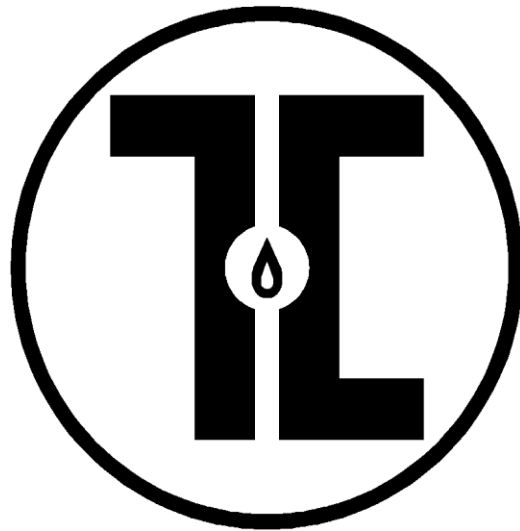


**TOURO COLLEGE
SCHOOL OF SOCIAL WORK**



**FIELD MANUAL
2011-2012**

IMPORTANT NOTICE

This Field Manual contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. Some of the subjects described in this Manual are covered in detail in official policy and procedure documents. You should refer to these documents for specific information, since this Manual only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Student Affairs. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Manual is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Manual is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. We will attempt to inform you of any changes as they occur. However, it is your responsibility to keep current on all College policies, procedures and practices. It is your responsibility to review College policies and procedures in detail and to request any clarification needed from the Office of Student Affairs. Violation of College policies or procedures may result in disciplinary action, including dismissal from the program. Action may be taken against a student notwithstanding their failure to appear or otherwise participate in disciplinary or grievance proceedings.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs. Thus, Touro disclaims any liability for promises, assurances, representations, warranties or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, warranties or other statements concerning a student's academic success. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro school or program in which the student is enrolled. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

Registration and matriculation at Touro after the issuance of this Manual is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Manual, which is not resolved through Touro's internal mechanism shall be exclusively resolved through final and binding expedited arbitration conducted solely before the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated.

Policy of Non-Discrimination

Touro College treats all employees, students, and applicants, without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, sexual orientation or citizen status in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, lay-off, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation and employment.

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TOURO COLLEGE

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**TOURO COLLEGE
GRADUATE SCHOOL OF SOCIAL WORK
FIELD CALENDAR
2011 – 2012 Academic Year
Full-Time Field Schedule (21 hours weekly)**

Monday, September 12	First Day of Field Work
Thurs, Sept 29 – Fri, Sept 30	No Field Work
Friday, October 7	No Field Work
Thurs, Oct 13 – Fri, Oct 14	No Field Work
Wed, Oct 19	Educational Plan Due
Thurs, Oct 20 – Fri, Oct 21	No Field Work
Thurs, November 17	Community Day-No Field Work-Attendance Required at Event
Friday, November 18	Field Progress Review Due
Thurs, Nov 24 – Fri, Nov 25	No Field Work
Friday, Dec 23	Field I & Field III Completed, Mid-Year Evaluation Due
Monday, January 9	Field Work II & IV Begins
Monday, January 16	No Field Work
Monday, February 20	No Field Work
Friday, April 6 – Sat, April 14	Spring Recess – No Field Work
Sunday, April 15	Field Work Resumes
Friday, April 27	End-Year Evaluation due
Friday, May 4	Field Work Ends for Field II & IV Students

Please note: Additional excused dates may be added. Please check the Graduate School of Social Work website regularly @www.touro.edu/msw/schedules.asp for updates.

**TOURO COLLEGE GRADUATE SCHOOL of SOCIAL WORK
FIELD CALENDAR
2011 – 2012 Academic Year
Part-Time Field Schedule (15 hours weekly)**

Monday, September 12	First Day of Field Work
Thurs, Sept 29 – Fri, Sept 30	No Field Work
Friday, October 7	No Field Work
Thurs, Oct 13 – Fri, Oct 14	No Field Work
Thurs, Oct 20 – Fri, Oct 21	No Field Work
Fri, Nov 4	Educational Plan Due
Thurs, Nov 17	Community Day-No Field Work-Attendance Required at Event
Wed, Nov 23	Field Progress Review Due
Thurs, Nov 24 – Fri, Nov 25	No Field Work
Mon, Dec 20 – Fri, Dec 31	Winter Recess – No Field Work
Monday, January 2	Field Work Resumes for 15 Hour Field Students
Monday, January 16	No Field Work
Friday, February 3	Field I & Field III Completed, Mid-Year Evaluation Due
Monday, February 6	Field II & IV Begins
Monday, February 20	No Field Work
Fri, Apr 6 – Sat, Apr 14	Spring Recess – No Field Work
Sunday, April 15	Field Work Resumes
Sat, May 26 – Mon, 28	No Field Work
Friday, June 23	End Year Evaluation Due
Friday, June 30	Field Work Ends for Field II & IV

Please note: Additional excused dates may be added. Please check the Graduate School of Social Work website regularly @www.touro.edu/msw/schedules.asp for updates.

