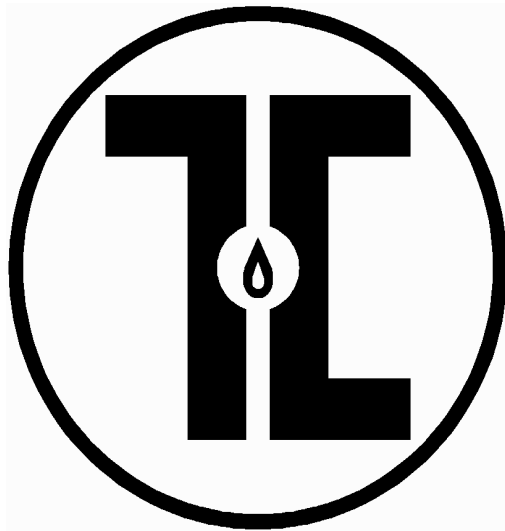


TOURO COLLEGE  
SCHOOL OF SOCIAL WORK



FIELD MANUAL  
2007-2008

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**Bernard Lander, Ph.D., L.H.D., President**

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OF SOCIAL WORK  
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NEW YORK, NY 10010  
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## Field Education Calendar 2007 – 2008 Academic Year

|  |   |
|--|---|
| Monday, September 17 <sup>th</sup>                               | First day of field work                     |
| Friday, September 21 <sup>st</sup>                               | No field work                               |
| Thursday & Friday, September 27 <sup>th</sup> & 28 <sup>th</sup> | No field work                               |
| Thursday & Friday, October 4 <sup>th</sup> & 5 <sup>th</sup>     | No field work                               |
| Friday, November 9 <sup>th</sup>                                 | Two month review due                        |
| Thursday & Friday, November 22 <sup>nd</sup> & 23 <sup>rd</sup>  | No field work                               |
| Monday, December 24 <sup>th</sup>                                | Winter recess –<br>no field work            |
| Wednesday, January 2 <sup>nd</sup>                               | Field work resumes                          |
| Friday, January 11 <sup>th</sup>                                 | Fall evaluation due                         |
| Monday, January 14 <sup>th</sup>                                 | No field work                               |
| Monday, February 18 <sup>th</sup>                                | No field work                               |
| Monday, April 20 <sup>th</sup>                                   | Spring recess –<br>no field work            |
| Monday, April 27 <sup>th</sup>                                   | Field work resumes<br>Spring evaluation due |
| Friday, May 2 <sup>nd</sup>                                      | Field work ends                             |

## **PURPOSE OF THE MANUAL**

This manual is designed to serve as a guide and resource for students, field instructors, agency educational coordinators and executives, and faculty field liaisons. The manual contains relevant information about the objectives, policies and practices of the Touro College Graduate School of Social Work field education program.

We welcome and are most appreciative of our collaborative relationships with agencies for providing strong learning opportunities in field education.

## **THE ROLE OF FIELD EDUCATION**

The field education program plays a pivotal role in Social Work curricula. Field instruction provides students with supervised practice experience within the context of service. It is in the field work experience that students, utilizing classroom theory and knowledge, refine the skills needed to develop professional competence and identity. Field education entails a unique partnership between the school and its agencies, one whose objective is to design, implement, and monitor a sound educational program for students. Through ongoing communication, the agency and school personnel work to arrive at a shared educational philosophy and standards regarding field assignments, field instruction, and student performance. Ideally, this partnership is responsive to changes in agency environments, in school curriculum, and in the students it seeks to educate.

The field learning/teaching plan for each student is developed in accordance with:

- the student's ability, experience, interest and stage of learning development
- the field instructor's theoretical knowledge, practice experience, and teaching skills
- the agency's program resources

Generally, students attend field work 21 hours/week during each of 4 semesters; however, for students wishing to do field work on a part-time (14 hour) basis, every effort is made to find appropriate sites.

It is the mutual responsibility of the school and the cooperating agencies to provide the student with relevant practice and its theoretical base. The overall objective of field education is to produce a professionally competent, ethical, self-evaluating, knowledgeable social worker with the capacity to learn and the initiative to continue learning.

In the Touro College Graduate School of Social Work, the curriculum includes a weekly Professional Seminar for students who are in field placement. This seminar focuses on orienting students to field education and reinforces the connection between the Foundations of Practice course and Field Education. The first-semester Professional Seminar is a two-credit course; each of the remaining three semesters carries one credit.

## **THE FIELD EDUCATION DEPARTMENT**

The Field Education Department plans, implements, and evaluates the field practicum program under the leadership of the Director of Field Education. The Department also assigns advisors---either full-time or adjunct faculty---to students, and acts as a resource to advisors for consultation and support. The department is responsible for assessing all potential agency settings as well as ongoing agency relationships, and for planning and leading field instruction seminars for new field instructors. In addition, the department consults with agencies about issues related to student learning.

