯ Both 1st & 2nd Terms
4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Measurable Learning Activities	Measurement ◯ Observation ◯ Documentation ◯ Assignment ◯ Discussion ◯ Journal	Due Dates ◯ 1st six weeks ◯ 1st Term ◯ 2nd Term ◯ Both 1st & 2nd Terms

Additional comments or updates

Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of

social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms
5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms

Additional comments or updates

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms
6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st and 2nd Terms

Additional comments or updates

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are selfreflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms
7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms

Additional comments or updates

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st and 2nd Terms
8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st and 2nd Terms

Additional comments or updates

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
9.1 Select and use culturally responsive methods for evaluation of outcomes	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st and 2nd Terms
9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ Both 1st & 2nd Terms

Additional comments or updates

Practicum Instructor signature
I understand that by clicking submit that this constitutes my electronic signature.

Has not been actioned

Task Supervisor signature
I understand that by clicking submit that this constitutes my electronic signature
(If there is no Task Supervisor, the Practicum Instructor must click the Task Supervisor submit button AND the Practicum Instructor submit button)

Has not been actioned

Student signature *
I understand that by clicking submit that this constitutes my electronic signature

Has not been actioned

Practicum Liaison additional comments or updates

Practicum Liaison signature
I understand that by clicking submit this constitutes my electronic signature.

Has not been actioned

Generalist Practicum Request Form

Submission of this form begins the practicum placement process. Information gathered is used for placement purposes only and may be shared with potential practicum sites. Preference for site and/or population are considered but not guaranteed in final placement.

Campus Location	○ Pittsburgh ○ Bradford ○ Johnstown 🖉 *
Term Starting Practicum ○ Fall ○ Spring ○ Summer 🖉 *	Student PeopleSoft ID 🖉 *
Student Level ○ BASW ○ MSW Generalist 🖉 *	Student Status ○ Full-Time ○ Part-Time 🖉 *
Honorific ○ Mx. ○ Miss ○ Ms. ○ Mrs. ○ Mr. ○ Dr. 🖉 *	Pronouns 🖉 *
Full Given/Legal Name (First and Last as it matches in the University PeopleSoft system) 🖉 *	Preferred/Chosen Name 🖉 *
Pitt E-mail Address Please note: important correspondence will be sent to your University of Pittsburgh email address. We advise that you check your University email account throughout your placement for important information and reminders. It is your responsibility to forward your University email to any personal/secondary email account.	🖉 *
Permanent Mailing Address	Note: All fields are required. If there is not applicable information please use N/A.
Address line 1 🖉 *	Address line 2 🖉 *
City/State 🖉 *	Zip Code 🖉 *
Campus/Local Address	Note: All fields are required. If there is not applicable information please use N/A.
Address line 1	Address line 2

City/State 🖊 •	Zip Code 🖊 •
Phone Number	🖊 •

Are you required to register with the Office of International Services? (https://www.ois.pitt.edu)	○Yes ○No 🖊 •
Have you been accepted as a dual degree student?	○Yes ○No 🖊 •
If yes, please indicate which program. If no, please use N/A.	🖊 •
Have you applied (or plan to apply) to any fellowship programs? (https://www.socialwork.pitt.edu/student-resources/scholarships-and-fellowships)	○Yes ○No 🖊 •
If yes, please list all fellowships If no, please use N/A	🖊 •
Will you be employed while in practicum placement?	○Yes ○No 🖊 •
If yes, please state the average number of hours per week you will work. If no, please use N/A	🖊 •
Are you interested in pursuing an employment based practicum placement? Note: Employment based practicum placements are reviewed on a cases by case basis for approval by the employer and the Practicum Education Office. Please review the employment based practicum policy (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○Yes ○No 🖊 •
Do you have use of an automobile for practicum placement?	○Yes ○No 🖊 •
Please describe transportation preferences for practicum placement.	🖊 •

(Example: Specific busline, driving within certain distance, etc.)	
Have you requested accommodations for your practicum placement through the Office of Disability Resources and Services? (https://www.studentaffairs.pitt.edu/drs/accomodations/)	○Yes ○No ✏ *
Ethics and Policies	
Do you agree to abide by the NASW Code of Ethics in your practicum placement? (https://www.socialworkers.org/About/Ethics/Code-of-Ethics)	○Yes ○No ✏ *
Are you aware that violations to the Code of Ethics in practicum placement can lead to academic integrity charges? (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○Yes ○No ✏ *
Do you agree to follow the School of Social Work's policies and procedures regarding practicum placement? (https://www.socialwork.pitt.edu/academics/policies-handbooks)	○Yes ○No ✏ *
Briefly describe your previous social work experience and/or internships.	✏ *
Briefly describe the populations your prefer to work with. Note: preferences are considered but not guaranteed.	✏ *
Briefly describe three skills you would like to learn during your practicum placement. Example: Rapport Building, Assessment, Advocacy, Cultural Humility, Interprofessional Engagement.	✏ *
Briefly share any other considerations that you would like to share with your Practicum Faculty.	✏ *

Agency/Site Focus
Choose your top three

Note: Preferences are considered in the placement process but not guaranteed.

☐ Child Welfare
☐ Adoption and Foster Care
☐ Mental/Behavioral Health
☐ Cognitive Disorders/Dementia
☐ Community Development and Outreach
☐ Criminal Justice
☐ Early Childhood Development
☐ LGBTQIA2S+
☐ Gerontology
☐ Integrated Health Care
☐ Homelessness/Housing
☐ Immigration and Refugee Services
☐ Race and Social Problems
☐ School Social Work
☐ Social Justice and Advocacy
☐ Substance Use Disorders
☐ Trauma Informed Care

Please attach a copy of your current resume.
Your name must be included in the file name.
(PDF or .doc format)

	Browse

Note: All placements must be arranged by the Office of Practicum Education. Students **must not initiate contact with any agency to seek a placement** within that agency without prior approval of the Office of Practicum Education. Any placement initiated without the knowledge of the practicum education staff will not be approved.

The information that you have provided above will be used to determine an appropriate practicum placement. The Practicum Office guarantees that you will be matched at a site that meets the educational criteria of the program.

Students will gain experience throughout this generalist placement working with individuals, families, groups, organizations, and communities.

I understand that some practicum placement settings require criminal background checks, drug screening and/or a physical examination. Prior convictions for DUI and/or criminal offenses may affect my ability to be accepted at some practicum sites. If I am unable to pass these screenings it is my responsibility to discuss this with my faculty practicum advisor prior to interviewing at sites.

I understand that it is my responsibility to complete any screenings or additional prerequisites that may be required by my practicum placement site prior to starting my practicum. I am aware that I am financially responsible for any costs associated with complete these requirements. I understand that some sites may have additional costs related but not limited to computer access, on-site parking, etc. I understand that I am also responsible for these types of costs if applicable.

I understand that all computer hardware, software, network access, information and data provided to me as a social work student intern is the property of the agency in which I am placed and should be used for official agency purposes only. I will not use the agency computer systems for personal or non-agency business related purposes.

I understand that my signature upon this request form indicates that I have read and I understood all the information provided. I further understand that once I enter my digital signature I am certifying that the information supplied by me on this request form is both truthful and correct to the best of my knowledge.

By checking this box I am confirming that I read and understand these terms.
☐ ✎ *

Clicking submit form below will submit your request form. It can take several weeks to process requests and students will not receive individual confirmations that their submission was received.

Save Draft   Submit Form

Appendix D: Direct Practice Evaluation

STUDENT IDENTIFYING INFORMATION

Student should enter their unique PeopleSoft Number	Student must enter their first and last name	Please select the term for this evaluation ○ Fall Term ○ Spring Term ○ Summer Term
If you are participating in a fellowship, pelase indicate which one, e.g., BHSP, HARTFORD, CWEL, etc. If not, type N/A	If you have chosen to participate in a certificate program, please identify which one (DP-MH, DP-Gerontology, DP-CYF, DP-HSV, DP-IHC If not, type N/A	Are you enrolled in a Dual Degree Program? Type N/A if not

Date the Practicum Placment Starts	Date the Practicum Placement Ends

Schedule of Student's Internship Hours

Days of the Week	Hours scheduled to be at the practicum site. Put "0" for days not at site.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Practicum Instructor Supervision Schedule: (day of week and time) **Reminder:** *All students*

must engage in a minimum of one hour per week of formal supervision with the MSW Practicum Instructor.