SCHOOL OF SOCIAL WORK MISSION, GOALS & OBJECTIVES

The mission of the Touro College Graduate School of Social Work is to educate graduates for clinical social work practice in an urban, multicultural and diverse environment. This is consistent with the general mission of Touro College, which is to provide professional education for the benefit of the individual and society. This general mission is an expression of the Jewish religious tenet of “Tikkun Olam,” the striving to make the world a better place for all people.

In accordance with the traditional social work values of social and economic justice, the Graduate School of Social Work is committed to providing accessible and affordable quality education to educationally underserved groups. This includes persons of color, immigrants, refugees, and the various components of the Jewish community, through neighborhood-based MSW programs.

The MSW program’s educational purpose is to prepare self-reflective and autonomous professionals who can meet the complex needs of New York City’s diverse population. The Graduate School of Social Work intends to increase the number of culturally competent clinical social workers to serve the rapidly increasing diverse population in Metropolitan New York.

The school’s curriculum is informed by the person-in-environment, ecological and strengths-based perspectives. The school provides students with a social work education that offers a theoretical and evidence-based foundation in generalist social work, as well as advanced knowledge and skills for effective clinical social work. This education prepares graduates for leadership roles in clinical social work practice with at-risk and vulnerable populations in the contemporary service delivery environment.

MSW Program Goals:

The four MSW program goals are to:

1. Prepare students for social work practice with individuals, families, groups, and communities based on the knowledge, skills, and values essential to the generalist social work model;
2. Prepare students for clinical social work practice in the advanced year;
3. Prepare students for social work practice consistent with the profession’s values and ethics;
4. Prepare students for culturally competent practice with diverse populations in an urban environment

Foundation Year Objectives:

1. Acquire critical thinking skills for effective social work practice in a range of settings and situations
2. Identify professional and personal values and ethical dilemmas in social work practice
3. Apply principles and skills of generalist social work practice with multiple systems such as individuals, families, groups and communities
4. Evaluate a range of human behavior theories from an ecological and life-span perspective
5. Articulate the historic and contemporary socio-political and economic context of social welfare policies and its impact on social and economic justice
6. Use supervision in acquiring generalist social work practice skills and the development of the professional self
7. Identify the role of human diversity in generalist social work practice
8. Demonstrate understanding of social work research concepts and methods in the development of social work knowledge and interventions

Advanced Year Objectives:

1. Use critical thinking about the differential use of clinical practice theories and models of intervention
2. Apply sound professional ethical behavior based on core social work values in a range of clinical practice situations and settings
3. Demonstrate a growing sophistication in the use of the professional self and relationship within a range of clinical practice situations
4. Select, plan, and utilize a range of clinical social work interventions with sensitivity and respect in an urban, multicultural and diverse environment
5. Formulate a multidimensional assessment as the basis of selecting and appropriately applying a range of clinical social work interventions with individuals, families, and groups
6. Incorporate and utilize scientific data and evidence-based clinical intervention models for application with individuals, families, and groups
7. Practice clinical social work from a multidisciplinary perspective, including team work
8. Analyze the impact of the socio-political and economic environment on the delivery of clinical social work practice, including social welfare policies and programs, governmental structures, and the social service organization
9. Commit to post-MSW professional growth and development

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. While this manual is designed to be comprehensive, given the dynamic and multifaceted nature of field work, it clearly cannot cover every situation. When in doubt contact your Touro Field Liaison or the Director of Field Education

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 (15 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.

Integrative Practice Field Seminar

In the Touro College Graduate School of Social Work, the curriculum includes an Integrative Practice Field Seminar. The Integrative Practice Field Seminar is part of the field work experience. This seminar meets 15 times per academic year for students who are in their Foundation Year of field placement and 10 times per academic year for Advanced Concentration Year students. This seminar focuses on orienting students to field education and reinforces the connection between the Practice courses and Field Education. Students are entitled to two hours of release time from field work each week that they attend Seminar. The Foundation Integrative Practice Field Seminar (SW 642) carries a total of three credits and the Advanced Integrative Practice Field Seminar (SW 742) carries a total of two credits.