The Director of Field Education is responsible for administering the department and serves as its representative on such interdepartmental School committees as Curriculum and Admissions. The Director reports to the faculty on the state of field work and on suggestions or reactions to policy or program changes that affect field work. The director also updates agencies on important changes in curriculum, policy, and program.

### **Field Objectives**

Our field objectives include providing opportunities to practice and demonstrate the following competencies:

- knowledge of the Social Work Code of Ethics and its utilization in practice
- professional use of self
- practice skills and knowledge
- use of the helping process

- written and oral communications skills
- organizational context of practice and its utilization in service delivery
- community context of practice
- awareness and use of community resources
- awareness of existing social policy and its impact on social services

## **CRITERIA FOR SELECTION OF FIELD PLACEMENTS**

Field placements are selected on the basis of the degree to which they embody and support the profession's and the Touro College Graduate School of Social Work's values, ethics, missions and goals. Final approval of field sites and instructors is at the discretion of the School's Department of Field Education.

Criteria for field placement selection include:

### **For Agencies:**

- field sites that reflect a clearly-defined social work orientation and a practice that addresses clients' welfare and social and economic needs.
- an approach that, while consistent with recognized professional standards, allows for a range of modalities including work with and on behalf of individuals, families, group, and communities.
- continuous evaluation and development of their programs, utilizing current professional knowledge.
- ability and willingness to provide qualified MSW field instructors.
- willingness to allow field instructors time to provide students with the requisite hours of supervision.
- allocation of time for new supervisors to attend the Seminar on Field Instruction (SIFI).
- availability, on an ongoing basis, of a range of assignments that are appropriate to students' educational needs, challenging yet not overwhelming, and that provide the opportunity to apply knowledge to practice.
- student workload that offers the opportunity for involvement in varying modalities of service, as well as exposure to diverse people and problems.

- assignments that include 10 -14 direct contact hours by the middle of the first semester.
- participation with the School in the development, monitoring, and review of the educational program.
- necessary space and facilities for students' professional activities, including privacy for interviewing, desk and file space, and clerical assistance.
- regarding students accepted for field placement, a stated policy of non-discrimination on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or veteran status.

#### **For Field Instructors:**

- must hold a Master's degree in Social Work from an accredited CSWE program and at least three years of post-Master's experience.
- must adhere to the NASW Code of Ethics.
- for first time field instructors, completion of 24 hours of SIFI (Seminar in Field Instruction) training during students' assignments.
- must be familiar with agency policies, programs and procedures and the nature of client needs.
- must orient the student to the agency and select appropriate assignments for the student.
- must be able to provide one-and-one-half hours of individual supervision weekly to each student.
- must be prepared to review weekly process recordings (see below) and provide feedback to students.
- must complete student evaluations and submit them to the School.

#### **SEMINAR IN FIELD INSTRUCTION (SIFI)**

All new field instructors are required to participate in the Seminar in Field Instruction (SIFI) at a New York-area social work program. This seminar trains instructors to work with graduate social work students. The course focuses on orientation, adult learning, educational assessment, use of process recordings, diversity, and evaluation. The SIFI course is offered by the Touro College Graduate School of Social Work. Information is available from the Department of Field Education.

## **STUDENT FIELD RESPONSIBILITIES**

### **Schedule and Attendance**

- Students are required to complete 1200 hours of field internship over two academic years. A full-time schedule requires 21 hours of internship weekly for 15 weeks per semester. A part-time schedule requires 14 hours of internship weekly for 22 weeks per semester, and requires students to extend their assignments into the summer.
- Students follow their agency's calendar on field work days.
- Students are expected to notify their field instructors when they are unable to report for scheduled hours. Three excused absences per academic year are permitted; additional absences must be made up.
- Expenses associated with traveling to the field site are the responsibility of the student.

### **Policies and Procedures**

- Students are expected to make their graduate student status clear to clients.
- Professional confidentiality must be maintained at all times. In process recordings, coursework papers, and other forms of documentation, this includes the concealment of individual clients' identities through the use of initials, deletion of surnames, or substituting fictitious names for actual ones.
- As standard practice, agency procedures should be followed. Students who have concerns about agency procedures should first discuss them with the field instructor. If the matter cannot be satisfactorily resolved, it should be pursued with the student's advisor, and then with the director of field education.
- Changing placements during the academic year is discouraged. A student feeling such a change is necessary must discuss the reasons with his/her field advisor, whose authorization is required for any change of placement.

### **Process Recordings**

Process recordings are learning and teaching instruments which allow the student and field instructor to focus on the intern's learning needs, skill development, and integration of theory into practice.