Has not been actioned

THE DP PRACTICUM EVALUATION

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

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

The practicum evaluation should reflect the student's progress in achieving connections with 2022 CSWE social work competencies and the in-class course work. The evaluation provides the opportunity to reflect on and document the student's individual professional growth, and skill development. If the student participates in a fellowship and/or certificate program, additional requirements tied to the competencies might be required

Guidelines for the Specialization Practicum Evaluation

• Competencies
The specialization practicum evaluation should be based on the student's progress on tasks and practice behaviors from the practicum learning plan. DP students are expected to have practiced skills across individuals, families and small groups. Please refer to your copy of the practicum learning plan to review established student goals.

• Measurement Critieria
Measurement Criteria for each competency can include but are not limited to observation, documentation, assignments, discussions, and journaling. Direct observation and oversight of the student's work is expected to be completed by the MSW Practicum Instructor.

• Required Hours
Students in a DP placement must complete **720** total hours to successfully fulfill the curriculum mandates of the placement

• Practicum Instructor Role
The Practicum Instructor must have an MSW + 2 years of post-master's experience. They serve as the ongoing supervisor and play a key role in laying the foundation for the final evaluation. Feedback provided to students over the course of the practicum placement should be summarized in the evaluation form. Feedback listed in the evaluation should never be a surprise to the student.

Completion of this evaluation should take place during the student's regularly scheduled practicum instruction supervision time. The Practicum Instructor, with input from the Task Supervisor, will take the responsibility to complete each section of the evaluation and then meet with the student to review the evaluation.

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

• Rating Scale

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

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

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

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, and small groups. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Required DP Practice Behaviors	Rating
1.1. Recognizing that social work ethics are informed by principles of human rights, students will make ethical decisions by applying the standards of the current *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.	**Rating 1.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.2 As part of anti-oppressive practice, students will use critical self-reflection and self-regulation to identify and manage tensions between personal and professional values and to maintain professionalism in practice situations.	**Rating 1.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.3 Students will demonstrate professional boundaries, cultural humility, demeanor, and appropriate use of consultation in their DP social work practice grounded critical understanding of social work's mission, historical context, and evolving roles." Students will ethically and appropriately employ technology to enhance clinical practice outcomes with clients. They will demonstrate awareness of and responsiveness to emerging technologies while ensuring their ethical implementation. Students will use clinical supervision and consultation appropriately, seeking feedback to guide their professional development, including ethical judgment and behaviors to promote positive outcomes for clients and the development of effective self-care practices.	**Rating 1.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 1	Average of Competency 1

Competency 1 Comments:	Comments by Practicum Instructor/Task Supervisor
Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	
Improvement Plan:	Improvement Plan -
	What areas have been identified for
If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement.	improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.
This section does not need to be completed if the student received a 3, 4, or 5	

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Required DP Practice Behaviors	Rating
2.1 Applying social work knowledge regarding historic, ongoing, and contemporary injustices, students will seek and pursue human rights advocacy for individuals, families, and groups in their practice.	**Rating 2.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.2 Students will apply an understanding of social, economic, and environmental justice in their practice to advocate for human rights at the individual and system levels.	**Rating 2.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.3. Students will engage in interprofessional practice that advances social, economic, and environmental justice...backgrounds	**Rating 2.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 2	Average of Competency 2
Competency 2 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Required DP Practice Behaviors	Rating
3.1 Students will apply an intersectional lens to conceptualize how various dimensions of diversity impact the unequal distribution of power and inform lived experiences of oppression, marginalization, and privilege, in themselves and the client systems in their practice.	**Rating 3.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.2 Students will engage in critical self-awareness and self-regulation as part of cultural humility and anti-oppressive practice, to identify and manage socialized personal biases, especially towards historically marginalized individuals and groups.	**Rating 3.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.3 Understanding the role social work has played in perpetuating the marginalization of oppressed groups, students will incorporate anti-racist and anti-oppressive practice interventions to promote healing and well-being across their client systems.	**Rating 3.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 3	Average of Competency 3
Competency 3 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

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Required DP Practice Behaviors	Rating
4.1 Students will apply critical thinking to understand inherent bias in quantitative and qualitative research methods and findings.	**Rating 4.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
4.2 Students will a use an anti-racist and anti-oppressive lens to shape and select evidence information assessments and interventions.	**Rating 4.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 4	Average of Competency 4
Competency 4 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, mplementation, and evaluation within their practice settings with individuals, families, and small groups. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Required DP Practice Behaviors	Rating
5.1 Students will analyze the multiple levels at which policy is formulated (e.g., agency, local, state, federal, and international) and assess its impact on individuals, groups, and families, identifying areas requiring change. They will recommend strategies for policy reform that promote human and civil rights, as well as social, economic, and environmental justice. Students will use social justice, anti-racist, anti-oppressive, and human rights lenses to assess how social welfare and economic policies impact the delivery and access to social services.	**Rating 5.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
5.2 Students will critically analyze and respond strategically to advocate for policies that advance human rights and social, economic, racial, and environmental justice given the socio-political context.	**Rating 5.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 5	Average of Competency 5
Competency 5 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, and small groups. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, and small groups. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

Required DP Practice Behaviors	Rating
6.1 Students will apply knowledge from human behavior and the social environment, person-in-environment, strengths-based, and /or other multi-disciplinary theoretical frameworks to engage with clients/ patients/ consumers and constituencies.	**Rating 6.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
6.2 Students will use empathy, reflection, and anti-oppressive interpersonal skills to facilitate engagement with clients/ patients/ consumers and constituencies. Students will identify and actively engage individuals, groups, and families affected by the issue or problem as collaborators and in ways that value, respect, and include their expertise, knowledge, and culture.	**Rating 6.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 6	Average of Competency 6
Competency 6 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #7: Assess Individuals, Families, Small Groups

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, and small groups. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, and small groups to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Required DP Practice Behaviors	Rating
7.1 Students will collect and organize data and apply critical thinking to interpret information about individuals, families, and treatment groups in a culturally sensitive and responsive and strengths-based assessment.	**Rating 7.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.2 Students will apply knowledge from human behavior and the social environment, person-in-environment, and other interprofessional theoretical frameworks in the analysis of assessment data about individuals, families, and treatment groups.	**Rating 7.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.3 Students will select appropriate intervention strategies based on assessment, research knowledge, interprofessional collaboration, and the values and preferences of individuals, families, and treatment groups acknowledging the lived experiences of affected individuals, families and small groups.	**Rating 7.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.4 Students will continue to use the assessment data as an ongoing component of the interactive collaborative social work process to adjust intervention strategies and to set and revise intervention goals over time being mindful of the diverse populations they serve	**Rating 7.4** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 7	Average of Competency 7

Competency 7 Comments for each term:	Comments by Practicum Instructor/Task Supervisor
Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	
Improvement Plan:	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.
If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement.	
This section does not need to be completed if the student received a 3, 4, or 5	

Competency #8: Intervene with Individuals, Families, Small Groups

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Required DP Practice Behaviors	Rating
8.1 Students will select and implement interventions applying theory and evidence while using anti-racist, anti-oppressive, strength-based and culturally sensitive lenses, to achieve practice goals that enhance capacities of individuals, families, and treatment groups.	**Rating 8.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.2 Students will communicate and collaborate interprofessionally to achieve practice outcomes for individuals, families, and treatment groups.	**Rating 8.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.3 Students will negotiate, mediate, and advocate on behalf of diverse individuals, families, and treatment groups with attention to systemic structures that may result in marginalization or oppression.	**Rating 8.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.4 Students will facilitate effective transitions and endings with individuals, families, and treatment groups that solidify work on mutually agreed upon goals.	**Rating 8.4** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 8	Average of Competency 8
Competency 8 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

Improvement Plan:	Improvement Plan:
If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. **This section does not need to be completed if the student received a 3, 4, or 5**	What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #9: Evaluate Practice with Individuals, Families, Small Groups

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, and small groups. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Required DP Practice Behaviors	Rating
9.1 Students will engage in ongoing needs, process, and outcome evaluation of practice with individuals, families, or treatment groups.	**Rating 9.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.2 Students will use scientifically appropriate and culturally responsive methods for evaluation of outcomes.	**Rating 9.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.3 Students will apply anti-racist and anti-oppressive, social work, and multi-disciplinary theoretical frameworks in the evaluation of outcomes and advance social work values.	**Rating 9.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.4 Students will critically analyze, monitor, and evaluate interventions and program processes and outcomes . They will share resources and disseminate evaluation findings to the clients and systems they serve.	**Rating 9.4** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.5 Students will apply evaluation findings to improve practice effectiveness with individuals, families, and treatment groups.	**Rating 9.5** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 9	Average of Competency 9

| Competency 9 - Comments for each term:

Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by PracticumInstructor/Task Supervisor
Improvement Plan:

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

This section does not need to be completed if the student received a 3, 4, or 5 | Improvement Plan:
What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement.   Provide a detailed plan. |

Summary Calculation of all competencies

DP - COMMENTS, SAVE DRAFT, SUBMIT

Practicum Instructor signature
I understand that by clicking submit that this constitutes my electronic signature.