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.

NOTE: Only the Field Education Department can arrange field placements.

Students are not permitted to contact agencies independently.

Field Objectives

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

- knowledge of the NASW Code of Ethics and its utilization in practice (refer to the Touro College Graduate School of Social Work 2009-2011 Bulletin)
- 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 in 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.
- an orientation to agency policies and procedures regarding risk assessment and management, including duties performed outside the agency (such as home visits).

- 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.
- reimbursement of expenses associated with students escorting clients or making home visits (expenses associated with traveling to the field site are the responsibility of the student).

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 possess an LMSW
- 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.

(See Appendix for further information about criteria)

SEMINAR IN FIELD INSTRUCTION (SIFI)

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 15 hours of internship weekly for 20 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.
- Some agencies require the fingerprinting of student interns. The cost of fingerprinting services is the responsibility of the student.

Other Student Responsibilities

- Educational Plan - Students are required to submit an Educational Plan (see Appendix) by the fifth week of placement, see p. 4 or 5 for due date. The plan should be prepared by the student in consultation with the field instructor, and presented in writing to the Touro field liaison for review. When the student, field instructor, and Touro field liaison have agreed on the educational benefits of the plan, it should be signed and submitted to the field department by the student.
- Students are required to attend scheduled meetings with their Touro field liaisons.
- Students must fill out and submit Monthly Tracking Forms (see Appendix for Tracking Form for Field Work Assignments).
- Students must submit **Process Recordings** used in field instruction that have been reviewed by their Field Instructor. (see below for more on Process Recordings)

Student Availability for Field Work

The field department makes every effort to accommodate students' work schedules, and will attempt to find placements with evening/weekend hours where necessary. However, since it has become increasingly difficult to arrange such assignments, we require that all students' weekly field schedules include regular, daytime work hours on at least one weekday.

Policies and Procedures

- Students must 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 Touro field liaison, 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 Touro field liaison, 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 four-column format of the "Process Recording" form includes spaces for:

1. a verbatim record of the student's interaction
2. the intern's feelings
3. the student's analysis of the interaction
4. 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 TOURO FIELD LIAISONS IN FIELD WORK

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

Touro Field Liaisons:

- teach the Integrative Practice Field 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. The Field Progress Review and Mid-Year and End-Year evaluations focus on the student's progress in developing 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.

(See Appendix for evaluation forms.)

GRADES

Field work is graded on a Pass/Fail basis. Field Liaisons 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 Touro Field Liaisons
- 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 Touro Field Liaison 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, Touro Field Liaison, the Director of Field Education, and student representatives, as required.

Detailed information about processes and procedures relating to the Graduate Student Review Committee may be found in the 2009-2011 Academic Bulletin of the Graduate School of Social Work.

FAILURE TO EDUCATE DISCLAIMER

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro College. In order for a degree to be earned, passing grades must be achieved and any other pre-requisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. Touro College makes absolutely no assurances or representations of guaranteed success.

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
Student identification number

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.

AUTHORIZATION FOR DISCLOSURE

Enrolled students may refuse to permit disclosure of Directory Information. To do so, written notification must be received by the Registrar prior to September 15 of each academic year. This request is valid only for the academic year in which it is made. A new written notification requesting non-disclosure must be submitted each academic year.

PLEASE NOTE: The current Academic Bulletin of the Graduate School of Social Work contains detailed information about additional policies and procedures. These policies and procedures are subject to review and modification from time to time and such revised policies and procedures may be available by clicking on the "Legal Section" at the bottom of the Touro College home page, www.touro.edu. STUDENTS ARE EXPECTED TO FAMILIARIZE THEMSELVES WITH THESE SOURCES AND THIS VITAL INFORMATION.

APPENDIX

Arbitration of Disputes

Monthly Tracking Form for Field Work Assignment

Educational Plan Outline

Foundation Year Field Progress Review

Advanced Concentration Year Field Progress Review

Foundation Year Field Evaluation (Mid-Year, End-Year)

Advanced Concentration Year Field Evaluation (Mid-Year, End-Year)

Criteria for Eligible Field Placements

Sample Format for Process Recording

Sample Portion of a Process Recording

ARBITRATION OF DISPUTES

Touro College students, faculty and staff are expected to abide by all Touro College policies and regulations, including those set forth on the Touro College website, and including the policies and procedures set forth in the Bulletin of the Graduate School of Social Work.