Essentially, process recordings are detailed reports of the student's professional interactions; they may be written about meetings with clients, consultations with other professionals, or contacts with other agencies. The three-column format of the "Process Recording" form includes space for:

1. a verbatim record of the student's interaction
2. the student's analysis of the interaction
3. a column for the field instructor's comments

Areas that should be analyzed in process recordings include: critical portions of the session, the client's strengths, weaknesses, and problems, and identification of major issues in the client's life. The student's self-critique should include methods used and their effectiveness, what the student might have done differently, if anything, and plans for the next meeting with the client. At the end of the recording, students should indicate their questions and concerns.

Students are required to complete two to three process recordings each week, which are submitted to the field instructor prior to supervision.

(See Appendix for sample process recording.)

## **ROLE OF FACULTY ADVISORS IN FIELD WORK**

Advisement is provided to students throughout their enrollment in the Touro College Graduate School of Social Work. Faculty advisors provide both academic and field oversight. In their field advising capacity, advisors serve as the liaison between the field instructor, the agency, the School, and the student.

### **Advisors:**

- teach the Professional Seminar, monitoring students' adjustment to their internships.
- visit students' field sites in the Fall and Spring semesters, maintaining regular contact with field agencies.
- meet with students on an individual basis, as necessary.
- monitor field internships to ensure sufficient volume, breadth, depth and diversity of assignments.
- review process recordings that students have submitted to their field instructors.

- evaluate students, agencies, and field instructors.
- help students plan for subsequent learning needs.

## **EVALUATIONS**

Students are evaluated several times during the year by their field instructors. A two-month review and mid-year and final evaluations focus on the student's progress in acquiring critical skills. Evaluations are completed by field instructors after they meet with students to discuss performance. The field instructor and the student each sign the evaluation. If the student disagrees with, or wishes to respond to, any element of the evaluation, he/she may submit a written statement to the field instructor and field education department. This statement is attached to the evaluation as an addendum.

Students receive copies of their evaluations from their field instructors, who also forward two copies of each evaluation to the Director of Field Education.

## **GRADES**

Field work is graded on a Pass/Fail basis. Faculty advisors assign grades based on their assessment of student performance, made by visiting students in the field and by reviewing both their process recordings and evaluations submitted by their field instructors.

## **RESOLVING STUDENT CONCERNS**

Early identification of field learning problems will often reduce later difficulties. Before contacting the school, students should first discuss their field concerns directly with their field instructors. If problems persist, the appropriate steps for students to take are:

- Talk with their faculty advisor
- Inform the Director of Field Education
- Contact the Associate Dean of the Social Work program

Mid-year change of field assignment is strongly discouraged. Any student wishing to change field assignments, or withdraw from field placement, should bring this issue to his/her faculty advisor for discussion.

## **GRADUATE STUDENT REVIEW COMMITTEE**

The purpose of the Graduate Student Review Committee (GSRC) is to assess and provide a disposition of problems or issues concerning students enrolled in the MSW program. These may include matters related to student academic integrity, academic or field learning performance, grades, ethics, or behavior.

The GSRC consists of the chairperson, two full-time faculty members, faculty advisor, the Director of Field Placement, and student representatives, as required.

Detailed information about processes and procedures relating to the Graduate Student Review Committee may be found on page 24 of the 2007-2008 edition of Touro College School of Social Work Student Handbook.

## ***CONFIDENTIALITY OF STUDENT EDUCATION RECORDS***

### **The Family Educational Rights And Privacy Act of 1974 (FERPA)**

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro College policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the office concerned. Complete information concerning this policy is available in the Office of the Registrar.

**The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro College, or a party acting on behalf of Touro College, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and employment records.**

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they

wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.

2. The right to request an amendment to the student's education records that the student believes is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

The following is considered “Directory Information” at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

Name  
Address  
E-mail address  
Telephone listing  
Date and place of birth  
College  
Major  
Honors and awards  
Photo  
Classification  
Dates of enrollment  
Status  
Degrees conferred  
Dates of conferral  
Graduation distinctions

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

***PLEASE NOTE: The 2007-2008 Graduate School of Social Work Student Handbook and the 2007-2010 Bulletin of the Graduate Division of the School of Education and Psychology each contain detailed information about additional college-wide codes, policies, and procedures. STUDENTS ARE EXPECTED TO FAMILIARIZE THEMSELVES WITH THE CONTENTS OF THE HANDBOOK AND THIS VITAL INFORMATION. The Bulletin cited above may be viewed online by logging onto:***

***[www.touro.edu/edgrad/GradSchoolBulletin-2007-2010.pdf](http://www.touro.edu/edgrad/GradSchoolBulletin-2007-2010.pdf)***

# APPENDIX

*Foundation Year Two-Month Field Review*

*Foundation Year First-Semester Field Learning Evaluation*

*Foundation Year Second-Semester Field Learning Evaluation*

*Advanced Clinical Year Two-Month Field Review*

*Sample Format for Process Recording*

*Sample Portion of a Process Recording*

*Field Manual Acknowledgement Form*

**Touro College**  
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**Foundation Year**  
**Two-Month Field Review**