Has not been actioned

Task Supervisor signature
I understand that by clicking submit that this constitutes my electronic signature
(If there is no Task Supervisor, the Practicum Instructor must click the Task Supervisor submit button AND the Practicum Instructor submit button)

Has not been actioned

My agency Practicum Instructor and Practicum Liaison/Practicum Lab Instructor have discussed this evaluation with me and my copy is stored in my SONIA account. My agreement or disagreement is as follows

◯ I agree with the evaluation   ◯ I do not agree with the evaluation

Please discuss how engaging in activities supportive of each competency has helped you develop as a social worker. Additional comments in support of your acceptance or refusal of this evaluation may also be documented in this space.

_____

Student signature

I understand that by clicking submit that this constitutes my electronic signature and indicates that I have reviewed this document.

Has not been actioned

Date of the Practicum Liaison Visit

[   ]

Practicum Liaison additional comments or updates

_____

Practicum Liaison signature

I understand that by clicking submit this constitutes my electronic signature.

Has not been actioned

STUDENT IDENTIFYING INFORMATION

Student should enter their unique PeopleSoft Number	Student must enter their first and last name	Please select the term that you are starting your practicum ◯ Fall Term ◯ Spring Term ◯ Summer Term
If you are participating in a fellowship, please indicate which one, e.g., BHSP, HARTFORD CWEL, etc. If not, type N/A	If you have chosen to participate in a certificate program, please identify which one (DP -MH, DP - Gerontology, DP - CYF, DP - HSV, DP- IHC) If not, type N/A	Are you enrolled in a Dual Degree Program?

Date the Practicum Placement Starts	Date the Practicum Placement Ends

Schedule of Student's Internship Hours

Days of the Week	Hours scheduled to be at the Practicum site. Put "0" for days not at site.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

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Practicum Instructor Supervision Schedule: (day of week and time) Reminder: *All students must engage in a minimum of one hour per week of formal supervision with the MSW Practicum Instructor.*

Has not been actioned

THE DP SPECIALIZATION PRACTICUM LEARNING PLAN

MSW students participating in the direct practice (DP) specialization are engaging with individuals, families, and small groups. The DP Practicum learning plan is the first step in creating a framework for the practicum placement. Practicum Instructors, who service as teachers and mentors, for DP students during their MSW Practicum placement, play a crucial role in their learning. This form is completed with input from the Practicum instructor, task supervisor (if applicable), and student and is reviewed by the assigned Practicum liaison.

The Practicum learning plan connects the student's course work with the 2022 Council on Social Work Education (CSWE) social work competencies that all students must achieve during their placement. This form will serve as a syllabus for the practicum placement.

Please note: If a student is participating in a Fellowship or Certificate program, the tasks for each competency must meet the requirements of that Fellowship or Certificate program. It is the student's responsibility to make the Practicum instructor aware of these additional requirements.

Guidelines for the DP Practicum Learning Plan

• Competencies
The nine competencies specified in the DP Practicum Learning Plan are consistent with the 2022 Educational Policies and accreditation Standards (EPAS) established by the CSWE.   At the specialization level, all DP practicum students are expected to have contact with individuals, families, and small groups. Additionally, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes. These include the social worker's critical thinking, affective reactions, and exercise of judgment with respect to unique practice situation. Students must adhere to the NASW Code of Ethics in all aspects of their practicum placement.

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

• Required Hours
Students in a specialization practicum placement must complete **720** total hours to successfully fulfill the curriculum mandates of the placement

• Plan Development
Responsibility for developing the learning tasks in the practicum learning plan is jointly shared by the MSW student, the Practicum Instructor, and the Task Supervisor (if applicable). The student submits the plan by the appropriate due date through SONIA. Once submitted the practicum learning plan will be reviewed by the Practicum Liaison for approval.

• Faculty Practicum Liaison Role
The faculty practicum liaison uses the practicum learning plan as a focus during practicum visits. Each specialized practice student will receive a practicum visit for each term they are in practicum. The plan can also be used during problem-solving collaboration to resolve any issues that may arise during the placement.

Competency #1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, and small groups. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence

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their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
1.1 Recognizing that social work ethics are informed by principles of human rights, students will make ethical decisions by applying the standards of the current *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
1.2 As part of anti-oppressive practice, students will use critical self-reflection and self-regulation to identify and manage tensions between personal and professional values and to maintain professionalism in practice situations.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

1.3 Students will demonstrate professional boundaries, *cultural humility*, demeanor, and appropriate use of consultation in their DP social work practice grounded critical understanding of social work's mission, historical context, and evolving roles." Students will ethically and appropriately employ technology to enhance clinical practice outcomes with clients. They will demonstrate awareness of and responsiveness to emerging technologies while ensuring their ethical implementation. Students will use clinical supervision and consultation appropriately, seeking feedback to guide their professional development, including ethical judgment and behaviors to promote positive outcomes for clients and the development of effective self-care practices.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
2.1 Applying social work knowledge regarding historic, ongoing, and contemporary injustices, students will seek and pursue human rights advocacy for individuals, families, and groups in their practice.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six week ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
2.2 Students will apply an understanding of social, economic, and environmental justice in their practice to advocate for human rights at the individual and system levels.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six week ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
2.3 Students will engage in interprofessional practice that advances social, economic, and environmental justice..	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six week ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
3.1 Students will apply an intersectional lens to conceptualize how various dimensions of diversity impact the unequal distribution of power and inform lived experiences of oppression, marginalization, and privilege, in themselves and the client systems in their practice.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
3.2 Students will engage in critical self-awareness and self-regulation as part of cultural humility and anti-oppressive practice, to identify and manage socialized personal biases, especially towards historically marginalized individuals and groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

3.3 Understanding the role social work has played in perpetuating the marginalization of oppressed groups, students will incorporate anti-racist and anti-oppressive practice interventions to promote healing and well-being across their client systems.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
4.1 Students will apply critical thinking to understand inherent bias in quantitative and qualitative research methods and findings.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
4.2 Students will a use an anti-racist and anti-oppressive lens to shape and select evidence information assessments and interventions.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
4.3 Students will consider how evidence generated by other professions reflects (or not) social work values and paradigms.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
4.4 Students will articulate how practice informs research and practice decisions are shaped by research.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

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Competency #5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, mplementation, and evaluation within their practice settings with individuals, families, and small groups. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
5.1 Students will analyze the multiple levels at which policy is formulated (e.g., agency, local, state, federal, and international) and assess its impact on individuals, groups, and families, identifying areas requiring change. They will recommend strategies for policy reform that promote human and civil rights, as well as social, economic, and environmental justice. Students will use social justice, anti-racist, anti-oppressive, and human rights lenses to assess how social welfare and economic policies impact the delivery and access to social services.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

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5.2 Students will critically analyze and respond strategically to advocate for policies that advance human rights and social, economic, racial, and environmental justice given the socio-political context.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, and small groups. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, and small groups. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
6.1 Students will apply knowledge from human behavior and the social environment, person-in-environment, strengths-based, and /or other multi-disciplinary theoretical frameworks to engage with clients/ patients/ consumers and constituencies.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 1st six weeks ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
6.2 Students will use empathy, reflection, and anti-oppressive interpersonal skills to facilitate engagement with clients/ patients/ consumers and constituencies. Students will identify and actively engage individuals, groups, and families affected by the issue or problem as collaborators and in ways that value, respect, and include their expertise, knowledge, and culture.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 1st six weeks ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

Competency #7: Assess Individuals, Families, Small Groups

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, and small groups. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, and small groups to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
7.1 Students will collect and organize data and apply critical thinking to interpret information about individuals, families, and treatment groups in a culturally sensitive and responsive and strengths-based assessment.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
7.2 Students will apply knowledge from human behavior and the social environment, person-in-environment, and other interprofessional theoretical frameworks in the analysis of assessment data about individuals, families, and treatment groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

7.3 Students will select appropriate intervention strategies based on assessment, research knowledge, interprofessional collaboration, and the values and preferences of individuals, families, and treatment groups acknowledging the lived experiences of affected individuals, families and small groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
7.4 Students will continue to use the assessment data as an ongoing component of the interactive collaborative social work process to adjust intervention strategies and to set and revise intervention goals over time being mindful of the diverse populations they serve	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