Touro College's arbitration policy was created with the intention of providing a program for the quick, fair, accessible, and inexpensive resolution of Disputes (see definition below) between Touro College and Touro College's current and former students (as well as applicants) related to or arising out of a current, former, or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described in the GSSW Bulletin. It is not intended either to curtail or extend substantive rights available under applicable law, except to limit Touro College's damages awardable to students in any and all events, and to limit the amount of time an aggrieved student has to file for arbitration. The policy should be interpreted in accordance with these purposes.

A student's acceptance, registration, enrollment, matriculation and/or continued enrollment and matriculation at Touro College acts as his or her consideration and consent to these terms. Each student agrees that he or she will pay for their own fees and expenses related to or arising out of the arbitration. Each student acknowledges and understands that by registering and matriculating at Touro College they are clearly, freely and unambiguously agreeing to exclusively arbitrate any disputed claims that may arise, that are not otherwise resolved via Touro College's internal complaint or dispute mechanisms. You agree to waive any right to a trial by jury or to bring an action in court.

All arbitrations of Disputes shall be exclusively conducted and heard by the American Arbitration Association ("AAA"), or its successor, before a single arbitrator who shall be an attorney. "Dispute" means all legal and equitable claims, demands, and controversies, of whatever nature or kind, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation, suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student with Touro College; any other matter related to or concerning the relationship between the student and Touro College including, by way of example and without limitation, allegations of: discrimination based on race, religion, national origin, age, veteran status or disability, sex (including sexual harassment), gender, sexual orientation, retaliation, defamation, infliction of emotional distress, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments Act, The Americans With Disabilities Act of 1990, Campus Sex Crimes Prevention Act, as amended, Sections 1981 through 1988 of Title 42 of the United States Code, if applicable, Family Educational Rights and Privacy Act of 1974 (FERPA), if applicable, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil law, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro College.

Touro College's liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded by the arbitrator. Requests to arbitrate must be filed with the other party and with AAA within one hundred and twenty (120) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If a student fails to file a request for arbitration with Touro College and AAA within one hundred and

twenty (120) calendar days after the claim or Dispute arises, that claim or dispute will be conclusively resolved against the student even if there is an applicable statute of limitations that may have given the student more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction.

If any provision of the policy is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy precludes litigation in any court of any claim that could be arbitrated. If for any reason this arbitration clause is declared unenforceable, the student nevertheless waives the right to a jury trial with respect to complaint or action filed in a court of competent jurisdiction and within the one hundred and twenty (120) calendar day limitations period described above.

TOURO COLLEGE GRADUATE SCHOOL OF SOCIAL WORK
43 West 23rd Street, 8th Floor
New York, NY 10010
MONTHLY TRACKING FORM FOR FIELD WORK ASSIGNMENT
FALL 2011/SPRING 2012

Student's Name: _____ Agency's Name: _____

WK OF:	M	T	W	TH	F	S	S	TOTAL HRS:	STUDENT INITIALS	FI'S INITIALS
MONTH: SEPTEMBER										
SEPT 12										
SEPT 19										
SEPT 26				NO FIELD						
MONTH: OCTOBER										
OCT 3					NO FIELD					
OCT 10				NO FIELD						
OCT 17				NO FIELD						
OCT 24										
OCT 31										
MONTH: NOVEMBER										
NOV 7										
NOV 14				NO FIELD						
NOV 21				NO FIELD						
NOV 28										
MONTH: DECEMBER										
DEC 5										
DEC 12										
DEC 19										
TOTAL HOURS FOR FALL 2011 SEMESTER _____ INSTRUCTOR SIGNATURE _____ STUDENT SIGNATURE _____										

WK OF:	M	T	W	TH	F	S	S	TOTAL HRS:	STUDENT INITIALS	FI'S INITIALS
MONTH: JANUARY										
JAN 2										
JAN 9										
JAN 16	NO FIELD									
MONTH: FEBRUARY										
FEB 6										
FEB 13										
FEB 20	NO FIELD									
FEB 27										
MONTH: MARCH										
MAR 7										
MAR 14										
MAR 21										
MAR 28										
MONTH: APRIL										
APR 2					NO FIELD					
APR 9	NO FIELD – SPRING RECESS									
APR 16										
APR 23										
April 30										
MONTH: MAY										
May 7										
May 14										
May 21					NO FIELD					
May 28	NO FIELD									
May 30										
MONTH : JUNE										
June 4										
June 11										
June 18										
June 25										
MONTH : JULY										
July 2										
July 9										
July 16										
July 23										
TOTAL HOURS FOR SPRING 2012 SEMESTER _____										
INSTRUCTOR SIGNATURE _____ STUDENT SIGNATURE _____										

Educational Plan Outline

See Field Calendar for Deadline Date

The **Educational Plan** delineates student learning opportunities and responsibilities. This **Plan** provides an opportunity for discussion between the student and field instructor regarding the student's and agency's roles and expectations.