Name of Student \_\_\_\_\_ Field Instructor \_\_\_\_\_

Agency Name \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

Description of Student's Current Assignments (use additional sheet if needed)

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**Please indicate student's status in the beginning phase of work using the following:  
S=satisfactory, NP=needs improvement, P=problematic, NYD=not yet determined**

Relationship to Agency and Community

Understanding of agency purpose and function \_\_\_\_\_

Understanding of range of social work roles within agency \_\_\_\_\_

Use of community resources \_\_\_\_\_

Collaboration with agency staff \_\_\_\_\_

Understanding of community served \_\_\_\_\_

Fulfilling administrative responsibilities \_\_\_\_\_

Comments \_\_\_\_\_

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Direct Services:

Engagement skills \_\_\_\_\_

Assessment skills \_\_\_\_\_

Interviewing skills \_\_\_\_\_

Exploration skills \_\_\_\_\_

Contracting skills \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Field Instruction

Prepares an agenda \_\_\_\_\_

Developing self awareness \_\_\_\_\_

Submits process recordings in a timely manner \_\_\_\_\_

Identifies learning needs \_\_\_\_\_

Accepts criticism \_\_\_\_\_

Number submitted \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Indicate student's strengths or problem areas

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe learning opportunities for the remainder of the semester

Direct service assignments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other community and agency assignments and learning opportunities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Field Instructor

Date

\_\_\_\_\_  
Student

Date

**TOURO COLLEGE  
GRADUATE SCHOOL OF SOCIAL WORK  
DEPARTMENT OF FIELD EDUCATION  
43 W. 23<sup>RD</sup> STREET – 8<sup>TH</sup> FL.  
NEW YORK, NY 10010  
212-463-0400 EXT. 543  
FAX: 212-627-3693**

**FOUNDATION YEAR  
FIRST-SEMESTER FIELD LEARNING EVALUATION**

(Please submit one (1) original and two (2) copies to the Field Education Office)

Student: \_\_\_\_\_ Field Advisor: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Task Supervisor \_\_\_\_\_

Agency: \_\_\_\_\_

Period Covered \_\_\_\_\_ Field Hours Completed \_\_\_\_\_

**Brief Description of Agency**

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**Learning Opportunities Available to Student**

**A. Student Assignments**

Briefly describe the student's clients and the services provided (e.g. Individual, Group, Family, Advocacy, Intake, Case Management). \_\_\_\_\_

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**B. Other Assignments** (e.g., Outreach, Resource Development, Program Planning)

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**C. Other Learning Opportunities** (Meetings, Seminars, Consultations, etc.)

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**D: Special factors which may have had an impact on student's learning experience** (e.g. new program, change in field instructor, etc.)

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**PLEASE RATE THE STUDENT ON EACH OF THE FOLLOWING CRITERIA, USING THESE SCORE DEFINITIONS:**

1. **Not achieved – performance is generally unacceptable.**
2. **Understood but not achieved – student has only a beginning understanding of the skill and currently performance is generally uneven.**
3. **Often achieved - performance meets expectations for students at this level and continuing improvement is demonstrated.**
4. **Achieved consistently- performance is well beyond expectations for students at this level with few gaps.**
5. **Exceeded Standard – performance is exceptional and the skill is an integrated part of the student's practice.**

**N/O - Student has not had the opportunity to demonstrate the skill.**

**I. KNOWLEDGE AND SKILL IN DIRECT SERVICE TO INDIVIDUALS, FAMILIES AND GROUPS**

1. Prepares for initial contact by:
  - Seeks out and utilizes existing sources of data 1 2 3 4 5 N/O
  - Anticipates client's feelings 1 2 3 4 5 N/O
  - Identifies biological, psychological, social, organizational and cultural influences that may be acting on client 1 2 3 4 5 N/O

- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| 2. Understands the ways in which biological, psychological, developmental, socioeconomic and environmental factors may affect an individual, family or group | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Appreciates the significance of racial, ethnic, cultural, religious, gender, disability and sexual orientation factors in understanding clients           | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Conveys sensitivity to and non-judgmental acceptance of clients of different races, ethnicities, genders and sexual orientations                          | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Listens to clients' thoughts, feelings and perceptions of presenting problems   | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. With guidance, can formulate plans appropriate to: client strengths and limitations, presenting problem, and agency function                              | 1 | 2 | 3 | 4 | 5 | N/O |
| 7. Engages clients in a contract of mutually agreed upon goals   | 1 | 2 | 3 | 4 | 5 | N/O |
| 8. Renegotiates the plan with clients as needed  | 1 | 2 | 3 | 4 | 5 | N/O |
| 9. Shows commitment to social and economic justice in assessing and intervening with clients   | 1 | 2 | 3 | 4 | 5 | N/O |
| 10. Appreciates the significance and impact of oppression, discrimination and poverty on individual, family and community life                               | 1 | 2 | 3 | 4 | 5 | N/O |
| 11. Uses a broad understanding of diverse individuals, families and larger systems in the selection, planning and application of interventions               | 1 | 2 | 3 | 4 | 5 | N/O |
| 12. Termination  |   |   |   |   |   |     |
| • Prepares for termination   | 1 | 2 | 3 | 4 | 5 | N/O |
| • Identifies dynamics of endings   | 1 | 2 | 3 | 4 | 5 | N/O |
| • Works through feelings for both client and worker  | 1 | 2 | 3 | 4 | 5 | N/O |
| • Completes process procedurally   | 1 | 2 | 3 | 4 | 5 | N/O |