Additional comments or updates

Competency #8: Intervene with Individuals, Families, Small Groups

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
8.1 Students will select and implement interventions applying theory and evidence while using anti-racist, anti-oppressive, strength-based and culturally sensitive lenses, to achieve practice goals that enhance capacities of individuals, families, and treatment groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
8.2 Students will communicate and collaborate interprofessionally to achieve practice outcomes for individuals, families, and treatment groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms
8.3 Students will negotiate, mediate, and advocate on behalf of diverse individuals, families, and treatment groups with attention to systemic structures that may result in marginalization or oppression.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st six weeks ○ 1st Term ○ 2nd Term ○ 3rd Term ○ 4th Term ○ All Terms

| 8.4 Students will facilitate effective transitions and endings with individuals, families, and treatment groups that solidify work on mutually agreed upon goals. | Measurable Learning Activities | Measurement
○ Observation
○ Documentation
○ Assignment
○ Discussion
○ Journal | Due Dates
○ 1st six weeks
○ 1st Term
○ 2nd Term
○ 3rd Term
○ 4th Term
○ All Terms |

Additional comments or updates

Competency #9: Evaluate Practice with Individuals, Families, Small Groups

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, and small groups. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
9.1 Students will engage in ongoing needs, process, and outcome evaluation of practice with individuals, families, or treatment groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 2nd Term ○ 1st six weeks ○ Both 1st and 2nd Terms
9.2 Students will use scientifically appropriate and culturally responsive methods for evaluation of outcomes.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 2nd Term ○ 1st six weeks ○ Both 1st and 2nd Terms
9.3 Students will apply anti-racist and anti-oppressive, social work, and multi-disciplinary theoretical frameworks in the evaluation of outcomes and advance social work values.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 2nd Term ○ 1st six weeks ○ Both 1st and 2nd Terms

9.4 Students will critically analyze, monitor, and evaluate interventions and program processes and outcomes . They will share resources and disseminate evaluation findings to the clients and systems they serve.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 2nd Term ○ 1st six weeks ○ Both 1st and 2nd Terms
9.5 Students will apply evaluation findings to improve practice effectiveness with individuals, families, and treatment groups.	Measurable Learning Activities	Measurement ○ Observation ○ Documentation ○ Assignment ○ Discussion ○ Journal	Due Dates ○ 1st Term ○ 2nd Term ○ 1st six weeks ○ Both 1st and 2nd Terms

Additional comments or updates

Practicum Instructor signature *
I understand that by clicking submit that this constitutes my electronic signature.

Has not been actioned

Task Supervisor signature *
I understand that by clicking submit that this constitutes my electronic signature
(If there is no Task Supervisor, the Practicum Instructor must click the Task Supervisor submit button AND the Practicum Instructor submit button)

Has not been actioned

Student signature *
I understand that by clicking submit that this constitutes my electronic signature

Has not been actioned

Practicum Liaison additional comments or updates

Practicum Liaison signature *
I understand that by clicking submit this constitutes my electronic signature.

Has not been actioned

Appendix E: Cosa Practicum Evaluation

STUDENT IDENTIFYING INFORMATION

Student should enter their unique PeopleSoft Number	Student must enter their first and last name	Please select the term that you are starting your practicum ◯ Fall Term ◯ Spring Term ◯ Summer Term
If you are participating in a fellowship, pelase indicate which one, e.g., BHSP, HARTFORD, CWEL, etc. If not, type N/A	If you have chosen to participate in a certificate program, please identify which one (DP-MH, DP-Gerontology, DP-CYF, DP-HSV, DP-IHC If not, type N/A	Are you enrolled in a Dual Degree Program? Type N/A if not

Practicum Start Date	Practicum End Date

Schedule of Student's Internship Hours

Days of the Week	Hours scheduled to be at the practicum site. Put "0" for days not at site.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Practicum Instructor Supervision Schedule: (day of week and time) **Reminder:** *All students*

must engage in a minimum of one hour per week of formal supervision with the MSW Practicum Instructor.

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└─────────────────────────────────────────────────────────────────────────────┘
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Has not been actioned

THE COSA PRACTICUM EVALUATION

The MSW practicum evaluation is based on the practicum learning plan developed with the student at the beginning of their placement. During the Community Organizing and Social Action specialized practice placement, students should be evaluated on their knowledge and skill development across their work with groups, organizations and communities.

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

The practicum evaluation should reflect the student's progress in achieving connections with CSWE social work competencies and the in-class course work. The evaluation provides the opportunity to reflect on and document the student's individual professional growth and skill development. If the student participates in a fellowship and/or certificate program, additional requirements tied to the competencies might be required.

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Guidelines for the COSA Practicum Evaluation

• Competencies
The COSA practicum evaluation should be based on the student's progress on tasks and practice behaviors from the practicum learning plan. COSA students are expected to have practiced skills across groups, organizations and communities. Please refer to your copy of the practicum learning plan to review established student goals.

• Measurement Critieria
Measurement Criteria for each competency can include but are not limited to observation, documentation, assignments, discussions, and journaling. Direct observation and oversight of the student's work is expected to be completed by the MSW Practicum Instructor.

• Required Hours
Students in a COSA specialized practice placement must complete **720** total hours to successfully fulfill the curriculum mandates of the placement.

• Practicum Instructor Role
The Practicum Instructor must have an MSW + 2 years of post-master's experience. They serve as the ongoing supervisor and play a key role in laying the foundation for the final evaluation. Feedback provided to students over the course of the practicum should be summarized in the evaluation form. Feedback listed in the evaluation should never be a surprise to the student.

Completion of this evaluation should take place during the student's regularly scheduled practicum instruction supervision time. The Practicum Instructor, with input from the Task Supervisor, will take the responsibility to complete each section of the evaluation and then meet with the student to review the evaluation.

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

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

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

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

DIRECTIONS FOR COMPLETING THE EVALUATION

- A new feature is that there are average calculations for each competency that are pre-set. You don't have to do anything, they just appear!
- At the end of the form, you will only see the signature/comments related to the evaluation term that you are completing.
- You have the ability to save a draft to continue working on it before submitting.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers engaged in COSA recognize the importance of inclusive participation, the person-in-environment and strengths perspectives, and the professional use of self with constituencies. They understand the economic, environmental, and social justice implications of the Code of Ethics, modeling ethical practice that supports the collective process of social change in areas of practice, research, and policy. Social workers in COSA understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. They take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers in COSA use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. They recognize their role and the role of other professionals on inter-professional teams and the ethical use of technology.

Required COSA Practice Behaviors	Ratings
1.1. Students will apply the NASW Code of Ethics, relevant laws and regulations, the ethical use of emerging technology and ethical decision-making principles and frameworks to issues specific to COSA social work practice.	**Rating 1.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.2 Students will develop critical reflection, self-awareness, self-regulation, and supervision skills to navigate personal values and maintain ethical and professional practice in situations with groups, organizations, and communities.	**Rating 1.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
1.3 Students will demonstrate professional boundaries, cultural humility, demeanor, appropriate use of consultation and leadership in their COSA social work practice to ensure the use of ethical interventions to improve the well-being of groups, organizations, and communities, which in turn impact the well-being of individuals, and families.	**Rating 1.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 1	Average of Competency 1
Competency 1 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan – What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

COSA social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social, economic, and other resources, rights, and responsibilities are distributed equally, and that civil, political, economic, social, and cultural human rights are protected among groups, organizations, and communities. They are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers in COSA critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.

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Required COSA Practice Behaviors	Rating
2.1 Students will apply knowledge of civil and human rights theories and frameworks, and international documents, conventions, policies, and covenants to improve the social, economic, and environmental well-being of groups, organizations, and communities.	**Rating 2.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.2. Students will work with diverse constituencies to protect and advance civil, human, economic, political, cultural, and environmental rights, and to eliminate oppressive structural barriers that impede the equitable distribution of social goods, rights, and responsibilities.	**Rating 2.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.3 Students will engage in interprofessional practice that advances social, economic, and environmental justice.	**Rating 2.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 2	Average of Competency 2
Competency 2 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers in COSA understand how racism and oppression shape human experiences and influence practice at the group, organizational, and community levels and in policy and research. COSA social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. They understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion and relationships with groups, organizations, and communities. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. COSA social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. COSA social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Required COSA Practice Behaviors	Rating
3.1 Students will demonstrate anti-racist and anti-oppressive social work practice at group, organizational, community, research, and policy levels. to promote healing and well-being across their client systems	**Rating 3.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.2 Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with constituencies and community members and partners, acknowledging them as experts of their own lived experiences.	**Rating 3.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.3 Students will use an intersectional, anti-racist and anti-oppressive lens to foster inclusive communities and multicultural organizations that reflect the diversity of the people with whom they work.	**Rating 3.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 3	Average of Competency 3
Competency 3 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan:	Improvement Plan:
If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

COSA practitioners recognize environmental, structural, and historical factors that affect the inclusion of underrepresented populations in research and understand how research enhances service delivery and contributes to broader knowledge building within social work practice. They use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. In collaboration with constituencies and those directly affected by social problems, COSA practitioners critically evaluate and critique current, empirically sound research to inform decisions in the selection and provision of appropriate community, organizational, and institutional interventions, policies, and programs. They understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers in COSA know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. They demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, they interpret data derived from these methods, and assess reliability and validity in social work research. Social workers in COSA can articulate and share research findings in ways that are usable to a variety of constituencies. They understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.Students will identify, critically evaluate, apply, and use data and scholarship to inform, influence, and improve the development, implementation and evaluation of organizational and community programs and social policies.