The Plan should be written by the student in consultation with the field instructor and submitted to the Director of Field Education with this outline cover sheet, signed by the student, field instructor, and field liaison.

Student's Name _____ Year _____

Agency _____

Field Instructor _____ Touro Field Liaison _____

- **Assignment** – Include description of assignment, population served, number of cases/projects student will carry, modalities that will be utilized and collaborative opportunities. Also include agency required record keeping.
- **Field Instruction** – Indicate scheduled time and duration for field instruction. Indicate number of process recordings required each week, when the field instructor wants them submitted, and the format required.
- **Schedule** – Indicate the agreed upon days, specific hours, and number of field hours.
- **Other learning opportunities**

Student's signature _____ Date _____

Field Instructor's signature _____ Date _____

Field Liaison's signature _____ Date _____

Please inform the Department of Field Education in writing of any changes in schedule.

Touro College
Graduate School of Social Work
43 West 23rd Street, 8th Floor
New York, NY 10010
(212) 463-0400 Ext. 5502
Fax (212) 627-3693

Foundation Year
Field Progress Review

Name of Student _____ Field Instructor _____

Agency Name _____ Touro Field Liaison _____

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

**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

Direct Services:

Engagement skills _____

Assessment skills _____

Interviewing skills _____

Exploration skills _____

Contracting skills _____

Comments _____

Field Instruction

Prepares an agenda _____

Identifies learning needs _____

Developing self awareness _____

Accepts criticism _____

Submits process recordings in a timely manner _____ **Number submitted to date** _____

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
43 West 23rd Street, 8th Floor
New York, NY 10010
(212) 463-0400 Ext. 5502
Fax (212) 627-3693

Advanced Concentration Year
Field Progress Review

Name Student _____ Field Instructor _____

Agency Name _____ Touro Field Liaison _____

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

**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

Direct Services:

Engagement skills _____
Assessment skills _____
Interviewing skills _____
Conceptualizing skills _____

Contracting skills _____
Exploration skills _____
Processing skills _____
Evaluating skills _____

Comments

Field Instruction:

Prepares an agenda _____
Developing self awareness _____
Submits process recordings in a timely manner _____

Identifies learning needs _____
Accepts criticism _____
Number submitted to date _____

Comments

Indicate student's strengths or problem areas:

Please 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. 23RD STREET – 8TH FLR.
NEW YORK, NY 10010
212-463-0400 EXT. 5502
FAX: 212-627-3693**

FOUNDATION YEAR FIELD LEARNING EVALUATION

_____ **MID-YEAR**

_____ **END-YEAR**

(Please submit one (1) original and one (1) copy to the Field Education Office)

Student: _____ Touro Field Liaison: _____

For Standard Field Internship: 21 Hours/Wk _____ 15 Hours/Wk _____

For Work Study Interns: Full-time _____ Part-time _____

Field Instructor: _____ Task Supervisor: _____

Agency: _____

Period Covered: _____ Field Hours Completed: _____

Brief Description of Agency:

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).

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

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

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

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. **Achieved** - performance meets expectations for students at this level and continuing improvement is demonstrated.
4. **Exceeded standard** - performance is well beyond expectations for students at this level with few gaps.
5. **Exceeded with distinction** – performance is exceptional and the skill is an integrated part of the student's practice.

N/O The 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 bio-psycho-social 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, religions, ethnicities, genders and sexual orientations and cultural backgrounds	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. Addresses and advocates for commitment to social and economic justice in assessing and intervening with clients when relevant	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. Considers appropriate interventions using micro, mezzo, macro aspects of the client and situation	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:

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:

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

NUMBER OF PROCESS RECORDINGS SUBMITTED TO DATE: _____

COMMENTS:

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-economic issues impacting clients | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

**TOURO COLLEGE
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43 W. 23RD STREET – 8TH FLR.
NEW YORK, NY 10010
212-463-0400 EXT. 5502
FAX: 212-627-3693**

ADVANCED CONCENTRATION YEAR FIELD EVALUATION

_____ **MID-YEAR**

_____ **YEAR-END**

(Please submit one (1) original and one (1) copy to the Field Education Office)