**COMMENTS:**

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**II. WORK WITHIN ORGANIZATION AND COMMUNITY**

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| 1. Understands and works within the organizational structure of agency                                | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Adjusts preconceived notions regarding the social work role to meet agency purpose and client need | 1 | 2 | 3 | 4 | 5 | N/O |

|   |               |
|---|---------------|
| 3. Carries out a range of social work roles, such as case manager, advocate, and counselor                        | 1 2 3 4 5 N/O |
| 4. Sustains disciplined, professional relationships with colleagues and members of the service community          | 1 2 3 4 5 N/O |
| 5. Functions as a team and agency member  | 1 2 3 4 5 N/O |
| 6. Understands the agency's mission, goals, functions and the role of the agency within the social welfare system | 1 2 3 4 5 N/O |
| 7. Seeks to understand the communities to which the client population and agency belong                           | 1 2 3 4 5 N/O |
| 8. Organizes, prioritizes and meets workload demands  | 1 2 3 4 5 N/O |
| 9. Understands and meets administrative requirements including documentation                                      | 1 2 3 4 5 N/O |
| 10. Organizes information and presents material in clear oral form  | 1 2 3 4 5 N/O |
| 11. Organizes information and presents material in clear written form   | 1 2 3 4 5 N/O |
| 12. Recognizes the effect of policy on social work programs and practice  | 1 2 3 4 5 N/O |

**COMMENTS:**

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**III. USE OF FIELD INSTRUCTION**

|   |               |
|---|---------------|
| 1. Prepares an agenda for field instruction                   | 1 2 3 4 5 N/O |
| 2. Submits process recordings in a timely and thorough manner | 1 2 3 4 5 N/O |
| 3. Reflects upon interventions and considers alternatives     | 1 2 3 4 5 N/O |
| 4. Is appropriately self-reflective                           | 1 2 3 4 5 N/O |
| 5. Carries over learning from one situation to another        | 1 2 3 4 5 N/O |
| 6. Demonstrates beginning professional self-awareness         | 1 2 3 4 5 N/O |
| 7. Is able to modify work as learning proceeds                | 1 2 3 4 5 N/O |

- |   |               |
|---|---------------|
| 8. Appropriately utilizes other sources of supervision and consultation, (e.g. task supervision)                | 1 2 3 4 5 N/O |
| 9. Seeks additional learning opportunities  | 1 2 3 4 5 N/O |
| 10. Uses time effectively, meets deadlines, demonstrates organizational flexibility to adapt to needs of agency | 1 2 3 4 5 N/O |

**COMMENTS:**

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**NUMBER OF PROCESS RECORDINGS SUBMITTED TO DATE:** \_\_\_\_\_

**IV. PROFESSIONAL ROLE AND ETHICS**

- |   |               |
|---|---------------|
| 1. Understands and practices in accordance with the NASW Code of Ethics   | 1 2 3 4 5 N/O |
| 2. Considers ethical issues/dilemmas, their implications for practice and appropriately seeks consultation      | 1 2 3 4 5 N/O |
| 3. Is aware of own values and biases and prevents/resolves their intrusion into practice                        | 1 2 3 4 5 N/O |
| 4. Is aware of own gaps in knowledge and seeks additional relevant knowledge, including professional literature | 1 2 3 4 5 N/O |
| 5. Applies research to practice (e.g., research on practice effectiveness)                                      | 1 2 3 4 5 N/O |
| 6. Understands that professional development is an ongoing process  | 1 2 3 4 5 N/O |
| 7. Uses self-awareness in working with people different from self   | 1 2 3 4 5 N/O |
| 8. Uses self-awareness to differentiate similar client from self  | 1 2 3 4 5 N/O |
| 9. Addresses value dilemmas   | 1 2 3 4 5 N/O |
| 10. Recognizes the parameters of confidentiality  | 1 2 3 4 5 N/O |
| 11. Recognizes socio-political issues impacting clients   | 1 2 3 4 5 N/O |
| 12. Takes initiative in seeking out additional learning opportunities   | 1 2 3 4 5 N/O |

**COMMENTS:**

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**PLEASE SUMMARIZE YOUR ASSESSMENT OF THE STUDENT'S PERFORMANCE IN FIELD PLACEMENT:**

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**SECOND SEMESTER ASSIGNMENTS:**

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The evaluation must be reviewed in a meeting of the field instructor and the student and signed by both the field instructor and the student. The student's signature does not imply agreement, only that the student has read the evaluation. If the student wishes to submit an addendum to the evaluation, that will be shared with the field instructor and become part of the student's permanent record as well.