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Required COSA Practice Behaviors	Rating
4.1 Students will integrate the voices and experiences of those directly affected by social, economic, and political inequality throughout the research and intervention development process, recognizing the differences in conducting research with, research by, and research on groups, organizations, and communities.	**Rating 4.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
4.2 Students will examine potential sources of bias in quantitative and qualitative methods, including those produced by one's positionality, to advance the use of and inform anti-racist and anti-oppressive methods and approaches, knowledge, and interventions.	**Rating 4.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
4.2 Students will consider how evidence generated by other professions reflects (or not) social work values and paradigms.	**Rating 4.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 4	Average of Competency 4
Competency 4 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #5: Engage in Policy Practice

Social workers in COSA identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers in COSA understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers engaged in COSA advocate on behalf of their constituencies, understanding that agency and government policies can negatively affect constituencies directly, as the result of policy consequences, or by ignoring the most vulnerable and deserving populations. COSA practitioners examine how historical, political, social, economic, cultural factors and contemporary ideologies shape the policy environment and use this knowledge to advance reforms. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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Required COSA Practice Behaviors	Rating
5.1 Students will analyze the multiple levels at which policy is made (i.e., at the agency, local, state, federal, and/or international levels) and assess the impact on groups, organizations, and communities and where changes are needed to occur; recommending strategies for policy reform that advance human and civil rights and social, economic, and environmental justice.	**Rating 5.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
5.2 Students will apply policy practice frameworks to collaborate with constituencies on advocacy and lobbying efforts to improve the effectiveness of social services, enhance the well-being of people, and ensure social, economic, and environmental justice.	**Rating 5.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
5.3 Students will use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	**Rating 5.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 5	Average of Competency 5
Competency 5 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan:	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.
If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	

Competency #6: Engage with Groups, Organizations, and Communities

Social workers in COSA understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of groups, organizations, andcommunities. COSA practitioners understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with groups, organizations, and communities, beginning with engaging constituencies to better understand social problems as well as their lived experience, including their self-identified strengths and needs. Social workers in COSA use critical self-reflection and aim to understand how bias, power, and privilege as well as their personal values and experiences may affect their ability to engage effectively with diverse groups, communities, and constituencies. They use the principles of interprofessional collaboration to facilitate engagement with constituencies, and other professionals as appropriate. Students will apply a human behavior and social environment systems perspective, strengths-based perspective, anti-oppressive praxis, and interprofessional frameworks (e.g., critical race theory, feminist theory, etc.) to engage diverse client systems and constituencies and examine the structural and institutional forces and power dynamics that shape the context of social problems.

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Required COSA Practice Behaviors	Rating
6.1 Students will identify and actively engage groups, organizations, and communities affected by the issue or problem as collaborators and in ways that value, respect, and include their expertise, knowledge, and culture.	**Rating 6.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
6.2 Students will demonstrate interpersonal, relationship building skills (including empathy, critical self-reflection, and active listening) and facilitation and mediation skills to gain trust and build mutual collaborations with diverse groups, organizations, and communities to define and communicate needs and solutions to social problems.	**Rating 6.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 6	Average of Competency 6
Competency 6 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Competency #7: Assess Groups, Organizations, and Communities

Social workers engaged in COSA acknowledge that assessment is a dynamic and interactive process

of social work practice with groups, organizations, and communities. Assessment involves a collaborative process of defining, presenting challenges, and identifying strengths of groups, organizations, and communities, to develop a mutually agreed-upon plan. COSA social workers recognize the implications of larger practice contexts in the assessment process and use interprofessional collaboration in this process. COSA practitioners understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with constituencies, including groups, organizations, and communities. They acknowledge that assessment of goals and objectives must be agreed-upon with their constituents and recognize the implications of the larger practice context and use interprofessional collaboration in this process.

Required COSA Practice Behaviors	Rating
7.1 Students will critically assess group, organizational, and community needs, assets, benefits, gaps in services, rights and the distribution of resources and power to identify and develop mutually agreed upon goals and outcomes.	**Rating 7.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.2 Students will engage constituencies in conducting assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals and groups within organizations and communities from diverse backgrounds.	**Rating 7.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.3 Students will self-reflect and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	**Rating 7.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 7	Average of Competency 7
Competency 7 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor

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Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan - What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Social workers in COSA understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. They understand methods of identifying, analyzing, and implementing interventions to address the causes of social problems and participate in interprofessional collaboration to achieve constituency goals. Social workers in COSA understand theories of human behavior, person-in-environment, anti-oppressive, anti-racist, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with constituencies, including groups, organizations, and communities. Using collaborative and interdisciplinary processes, COSA practitioners design and implement mutually collaborative change interventions that are strategic and reflect the profession's values of social, economic, and environmental justice.

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Required COSA Practice Behaviors	Rating
8.1 Students will Identify, analyze, and implement research and evidence-informed and theory-driven interventions to achieve group, organizational, and community goals and outcomes.	**Rating 8.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.2 Students will develop, monitor, and/or strengthen capacities to achieve mutually desirable group, organizational, and community outcomes by collaboratively identifying the strengths, expertise, and potential contributions of relevant constituencies to collectively exert power for social change.	**Rating 8.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.3 Students will communicate and collaborate interprofessionally to achieve practice outcomes for individuals, families, and treatment groups.	**Rating 8.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.4 Engage in culturally responsive methods to facilitate, negotiate, mediate, and advocate with and on behalf of diverse groups, organizations, and communities.	**Rating 8.4** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 8	Average of Competency 8

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Competency 8 Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. **This section does not need to be completed if the student received a 3, 4, or 5**	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

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

Social workers in COSA understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse groups, organizations, and communities. They recognize the importance of ongoing evaluation of their working relationships with constituencies and other professionals of diverse backgrounds in order to determine the effectiveness of group, organizational, and community interventions. COSA practitioners are aware of power differentials, racism and other sources of oppression that can affect intervention outcomes. They evaluate the processes and outcomes of change efforts using theories of human behavior and interprofessional conceptual frameworks and use evaluation findings to promote social, economic, and environmental justice, sustainable and accessible services and programs, and evidence-informed practice. COSA social workers involve constituents in the evaluation process and share evaluation results with relevant constituencies, using this feedback to improve their practice.

Required COSA Practice Behaviors	Rating
9.1 Students will collaborate with constituencies to select appropriate evaluation questions, plans, and methods for documenting, improving, or changing group functioning and effectiveness, organizational programs and policies, and community performance processes and outcomes.	**Rating 9.1** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.2 Students will use and translate evidence and research-informed evaluation outcomes to increase the effectiveness and sustainability of groups, organizations, and communities, and to generate recommended future actions for policies and planned change efforts that advance social work values.	**Rating 9.2** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.3 Students will evaluate the outcomes of their practice with groups, organizations, and communities using quantitative and qualitative data analyses and current technological processes and resources and disseminate evaluation findings to constituencies.	**Rating 9.3** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.4 Students will select and use culturally responsive methods for evaluation and outcomes.	**Rating 9.4** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.5 Students will critically analyze the outcomes and apply evaluation findings to improve practice effectiveness with organizations and communities.	**Rating 9.5** ○ 5 ○ 4 ○ 3 ○ 2 ○ 1
Calculation of Competency 9	Average of Competency 9

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Competency 9 - Comments for each term: Please indicate the tasks outlined in the Practicum Learning Plan that were used to accomplish this competency. If there were tasks related to this competency which were not completed, please indicate which ones and why.	Comments by Practicum Instructor/Task Supervisor
Improvement Plan: If the student received a score of 1 or 2, please identify specific areas for improvement during the next semester and the specific learning tasks to be accomplished to demonstrate this improvement. *This section does not need to be completed if the student received a 3, 4, or 5*	Improvement Plan: What areas have been identified for improvement and identify the steps necessary to demonstrate this improvement. Provide a detailed plan.