Student: _____ Touro Field Liaison: _____

For Standard Field Internship: 21 Hours/Wk _____ 15 Hours/Wk _____

For Work Study Interns: Full-time _____ Part-time _____

Field Instructor: _____ Task Supervisor _____

Agency: _____

Period Covered: _____ Field Hours Completed: _____

Brief Description of Agency:

Learning Opportunities Available to Student:

A. Student Assignments (Direct Practice)

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

B. Other Assignments (Indirect Practice) (e.g., Outreach, Resource Development, Program Planning, Team meetings, Group Participation)

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

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

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. **Achieved** - performance meets expectations for students at this level and continuing improvement is demonstrated.
4. **Exceeded standard** - performance is well beyond expectations for students at this level with few gaps.
5. **Exceeded with distinction** - performance is exceptional and the skill is an integrated part of the student's practice.

N/O The student has not had the opportunity to demonstrate the skill.

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

A. PRE-ENGAGEMENT - Prepares for initial contact by:

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Seeks out and utilizes existing sources of data | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Formulates questions regarding areas to be explored | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Anticipates client's feelings and potential needs | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Reflects on own possible reactions to clients or situations | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Identifies biological, psychological, social, organizational and cultural influences that may be impacting client | 1 | 2 | 3 | 4 | 5 | N/O |

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 6. Understands the ways in which bio-psycho-social factors may affect an individual, family or group | 1 | 2 | 3 | 4 | 5 | N/O |
| 7. Appreciates the significance of racial, ethnic, cultural, religious, gender, disability and sexual orientation factors in understanding clients | 1 | 2 | 3 | 4 | 5 | N/O |
| 8. Considers appropriate interventions using micro, mezzo, macro aspects of the client and situation | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

B. ENGAGEMENT

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Introduces self, describes initial purpose and orients clients | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Explains agency's purpose, policies, procedures and client worker role | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Listens to clients' thoughts, feelings and perceptions to begin formulating the presenting problems | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Seeks clarification by exploring clients concerns | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Conveys sensitivity to and non-judgmental acceptance of clients of different races, ethnicities, genders and sexual orientations and cultural backgrounds | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. Listens to clients' thoughts, feelings and perceptions of presenting problems | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

C. ASSESSMENT

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Appreciates the significance and impact of oppression, discrimination and poverty on individual, family and community life | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Understands how clients' function may be affected by racial, ethnic, cultural, religious, gender, sexual orientation and disability | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Determines clients limitations and strengths | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Recognizes the need for immediate attention in crisis situations | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Extracts relevant historical, cognitive, behavioral, affective, medical and interpersonal data for a comprehensive bio-psychosocial history | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. Derives diagnostic impressions utilizing agency forms and or the DSM IV | 1 | 2 | 3 | 4 | 5 | N/O |
| 7. Organizes and conceptualizes a written analysis of the problem | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

D. CONTRACTING

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Helps clients to clarify and prioritize areas of focus | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Formulate plans appropriate to clients' strengths, limitations, presenting problem, and agency function | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Develops client/worker mutually agreed upon time limited goals | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Collaboratively develops an action plan | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Renegotiates action plan based on feedback and clients needs | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. Demonstrates and understands the importance of worker/client interpersonal processes | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

E. INTERVENTION SKILLS

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Listens with understanding and purpose | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Addresses clients' most immediate needs first | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Assist clients in partializing problems into manageable concerns | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Interventions are guided by knowledge of race, culture, ethnicity, class and gender | 1 | 2 | 3 | 4 | 5 | N/O |
| Treatment modalities are guided by clients' need and resources | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. Distinguishes between verbal and nonverbal messages and is aware of unstated meaning | 1 | 2 | 3 | 4 | 5 | N/O |
| 7. Assists clients to consider the pros and cons of their behavior and opportunities for change | 1 | 2 | 3 | 4 | 5 | N/O |
| 8. Creates and maintains a professional working relationship | 1 | 2 | 3 | 4 | 5 | N/O |
| 9. Encourages clients to explore the connection between thought, emotion and behavior | 1 | 2 | 3 | 4 | 5 | N/O |
| 10. Comfortable with clients' strong feelings and affect | 1 | 2 | 3 | 4 | 5 | N/O |
| 11. Understands and identifies interpersonal conflict as part of the helping process | 1 | 2 | 3 | 4 | 5 | N/O |
| 12. Silence is understood and used appropriately | 1 | 2 | 3 | 4 | 5 | N/O |
| 13. Data gathering, reflecting feelings and content are appropriately used | 1 | 2 | 3 | 4 | 5 | N/O |
| 14. Provides appropriate referrals and or concrete services | 1 | 2 | 3 | 4 | 5 | N/O |
| 15. Validation and reassurance is appropriate, without preempting problem solving | 1 | 2 | 3 | 4 | 5 | N/O |
| 16. Explores, challenges, and validates clients motivations and obstacles | 1 | 2 | 3 | 4 | 5 | N/O |
| 17. Conducts and demonstrates commitment to social and economic justice | 1 | 2 | 3 | 4 | 5 | N/O |
| 18. Identifies patterns of family or group interactions and alliances | 1 | 2 | 3 | 4 | 5 | N/O |
| 19. Works towards consensus | 1 | 2 | 3 | 4 | 5 | N/O |