\_\_\_\_\_  
Field Instructor      Date

\_\_\_\_\_  
Student                      Date

Recommended Grade:      \_\_\_ Pass      \_\_\_ Fail

**TOURO COLLEGE  
GRADUATE SCHOOL OF SOCIAL WORK  
DEPARTMENT OF FIELD EDUCATION  
43 W. 23<sup>RD</sup> STREET – 8<sup>TH</sup> FLR.  
NEW YORK, NY 10010  
212-463-0400 EXT. 543  
FAX: 212-627-3693**

**FOUNDATION YEAR  
SECOND-SEMESTER FIELD LEARNING EVALUATION**

(Please submit one (1) original and two (2) copies to the Field Education Office)

Student: \_\_\_\_\_ Field Advisor: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Task Supervisor \_\_\_\_\_

Agency: \_\_\_\_\_

Period Covered: \_\_\_\_\_ Field Hours Completed: \_\_\_\_\_

Brief Description of Agency:

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**Learning Opportunities Available to Student**

**A. Student Assignments**

Briefly describe the student's clients and the services provided (e.g. Individual, Group, Family, Advocacy, Intake, Case Management).

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**B. Other Assignments** (e.g., Outreach, Resource Development, Program Planning)

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**C. Other Learning Opportunities** (Meetings, Seminars, Consultations, etc.)

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**D: Special factors which may have had an impact on student's learning experience** (e.g. new program, change in field instructor, etc.)

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**PLEASE RATE THE STUDENT ON EACH OF THE FOLLOWING CRITERIA, USING THESE SCORE DEFINITIONS:**

- 1. Not achieved – performance is generally unacceptable.**
- 2. Understood but not achieved – student has only a beginning understanding of the skill and currently performance is generally uneven.**
- 3. Often achieved - performance meets expectations for students at this level and continuing improvement is demonstrated.**
- 4. Achieved consistently- performance is well beyond expectations for students at this level with few gaps.**
- 5. Exceeded standard – performance is exceptional and the skill is an integrated part of the student's practice.**

**N/O - Student has not had the opportunity to demonstrate the skill.**

**I KNOWLEDGE AND SKILL IN DIRECT SERVICE TO INDIVIDUALS, FAMILIES AND GROUPS**

- |  |               |
|--|---------------|
| 1. Prepares for initial contact by:  |               |
| • Seeks out and utilizes existing sources of data  | 1 2 3 4 5 N/O |
| • Anticipates client’s feelings  | 1 2 3 4 5 N/O |
| • Identifies biological, psychological, social, organizational and cultural influences that may be acting on client  | 1 2 3 4 5 N/O |
| 2. Understands the ways in which biological, psychological, developmental, socioeconomic and environmental factors may affect an individual, family or group | 1 2 3 4 5 N/O |
| 3. Appreciates the significance of racial, ethnic, cultural, religious, gender, disability and sexual orientation factors in understanding clients           | 1 2 3 4 5 N/O |
| 4. Conveys sensitivity to and non-judgmental acceptance of clients of different races, ethnicities, genders and sexual orientations                          | 1 2 3 4 5 N/O |
| 5. Listens to clients’ thoughts, feelings and perceptions of presenting problems   | 1 2 3 4 5 N/O |
| 6. With guidance, can formulate plans appropriate to: client strengths and limitations, presenting problem, and agency function                              | 1 2 3 4 5 N/O |
| 7. Engages clients in a contract of mutually agreed upon goals   | 1 2 3 4 5 N/O |
| 8. Renegotiates the plan with clients as needed  | 1 2 3 4 5 N/O |
| 9. Shows commitment to social and economic justice in assessing and intervening with clients   | 1 2 3 4 5 N/O |
| 10. Appreciates the significance and impact of oppression, discrimination and poverty on individual, family and community life                               | 1 2 3 4 5 N/O |
| 11. Uses a broad understanding of diverse individuals, families and larger systems in the selection, planning and application of interventions               | 1 2 3 4 5 N/O |
| 12. Termination  |               |
| • Prepares for termination   | 1 2 3 4 5 N/O |
| • Identifies dynamics of endings   | 1 2 3 4 5 N/O |
| • Works through feelings for both client and worker  | 1 2 3 4 5 N/O |
| • Completes process procedurally   | 1 2 3 4 5 N/O |