Summary Calculation of all competencies

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COSA Evaluation - COMMENTS, SAVE DRAFT, SUBMIT

Practicum Instructor signature
I understand that by clicking submit that this constitutes my electronic signature.

 Has not been actioned

Task Supervisor signature
I understand that by clicking submit that this constitutes my electronic signature
(If there is no Task Supervisor, the Practicum Instructor must click the Task Supervisor submit button AND the Practicum Instructor submit button)

 Has not been actioned

My agency Practicum Instructor and Practicum Liaison/Practicum Lab Instructor have discussed this evaluation with me and my copy is stored in my SONIA account. My agreement or disagreement is as follows

◯ I agree with the evaluation   ◯ I do not agree with the evaluation
Please discuss how engaging in activities supportive of each competency has helped you develop as a social worker. Additional comments in support of your acceptance or refusal of this evaluation may also be documented in this space.

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Student signature

I understand that by clicking submit that this constitutes my electronic signature and indicates that I have reviewed this document.

Has not been actioned

Date of the Practicum Liaison Visit

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Practicum Liaison additional comments or updates

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Practicum Liaison signature

I understand that by clicking submit this constitutes my electronic signature.

Has not been actioned

STUDENT IDENTIFYING INFORMATION

Student should enter their unique PeopleSoft Number	Student must enter their first and last name	Please select the term that you are starting your practicum ◯ Fall Term ◯ Spring Term ◯ Summer Term
If you are participating in a fellowship, please indicate which one, e.g., HARTFORD, CREL, CWEL, etc. If not, type N/A	If you have chosen to participate in a certificate program, please identify which one (Gerontology, HSV, CP) If not, type N/A	Are you enrolled in a Dual Degree Program?

Practicum Start Date	Practicum End Date

Schedule of Student's Internship Hours

Days of the Week	Hours scheduled to be at the practicum site. Put "0" for days not at site.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Practicum Instructor Supervision Schedule: (day of week and time) **Reminder:** *All students*

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must engage in a minimum of one hour per week of formal supervision with the MSW Practicum Instructor.

Has not been actioned

THE COSA SPECIALIZATION PRACTICUM LEARNING PLAN

MSW students participating in the Community Organizing and Social Action specialization (COSA) are engaging with groups, communities and organizations. The COSA practicum learning plan is the first step in creating a framework for the practicum placement. Practicum Instructors, who service as teachers and mentors, for COSA students during their MSW practicum placement, play a crucial role in their learning. This form is completed with input from the Practicum Instructor, task supervisor (if applicable), and student and is reviewed by the assigned practicum liaison.

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

Please note: If a student is participating in a Fellowship or Certificate program, the tasks for each competency must meet the requirements of that Fellowship or Certificate program. It is the student's responsibility to make the practicum instructor aware of these additional requirements.

Guidelines for the COSA Practicum Learning Plan

• Competencies
The nine competencies specified in the COSA Practicum Learning Plan are consistent with the 2022 Educational Policies and accreditation Standards (EPAS) established by the CSWE.   At the specialized practice level, all COSA students are expected to have contact with groups, organization and communities. Additionally, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes. These include the social worker's critical thinking, affective reactions, and exercise of judgment with respect to unique practice situation. Students must adhere to the NASW Code of Ethics in all aspects of their practicum.

• Measurement Critieria
Measurement Criteria for each competency can include but are not limited to observation, documentation, assignments, discussions, and journaling. Direct observation and oversight of the student's work is expected to be completed by the MSW Practicum Instructor.

• Required Hours
Students in a COSA placement must completed **720** total hours to successfully fulfill the curriculum mandates of the placement

• Plan Development
Responsibility for developing the learning tasks in the practicum learning plan is jointly shared by the MSW student, the Practicum Instructor, and the Task Supervisor (if applicable). The student submits the plan by the appropriate due date through SONIA. Once submitted the practicum learning plan will be reviewed by the Practicum Liaison for approval.

• Faculty Practicum Liaison Role
The faculty practicum liaison uses the practicum learning plan as a focus during practicum visits. Each COSA student will receive a practicum visit for each term they are in practicum . The plan can also be used during problem-solving collaboration to resolve any issues that may arise during the placement.

Competency #1: Demonstrate Ethical and Professional Behavior

Social workers engaged in COSA recognize the importance of inclusive participation, the person-in-environment and strengths perspectives, and the professional use of self with constituencies. They understand the economic, environmental, and social justice implications of the Code of Ethics, modeling ethical practice that supports the collective process of social change in areas of practice, research, and policy. Social workers in COSA understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. They take measures to care for themselves professionally and personally, understanding that self-care is

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paramount for competent and ethical social work practice. Social workers in COSA use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. They recognize their role and the role of other professionals on inter-professional teams and the ethical use of technology.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
1.1 Students will apply the NASW Code of Ethics, relevant laws and regulations, the ethical use of emerging technology and ethical decision-making principles and frameworks to issues specific to COSA social work practice.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
1.2 Students will develop critical reflection, self-awareness, self-regulation, and supervision skills to navigate personal values and maintain ethical and professional practice in situations with groups, organizations, and communities.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

1.3. Students will demonstrate professional boundaries, cultural humility, demeanor, appropriate use of consultation and leadership in their COSA social work practice to ensure the use of ethical interventions to improve the well-being of groups, organizations, and communities, which in turn impact the well-being of individuals, and families.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

Additional comments or updates

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

COSA social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social, economic, and other resources, rights, and responsibilities are distributed equally, and that civil, political, economic, social, and cultural human rights are protected among groups, organizations, and communities. They are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers in COSA critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
2.1 Students will apply knowledge of civil and human rights theories and frameworks, and international documents, conventions, policies, and covenants to improve the social, economic, and environmental well-being of groups, organizations, and communities.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six week ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
2.2 Students will work with diverse constituencies to protect and advance civil, human, economic, political, cultural, and environmental rights, and to eliminate oppressive structural barriers that impede the equitable distribution of social goods, rights, and responsibilities.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six week ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

2.3 Students will engage in interprofessional practice that advances social, economic, and environmental justice.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six week ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

Additional comments or updates

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers in COSA understand how racism and oppression shape human experiences and influence practice at the group, organizational, and community levels and in policy and research. COSA social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. They understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion and relationships with groups, organizations, and communities. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. COSA social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. COSA social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
3.1 Students will demonstrate anti-racist and anti-oppressive social work practice at group, organizational, community, research, and policy levels. to promote healing and well-being across their client systems	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
3.2 Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with constituencies and community members and partners, acknowledging them as experts of their own lived experiences.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

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3.2 Students will use an intersectional, anti-racist and anti-oppressive lens to foster inclusive communities and multicultural organizations that reflect the diversity of the people with whom they work.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

Additional comments or updates

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

COSA practitioners recognize environmental, structural, and historical factors that affect the inclusion of underrepresented populations in research and understand how research enhances service delivery and contributes to broader knowledge building within social work practice. They use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. In collaboration with constituencies and those directly affected by social problems, COSA practitioners critically evaluate and critique current, empirically sound research to inform decisions in the selection and provision of appropriate community, organizational, and institutional interventions, policies, and programs. They understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers in COSA know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. They demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, they interpret data derived from these methods, and assess reliability and validity in social work research. Social workers in COSA can articulate and share research findings in ways that are usable to a variety of constituencies. They understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.Students will identify, critically evaluate, apply, and use data and scholarship to inform, influence, and improve the development, implementation and evaluation of organizational and community programs and social policies.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
4.1 Students will integrate the voices and experiences of those directly affected by social, economic, and political inequality throughout the research and intervention development process, recognizing the differences in conducting research with, research by, and research on groups, organizations, and communities.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
4.2 Students will examine potential sources of bias in quantitative and qualitative methods, including those produced by one's positionality, to advance the use of and inform anti-racist and anti-oppressive methods and approaches, knowledge, and interventions.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

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4.2 Students will consider how evidence generated by other professions reflects (or not) social work values and paradigms.	Measurable Learning Activities	Measurement □ Observation □ Documentation □ Assignment □ Discussion □ Journal	Due Dates □ 1st six weeks □ 1st Term □ 2nd Term □ 3rd Term □ 4th Term □ All Terms