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 20. Maintains a neutral stance | 1 | 2 | 3 | 4 | 5 | N/O |
| 21. Facilitates member to member interaction | 1 | 2 | 3 | 4 | 5 | N/O |
| 22. Assist clients in reflecting on the counseling process | 1 | 2 | 3 | 4 | 5 | N/O |
| 23. Helps family or group reflect on areas of individual and group change | 1 | 2 | 3 | 4 | 5 | N/O |
| 24. Renegotiates action plan with clients, families and groups as needed | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

F. TERMINATION

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Recognizes the appropriateness and significance of termination at any point in the helping process | 1 | 2 | 3 | 4 | 5 | N/O |
| 2. Introduces and prepares for the topic of termination | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Understands and identifies own feelings associated with termination | 1 | 2 | 3 | 4 | 5 | N/O |
| 4. Addresses feelings of loss | 1 | 2 | 3 | 4 | 5 | N/O |
| 5. Reviews progress and areas needing further attention | 1 | 2 | 3 | 4 | 5 | N/O |
| 6. Encourages feedback and evaluation of assistance received | 1 | 2 | 3 | 4 | 5 | N/O |
| 7. Reviews the client/worker relationship – obstacles and progress | 1 | 2 | 3 | 4 | 5 | N/O |
| 8. Develops future plan of action | 1 | 2 | 3 | 4 | 5 | N/O |
| 9. Insures appropriate referrals/transfers if need for further assistance | 1 | 2 | 3 | 4 | 5 | N/O |

COMMENTS:

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 clients' need | 1 | 2 | 3 | 4 | 5 | N/O |
| 3. Recognizes social work roles and responsibilities for improving and enhancing quality of service | 1 | 2 | 3 | 4 | 5 | N/O |

- | | |
|---|---------------|
| 4. Collaborates with others agencies | 1 2 3 4 5 N/O |
| 5. Sustains disciplined, professional relationships with colleagues and community members | 1 2 3 4 5 N/O |
| 6. Functions as a team and agency member | 1 2 3 4 5 N/O |
| 7. 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 |
| 8. Seeks to understand the communities to which the client population and agency belong | 1 2 3 4 5 N/O |
| 9. Organizes, prioritizes and meets workload demands | 1 2 3 4 5 N/O |
| 10. Meets agency's administrative requirements including documentation | 1 2 3 4 5 N/O |
| 11. Advocates on behalf of clients for entitlements and community resources | 1 2 3 4 5 N/O |
| 12. Organizes information and presents material in clear oral and written form | 1 2 3 4 5 N/O |
| 13. Distinguishes own values from those of others | 1 2 3 4 5 N/O |
| 14. Recognizes the effect of policy on social work programs and practice | 1 2 3 4 5 N/O |

COMMENTS:

III. USE OF FIELD INSTRUCTION

- | | |
|---|---------------|
| 1. Prepares an agenda and selects questions and issues for supervision | 1 2 3 4 5 N/O |
| 2. Uses time effectively, meets deadlines, demonstrates organizational flexibility to adapt to needs of agency | 1 2 3 4 5 N/O |
| 3. Process recordings are timely, thorough and self reflective | 1 2 3 4 5 N/O |
| 4. Reflects upon interventions, considers alternatives and identifies problems encountered in the work | 1 2 3 4 5 N/O |
| 5. Conceptualizes and organizes ideas clearly & concisely, and writes without use of jargon or value-laden language | 1 2 3 4 5 N/O |
| 6. Carries over learning from one situation to another | 1 2 3 4 5 N/O |
| 7. Demonstrates professional self-awareness | 1 2 3 4 5 N/O |
| 8. Is able to modify work as learning proceeds | 1 2 3 4 5 N/O |
| 9. Appropriately utilizes other sources of supervision and consultation (e.g. task supervision) | 1 2 3 4 5 N/O |
| 10. Seeks additional learning opportunities | 1 2 3 4 5 N/O |
| 11. Is aware of personal values and biases and prevents/resolves their intrusion into practice | 1 2 3 4 5 N/O |
| 12. Evaluates own role in the learning process | 1 2 3 4 5 N/O |