**COMMENTS:**

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## II WORK WITHIN ORGANIZATION AND COMMUNITY

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| 1. Understands and works within the organizational structure of agency  | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Adjusts preconceived notions regarding the social work role to meet agency purpose and client need             | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Carries out a range of social work roles, such as case manager, advocate, and counselor                        | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Sustains disciplined, professional relationships with colleagues and members of the service community          | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Functions as a team and agency member  | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. Understands the agency's mission, goals, functions and the role of the agency within the social welfare system | 1 | 2 | 3 | 4 | 5 | N/O |
| 7. Seeks to understand the communities to which the client population and agency belong                           | 1 | 2 | 3 | 4 | 5 | N/O |
| 8. Organizes, prioritizes and meets workload demands  | 1 | 2 | 3 | 4 | 5 | N/O |
| 9. Understands and meets administrative requirements including documentation                                      | 1 | 2 | 3 | 4 | 5 | N/O |
| 10. Organizes information and presents material in clear oral form  | 1 | 2 | 3 | 4 | 5 | N/O |
| 11. Organizes information and presents material in clear written form   | 1 | 2 | 3 | 4 | 5 | N/O |
| 12. Recognizes the effect of policy on social work programs and practice  | 1 | 2 | 3 | 4 | 5 | N/O |

### COMMENTS:

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## III USE OF FIELD INSTRUCTION

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| 1. Prepares an agenda for field instruction                   | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Submits process recordings in a timely and thorough manner | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Reflects upon interventions and considers alternatives     | 1 | 2 | 3 | 4 | 5 | N/O |

- |   |               |
|---|---------------|
| 4. Is appropriately self-reflective   | 1 2 3 4 5 N/O |
| 5. Carries over learning from one situation to another  | 1 2 3 4 5 N/O |
| 6. Demonstrates beginning professional self-awareness   | 1 2 3 4 5 N/O |
| 7. Is able to modify work as learning proceeds  | 1 2 3 4 5 N/O |
| 8. Appropriately utilizes other sources of supervision and consultation, (e.g. task supervision)                | 1 2 3 4 5 N/O |
| 9. Seeks additional learning opportunities  | 1 2 3 4 5 N/O |
| 10. Uses time effectively, meets deadlines, demonstrates organizational flexibility to adapt to needs of agency | 1 2 3 4 5 N/O |

**COMMENTS:**

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**IV PROFESSIONAL ROLE AND ETHICS**

- |   |               |
|---|---------------|
| 1. Understands and practices in accordance with the NASW Code of Ethics   | 1 2 3 4 5 N/O |
| 2. Considers ethical issues/dilemmas, their implications for practice and appropriately seeks consultation      | 1 2 3 4 5 N/O |
| 3. Is aware of own values and biases and prevents/resolves their intrusion into practice                        | 1 2 3 4 5 N/O |
| 4. Is aware of own gaps in knowledge and seeks additional relevant knowledge, including professional literature | 1 2 3 4 5 N/O |
| 5. Applies research to practice (e.g., research on practice effectiveness)                                      | 1 2 3 4 5 N/O |
| 6. Understands that professional development is an ongoing process  | 1 2 3 4 5 N/O |
| 7. Uses self-awareness in working with people different from self   | 1 2 3 4 5 N/O |
| 8. Uses self-awareness in maintaining boundaries with clients similar to self                                   | 1 2 3 4 5 N/O |

- |   |               |
|---|---------------|
| 9. Addresses value dilemmas   | 1 2 3 4 5 N/O |
| 10. Recognizes the parameters of confidentiality                      | 1 2 3 4 5 N/O |
| 11. Recognizes socio-political issues impacting clients               | 1 2 3 4 5 N/O |
| 12. Takes initiative in seeking out additional learning opportunities | 1 2 3 4 5 N/O |

**COMMENTS:**

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**PLEASE SUMMARIZE YOUR ASSESSMENT OF THE STUDENT'S PERFORMANCE IN FIELD PLACEMENT:**

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**The evaluation must be reviewed in a meeting of the field instructor and the student and signed by both the field instructor and the student. The student's signature does not imply agreement, only that the student has read the evaluation. If the student wishes to submit an addendum to the evaluation, it will be shared with the field instructor and become part of the student's permanent record as well.**

|                         |             |                |             |
|-------------------------|-------------|----------------|-------------|
| _____                   | _____       | _____          | _____       |
| <b>Field Instructor</b> | <b>Date</b> | <b>Student</b> | <b>Date</b> |

**Recommended Grade:**      \_\_\_ **Pass**      \_\_\_ **Fail**

**Touro College**  
**Graduate School of Social Work**  
43 West 23<sup>rd</sup> Street, 8<sup>th</sup> Floor  
New York, NY 10010  
(212) 463-0400 X543  
Fax (212) 627-3693

**Advanced Clinical Year**  
**Two Month Field Review**

Name of Student \_\_\_\_\_ Field Instructor \_\_\_\_\_

Agency Name \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

Description of Student's Current Assignments (use additional sheet if needed)

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**Please indicate student's status in the beginning phase of work using the following:  
S=satisfactory, NP=needs improvement, P=problematic, NYD=not yet determined**