Additional comments or updates

Competency #5: Engage in Policy Practice

Social workers in COSA identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers in COSA understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers engaged in COSA advocate on behalf of their constituencies, understanding that agency and government policies can negatively affect constituencies directly, as the result of policy consequences, or by ignoring the most vulnerable and deserving populations. COSA practitioners examine how historical, political, social, economic, cultural factors and contemporary ideologies shape the policy environment and use this knowledge to advance reforms. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
5.1 Students will analyze the multiple levels at which policy is made (i.e., at the agency, local, state, federal, and/or international levels) and assess the impact on groups, organizations, and communities and where changes are needed to occur; recommending strategies for policy reform that advance human and civil rights and social, economic, and environmental justice.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
5.2 Students will apply policy practice frameworks to collaborate with constituencies on advocacy and lobbying efforts to improve the effectiveness of social services, enhance the well-being of people, and ensure social, economic, and environmental justice.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

5.2 Students will use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

Additional comments or updates

Competency #6: Engage with Groups, Organizations, and Communities

Social workers in COSA understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of groups, organizations, andcommunities. COSA practitioners understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with groups, organizations, and communities, beginning with engaging constituencies to better understand social problems as well as their lived experience, including their self-identified strengths and needs. Social workers in COSA use critical self-reflection and aim to understand how bias, power, and privilege as well as their personal values and experiences may affect their ability to engage effectively with diverse groups, communities, and constituencies. They use the principles of interprofessional collaboration to facilitate engagement with constituencies, and other professionals as appropriate. Students will apply a human behavior and social environment systems perspective, strengths-based perspective, anti-oppressive praxis, and interprofessional frameworks (e.g., critical race theory, feminist theory, etc.) to engage diverse client systems and constituencies and examine the structural and institutional forces and power dynamics that shape the context of social problems.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
6.1 Students will identify and actively engage groups, organizations, and communities affected by the issue or problem as collaborators and in ways that value, respect, and include their expertise, knowledge, and culture.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 1st six weeks ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
6.2 Students will demonstrate interpersonal, relationship building skills (including empathy, critical self-reflection, and active listening) and facilitation and mediation skills to gain trust and build mutual collaborations with diverse groups, organizations, and communities to define and communicate needs and solutions to social problems.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 1st six weeks ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

Additional comments or updates

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Competency #7: Assess Groups, Organizations, and Communities

Social workers engaged in COSA acknowledge that assessment is a dynamic and interactive process of social work practice with groups, organizations, and communities. Assessment involves a collaborative process of defining, presenting challenges, and identifying strengths of groups, organizations, and communities, to develop a mutually agreed-upon plan. COSA social workers recognize the implications of larger practice contexts in the assessment process and use interprofessional collaboration in this process. COSA practitioners understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with constituencies, including groups, organizations, and communities. They acknowledge that assessment of goals and objectives must be agreed-upon with their constituents and recognize the implications of the larger practice context and use interprofessional collaboration in this process.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
7.1 Students will critically assess group, organizational, and community needs, assets, benefits, gaps in services, rights and the distribution of resources and power to identify and develop mutually agreed upon goals and outcomes.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
7.2 Students will engage constituencies in conducting assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals and groups within organizations and communities from diverse backgrounds.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

| 7.3 Students will self-reflect and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. | Measurable Learning Activities | Measurement
☐ Observation
☐ Documentation
☐ Assignment
☐ Discussion
☐ Journal | Due Dates
☐ 1st six weeks
☐ 1st Term
☐ 2nd Term
☐ 3rd Term
☐ 4th Term
☐ All Terms |

Additional comments or updates

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

Social workers in COSA understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. They understand methods of identifying, analyzing, and implementing interventions to address the causes of social problems and participate in interprofessional collaboration to achieve constituency goals. Social workers in COSA understand theories of human behavior, person-in-environment, anti-oppressive, anti-racist, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with constituencies, including groups, organizations, and communities. Using collaborative and interdisciplinary processes, COSA practitioners design and implement mutually collaborative change interventions that are strategic and reflect the profession's values of social, economic, and environmental justice.

PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
8.1 Students will Identify, analyze, and implement research and evidence-informed and theory-driven interventions to achieve group, organizational, and community goals and outcomes.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
8.2 Students will develop, monitor, and/or strengthen capacities to achieve mutually desirable group, organizational, and community outcomes by collaboratively identifying the strengths, expertise, and potential contributions of relevant constituencies to collectively exert power for social change.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

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8.3 Students will communicate and collaborate interprofessionally to achieve practice outcomes for individuals, families, and treatment groups.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms
8.4 Engage in culturally responsive methods to facilitate, negotiate, mediate, and advocate with and on behalf of diverse groups, organizations, and communities.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st six weeks ☐ 1st Term ☐ 2nd Term ☐ 3rd Term ☐ 4th Term ☐ All Terms

Additional comments or updates

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

Social workers in COSA understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse groups, organizations, and communities. They recognize the importance of ongoing evaluation of their working relationships with constituencies and other professionals of diverse backgrounds in order to determine the effectiveness of group, organizational, and community interventions. COSA practitioners are aware of power differentials, racism and other sources of oppression that can affect intervention outcomes. They evaluate the processes and outcomes of change efforts using theories of human behavior and interprofessional conceptual frameworks and use evaluation findings to promote social, economic, and environmental justice, sustainable and accessible services and programs, and evidence-informed

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practice. COSA social workers involve constituents in the evaluation process and share evaluation results with relevant constituencies, using this feedback to improve their practice.

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PRACTICE BEHAVIORS	LEARNING ACTIVITIES	MEASUREMENT	DUE DATES
9.1 Students will collaborate with constituencies to select appropriate evaluation questions, plans, and methods for documenting, improving, or changing group functioning and effectiveness, organizational programs and policies, and community performance processes and outcomes.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 2nd Term ☐ 1st six weeks ☐ Both 1st and 2nd Terms
9.2 Students will use and translate evidence and research-informed evaluation outcomes to increase the effectiveness and sustainability of groups, organizations, and communities, and to generate recommended future actions for policies and planned change efforts that advance social work values.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 2nd Term ☐ 1st six weeks ☐ Both 1st and 2nd Terms

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9.3 Students will evaluate the outcomes of their practice with groups, organizations, and communities using quantitative and qualitative data analyses and current technological processes and resources and disseminate evaluation findings to constituencies.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 2nd Term ☐ 1st six weeks ☐ Both 1st and 2nd Terms
9.4 Students will select and use culturally responsive methods for evaluation and outcomes.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 2nd Term ☐ 1st six weeks ☐ Both 1st and 2nd Terms
9.5 Students will critically analyze the outcomes and apply evaluation findings to improve practice effectiveness with organizations and communities.	Measurable Learning Activities	Measurement ☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	Due Dates ☐ 1st Term ☐ 2nd Term ☐ 1st six weeks ☐ Both 1st and 2nd Terms

Additional comments or updates

Practicum Instructor signature *

I understand that by clicking submit that this constitutes my electronic signature.

Has not been actioned

Task Supervisor signature *

I understand that by clicking submit that this constitutes my electronic signature

(If there is no Task Supervisor, the Practicum Instructor must click the Task Supervisor submit button AND the Practicum Instructor submit button)

Has not been actioned

Student signature *

I understand that by clicking submit that this constitutes my electronic signature

Has not been actioned

Practicum Liaison additional comments or updates

Practicum Liaison signature *

I understand that by clicking submit this constitutes my electronic signature.

Has not been actioned

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Appendix F: Additional Practicum Forms

University of Pittsburgh
School of Social Work
Employment-Based Practicum Agreement

The purpose of Practicum internships is to provide students with the opportunity to directly engage in social work practice; Practicum are the signature pedagogy of all Council on Social Work Education (CSWE) Board of Accreditation (BOA)-accredited social work programs. This experience is educationally directed, coordinated, and monitored to provide students with the opportunity to demonstrate competency in the nine practice areas that correspond with learning outcomes for generalist or specialization placements, as applicable.

While employment-based practicums are allowed, students are not required to complete their practicum at their place of employment. There are advantages and disadvantages to completing an employment-based practicum. Some advantages may be exploring new areas within the agency, gaining more experience with specific groups of clients/consumers, being able to participate more fully in care/provide expanded services. Some disadvantages include limiting new experience in the Practicum, challenges to employment/educational boundaries and duties, and the potential termination of internship if no longer employed at the agency. Therefore, specific requirements are required for an employment-based practicum to be approved.

In employment-based practicum, payment for internship hours is something that is at the discretion of the employing agency. Therefore, it is strongly encouraged that the student and the agency discuss this prior to initiating the employment-based practicum.

Requirements for Employment-Based Practicums:

- The agency must be an approved practicum placement site.

- A required meeting with Practicum Education faculty must be scheduled to discuss an employment-based practicum.