NUMBER OF PROCESS RECORDINGS SUBMITTED THIS SEMESTER: _____

COMMENTS:

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
13. Honors clients' self determination and self actualization in practice	1	2	3	4	5	N/O
14. Understands the use of self within a conceptual framework	1	2	3	4	5	N/O

COMMENTS:

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

SECOND SEMESTER ASSIGNMENTS: (Complete Only on Mid-Year Evaluation)

Field Instructor **Date**

Student **Date**

Field Instructor's Recommendation:

____ **Pass w/Distinction** ____ **Pass** ____ **Fail** ____ **Incomplete**

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.

CRITERIA FOR ELIGIBLE FIELD PLACEMENTS

1. Student must complete 600 hours of field placement per academic year.
 - a. Full-Time (21 Hours) field work assignment includes
 - 10 – 14 hours of direct service assignments (Client contact, collateral contacts)
 - 90 minutes of field instruction
 - 1 – 2 hours for process recordings
 - Staff meetings, team conferences, in/service training
 - b. Part-Time (15 Hours) field work assignment includes
 - 7 – 10 hours of direct service assignments
 - 60 – 75 minutes of field instruction
 - 1 – 1 ½ hours for process recordings
 - Staff meetings, team conferences, in/service training

2. Assignments must follow the plan approved by the Graduate School of Social Work Field Department. The Touro field liaison must be notified immediately of any changes.
 - a. Foundation Year Assignments
 - Direct service assignments supply students with experience in pre-encounter, engagement, exploration, contracting, assessment, ongoing interventions and termination.
 - Assignments may include a variety of organization and community work, casework and collateral contacts.
 - b. Advanced Concentration Year Assignments
 - Clinical assignments in the second year supply the students with ongoing counseling opportunities that will further develop engagement, assessment and intervention skills.
 - Assignments may include individual group, family and collateral contacts.
 - Students should have the opportunity to work with a variety of issues.

3. A qualified field instructor must be assigned. Qualifications include 3 years post-MSW experience, an LMSW, and the Seminar in Field Instruction (SIFI).

4. The student's assignment must be appropriate as a field practicum and accommodate the student's educational needs in the following ways:
 - a. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours.
 - b. The level of assignment must be consistent with the students' learning needs in field placements.

c. The assignment must include at least one hour per week of individual supervision, plus available time for other learning opportunities.

d. Process Recordings

The intern is responsible for writing a minimum of 2 – 3 process recordings weekly for the field instructor to review and utilize as a teaching tool. These process recordings should follow school guidelines. (See “Sample Format for Process Recordings” which begins on the next page of this manual)

Note: Please see additional information in Field Manual or log on to www.touro.edu/msw/field_work.asp

SAMPLE FORMAT FOR PROCESS RECORDING (First Page)

Student's Name: _____ Date of meeting: _____ Process Recording #: _____

Client's background: _____

Purpose of meeting: _____

DIALOGUE	INTERN'S FEELINGS	ANALYSIS OF INTERACTION	SUPERVISORY COMMENTS

SAMPLE FORMAT FOR PROCESS RECORDING (Last page)

DIALOGUE	INTERN'S FEELINGS	ANALYSIS OF INTERACTION	SUPERVISORY COMMENTS

What was the result of the meeting? _____

Follow-up actions:

Plans for next meeting: _____

SAMPLE PORTION OF A PROCESS RECORDING

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

Worker:	Client:	Comments
Good morning, Ms. Wonderbread. How are you feeling today?		I was worried about her adjustment as this was her third day here.
	Oh, not very well, I'm afraid. My feet hurt, and I sure do miss my own home.	It made me nervous when she complained like this. I didn't know what to say.
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.
	Can't I please go home? Please? I promise that I'll eat the way I should.	This made me uncomfortable.
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.
	Oh, I know I fell, but I promise I won't anymore. Please let me go home. Please! I hate it here!	
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.		
	My son, that traitor. He doesn't care about me. Nobody cares about me.	She was expressing her anger.
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.
	Well, I guess so. I do love roses.	

Excerpted with permission from: Kirst-Ashman, K., & Hull, G. (2006); *Understanding generalist practice* (4th ed.). Belmont, CA: Wadsworth.