Relationship to Agency and Community

Understanding of agency purpose and function \_\_\_\_\_

Understanding of range of social work roles within agency \_\_\_\_\_

Use of community resources \_\_\_\_\_

Collaboration with agency staff \_\_\_\_\_

Understanding of community served \_\_\_\_\_

Fulfilling administrative responsibilities \_\_\_\_\_

Comments \_\_\_\_\_

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Direct Services:

Engagement skills \_\_\_\_\_

Assessment skills \_\_\_\_\_

Interviewing skills \_\_\_\_\_

Conceptualizing skills \_\_\_\_\_

Contracting skills \_\_\_\_\_

Exploration skills \_\_\_\_\_

Processing skills \_\_\_\_\_

Evaluating skills \_\_\_\_\_

Comments \_\_\_\_\_

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Field Instruction:

Prepares an agenda \_\_\_\_\_

Developing self awareness \_\_\_\_\_

Submits process recordings in a timely manner \_\_\_\_\_

Identifies learning needs \_\_\_\_\_

Accepts criticism \_\_\_\_\_

Number submitted \_\_\_\_\_

Comments \_\_\_\_\_

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Indicate student's strengths or problem areas:

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Please describe learning opportunities for the remainder of the semester:

Direct service assignments \_\_\_\_\_

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Other community and agency assignments and learning opportunities \_\_\_\_\_

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\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

## SAMPLE FORMAT FOR PROCESS RECORDING

| <b>STUDENT/<br/>FLD INST</b> | <b>DIALOG</b> | <b>GUT FEELING/<br/>ANALYSIS</b> | <b>COMMENTS</b> |
|------------------------------|---------------|----------------------------------|-----------------|
| FLD INST                     |               |                                  |                 |
| STUDENT                      |               |                                  |                 |
| FLD INST                     |               |                                  |                 |
| STUDENT                      |               |                                  |                 |
| FLD INST                     |               |                                  |                 |
| STUDENT                      |               |                                  |                 |
| FLD INST                     |               |                                  |                 |
| STUDENT                      |               |                                  |                 |

(Sample of actual process recording appears on next page.)

## SAMPLE PORTION OF A PROCESS RECORDING

FIGURE 16.5 ■ *Portion of a Process Recording with a Client Who Has Just Entered a Nursing Home*

|   | Comments   |
|---|--|
| Worker: Good morning, Ms. Wonderbread. How are you feeling today?   | I was worried about her adjustment as this was her third day here.                                       |
| Client: <b>Oh, not very well, I'm afraid. My feet hurt, and I sure do miss my own home.</b>   | It made me nervous when she complained like this. I didn't know what to say.                             |
| Worker: I know you do, Ms. Wonderbread. It was a very difficult thing for you to do. Leave that house and come here, I mean.  | I was trying to show empathy and let her know I really cared.  |
| Client: <b>Can't I please go home? Please? I promise that I'll eat the way I should.</b>  | This made me uncomfortable.  |
| Worker: You know we worked to keep you at home as long as we could. But you lost 40 pounds and fell four times. We were really worried about you.   | I tried to review the facts.   |
| Client: <b>Oh, I know I fell, but I promise I won't anymore. Please let me go home. Please! I hate it here!</b>   |  |
| Worker: You know I wish I could say all right. But you agreed that your health just wouldn't allow you to take care of yourself there anymore.  |  |
| Client: <b>My son, that traitor. He doesn't care about me. Nobody cares about me.</b>   | She was expressing her anger.  |
| Worker: You know I care about you, Ms. Wonderbread. And I hate hearing you so unhappy. Do you have some time to come out and visit the garden? I'd like to show you the roses. I know how you love flowers. | I think there are things here at the home that she'll learn to enjoy. I'll try to get her more involved. |
| Client: Well, I guess so. I do love roses.  |  |

Excerpted from: Kirst-Ashman, K., & Hull, G. (2006). *Understanding generalist practice* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth. Used by permission.

**TOURO COLLEGE GRADUATE SCHOOL OF SOCIAL WORK  
FIELD MANUAL ACKNOWLEDGMENT FORM**

**[GSSW students are required to read and complete this form]**

This is to acknowledge that I have received a copy of the Touro College Graduate School of Social Work 2007-2008 Field Manual and understand that it outlines my privileges and obligations as a student in Touro College.

I further understand that I am governed by the contents of the Field Manual and that it is my responsibility to familiarize myself with all information in the Manual.

Since the information, policies and procedures described in this Manual are subject to change, I understand that Touro College or the Graduate School of Social Work can make such changes their sole and absolute discretion.

I also understand that this Manual is not to be interpreted as a legal document or contract.

I have read, understood, and agree to comply with the policies and procedures in this Field Manual.

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**Student's Name Printed**

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**Student's Signature**

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**Date**

**Please detach this page and return it to the Director of Field Education.**