- To be eligible for an employed-based practicum placement, the student should be in their position of employment for a period no less than six (6) months or no longer be on probation in their work position. If the student has been in the position less than six (6) months or if they are still on probation, the School of Social Work Practicum Education Office will assess the agency for feasibility to proceed.

- The placement tasks a student performs during an employment-based practicum must be directly linked to the social work competency areas as identified by the School of Social Work; students may only use hours dedicated to activities that meet the social work competencies in counting practicum hours.

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- Practicum supervision in an employment-based practicum must meet the same requirements as practicum supervision in a non-employment-based placement. The employment-based Practicum Instructor must hold an MSW + 2 years post-Masters social work experience and agree to a minimum of one hour of weekly supervision with the student to discuss practicum-related tasks that align with social work competencies and as such are being counted toward practicum hours.

- Students and their agency supervisor must review this contract, sign, and return it to the Practicum Advisor and the Director of Practicum Education for consideration of an employment-based practicum. If a student transitions to employment at another agency (or another position within the agency), approval to continue the employment-based is at the discretion of the Director of Practicum Education who will determine if this new job (new job responsibilities) continues to meet our requirements for an employment-based practicum.

Statement of Agreement:
I have reviewed the Employment-Based Practicum Contract. I understand the potential advantages and disadvantages of completing an employment-based practicum. I also understand that the agency supervisor must sign this document indicating they agree to provide appropriate educational experiences and supervision. Ultimately, the Director of Practicum Education has authority to approve/deny this request.

Student Signature: _____
Date: _____

Agency Supervisor Signature:_____

Agency Name: _____
Date: _____

Practicum Faculty Advisor Signature _____
Date: _____

Practicum
Director, Practicum Education Signature: _____

Date:_____

Section 1: Field Instructor/Task Supervisor Demographic Information

Prefix:

_____

First Name:

_____

Middle Initial:

_____

Last Name:

_____

Are you applying to be a Field Instructor or a Task Supervisor?
(Field Instructors must have an MSW degree and 2 Years post-MSW experience)

_____

Professional Credential:

☐ ACSW ☐ LCSW ☐ LSW ☐ BSW/BASW/BSSW ☐ MSW ☐ Ph.D ☐ DSW ☐ Other, if not listed above

If you selected "Other" above, please specify your credentials

_____

Section 2: Current Agency Information
Agency Name

_____

Address Line 1:

_____

Address Line 2:

_____

State:

_____

City:

Zip Code:

_____

Preferred Email Address:

_____

Phone:

_____

Section 3: Education and Experience

Please list the university from which you received your highest degree

University Name:

_____

Degree:

_____

Additional Degrees
List additional degrees attained: (University and degree)

_____

Section 4: Field Instructor/Task Supervisor Information

1. Have you previously been appointed a Field Instructor or Task Supervisor at by a CSWE-BOA accedited social work program?

◯ Yes ◯ No

If you answered yes to question 1 above, please list the institution(s).

_____

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2. Do you have experience supervising a social work student intern (s)?

◯ Yes ◯ No

3. Are you familiar with Pitt's Social Work program competencies and related practice behaviors and how to utilize these in your work with students?

☐ No
☐ Yes, BASW
☐ Yes, MSW - Generalist
☐ Yes, MSW - Direct Practice
☐ Yes, MSW - COSA

How do you best describe your area of expertise (both skills and field of practice)? Please identify any additional certifications that you might hold.

[   ]

How do you hope to benefit by serving as a Field Instructor or Task Supervisor?

[   ]

Field Instructor/Task Supervisor Training Requirements

Thank you for completing your application to become a Field Instructor or Task Supervisor and your willingness to be an essential part of the education of a University of Pittsburgh School of Social Work student. New Field Instructor or Task Supervisors with a Council on Social Work Education (CSWE) accredited degree are strongly encouraged to attend a Field Instructor or Task Supervisor Orientation and training before supervising a student or while supervising a student during the first term of field instruction. The information you receive from the training will introduce elements essential to to education of a student of social work as mandated by CSWE. Additionally, the training will help make your experience as a Field Instructor or Task Supervisor productive and as mutually beneficial as possible to both you and the student.

According to the School of Social Work field policy, new Field Instructors or Task Supervisors are **required to attend a Field Instructor or Task Supervisor Orientation** training before supervising a student or while supervising a student during the first term of field instruction.

Field Instructor/Task Supervisor trainings are held 4-5 times a year, on Zoom for 3 hours. The trainings are offered synchronously, but are recorded for those field instructors/task supervisors who have functioned as field instructors/task supervisors in the past and would like a refresher. New

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Field Instructors that have an MSW + 2 years experience can receive 3 CEUs for attending the training.

Please contact the Office of Field Education @ sswfield@pitt.edu for more information about training dates and registration.

Once again, thank you for your service and commitment to educating the next generation of Social Work professionals, We greatly appreciate all that you do.

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge. If this application leads to appointment, I understand that false or misleading information in my application may result in forfeiting this appointment as Field Instructor or Task Supervisor for the School of Social Work

Signature:
(Type your name here)

Date Signed:

Has not been actioned

Tools ∨   Saved Jul 18, 2024 at 1:18 PM   Draft   🔍   Preview   Publish

Practicum Site Description

💡 ExpertReview score   Fail

▾ Default Question Block

Q1   💡   ★   •••

Agency Name

Q2   💡   ★

Agency Information

Address Line 1

Address Line 2

City, State, Zip

Website

Q3   ★

Please check the type of students your agency can host. 2022 CSWE Competencies

☐ BASW Generalist (Access to individuals, families, groups, organizations and communities, 600 hours)

☐ MSW Generalist (Access to individuals, families, groups, organizations, and communities, 360 hours)

☐ Specialized Practice – Direct Practice (Access to individuals, families, and groups, 720 hours)

☐ Specialized Practice – Community Organizing and Social Action (Access to groups, organizations, and communities, 720 hours)

Q8

Please answer the following questions about your field site.

Describe access to parking and public transporation	
What clearances are required?	
Is a physical and/or drug screen required?	
Are any vaccines mandatory?	
Do you have evening and weekend hours available (please describe)	
Is access to a car required for this placement	

Q10

Please briefly describe your site setting (ie: inpatient, outpatient, hospital, clinic, non-profit, etc.)

Q14

Please briefly describe the population served at your agency (unhoused, children, adolescents, transitional aged youth, older adults, LGBTQIA2S+, etc.)

Q4   Gen Field

▼   Display this question

If Please check the type of students your agency can host. 2022 CSWE Competencies BASW Generalist (Access to individuals, families, groups, organizations and communities, 600 hours) Is Selected
Or Please check the type of students your agency can host. 2022 CSWE Competencies MSW Generalist (Access to individuals, families, groups, organizations, and communities, 360 hours) Is Selected

Please provide a description of the field placement. Please include information about how will have access to engage and build skills across the **generalist requirements to work with individuals, families, groups, organizations, and communities.**

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DP Field   ☼   ★

▾   Display this question

If Please check the type of students your agency can host. 2022 CSWE Competencies   Specialized Practice - Direct
Practice (Access to individuals, families, and groups, 720 hours) Is Selected

Please provide a description of the field placement. Please include information
about how students will have access to engage and build skills across the
**direct practice requirements to work with individuals, families, and
groups.**

[   ]

COSA Field   ☼   ★

▾   Display this question

If Please check the type of students your agency can host. 2022 CSWE Competencies   Specialized Practice - Community
Organizing and Social Action (Access to groups, organizations, and communities, 720 hours) Is Selected

Please provide a description of the field placement. Please include information
about how will have access to engage and build skills across the **community
organizing and social action requirements to work with groups,
organizations, and communities.**

[   ]

Q5   ☼   ★

Describe a typical day for a student at your field site.

[   ]

Q6   ☼   ★

What skills will the student develop at your field site that will contribute to their
future as social work professionals?

[   ]

Q7   ☼   ★

Field placements are designed for mutual learning and benefit. How do your
anticipate your student to contribute to the field site?

[   ]

-- Page Break ---

Q9   ⚙ ⭐

I understand that placements are managed by the faculty in the Office of Field Education. Submission of this field site description is not a guarantee that a student will be placed with our agency.

I understand that if a student is placed at our site a Field Instructor with an MSW and 2 years of post master's experience is required to provide at least 1 hour of supervision per week. I understand that it is site responsibility to ensure this is provided and to update the Office of Field Education if any staffing changes occur during a student placement.

I understand that typing my name below constitutes my electronic signature.

[ ]

▲   🖵 Import from library   Add new question

Add Block

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.