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SILVER SCHOOL OF SOCIAL WORK MISSION STATEMENT

The mission of the Silver School of Social Work at New York University is to educate professionals in a global perspective for social work practice with individuals, families, groups, and communities and to provide leadership in the development of knowledge relevant to social work practice in a complex urban environment.

The School seeks to fulfill its mission by building and transmitting knowledge that will help to alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just world.

The School is committed to the core social work values of: belief in the dignity and worth of all individuals; the centrality and power of caring human relationships; a commitment to social and economic justice that includes freedom from all forms of oppression and access to social goods; and a dedication to practicing with integrity and the highest level of competence. The School offers programs at the undergraduate, master’s, and doctorate level.

The **Bachelor of Science in Social Work (BS)** provides students with the knowledge, skills, and ethical standards necessary for beginning social work practice. The BS program is grounded in the liberal arts and emphasizes human rights, social justice and advocacy, which establishes the foundation graduates need to effectively address the social problems of today’s world.

The **Master in Social Work (MSW)** educates professionals for the pursuit of social justice with an emphasis on direct social work practice that aims to improve biopsychosocial functioning through helping relationships. Dedicated to excellence in integrating teaching and learning in both classroom and community contexts, the MSW Program prepares its graduates to apply critical thinking, research-based knowledge and practice wisdom to restore, maintain, and enhance the functioning and well-being of individuals, families and communities, and promote effective and equitable social policies and social services.

The **Doctor of Philosophy in Clinical Social Work (PhD)** prepares its graduates to be the intellectual leaders of the social work profession. Students in the PhD program learn to engage in practice-based research and the development of theories relevant to practice, to disseminate new knowledge through professional writing and speaking, and to educate future generations of social workers.

The **Doctor of Social Welfare Program in Clinical Social Work (DSW)** trains advanced clinical social work practitioner-scholars to assume leadership positions in clinical social work education and agency-based behavioral health practice settings. Through the promotion of practice-relevant scholarship, the program prepares graduates to develop new clinical social work knowledge and skills to advance social work practice and education benefiting client populations-at-risk.

The School is committed to the education of its students in collaboration with community partners and the advancement of the social work profession through the scholarly contributions of its faculty.
SECTION II: FIELD LEARNING

Field learning is an integral component of social work education anchored in the Silver School of Social Work’s mission, goals and educational program. Field learning is one of the five key curriculum areas. Field learning takes place in agency settings, selected by the School, that reinforce students’ identification with the purposes, values, and ethics of the social work profession.

Field Learning Curriculum

The purpose of the Field learning curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession’s knowledge base, perform direct social work practice skills and act according to social work ethics and values. Thus, learning in the field setting is an integral component of the student’s social work education and lies at the core of the student’s professional development. At the agency placement, the student will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice.

Generalist Practice Curriculum

The Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) courses are integrated; the Practice I and II Instructors serve as their students’ Faculty Advisor. Students remain with the same Practice Instructor/Faculty Advisor for both semesters in the Generalized Practice year. Students wishing to change their Practice/Field class between the Fall and Spring semesters must first obtain approval from the Chair of the Practice Department as well as the Assistant Dean of Field Learning.

The purpose of the Integrated Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, older adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities, an understanding of the choice and application of intervention approaches, and an understanding of the link between theory and practice skills.

Specialized Practice Curriculum

Field Instruction III builds on the objectives achieved in the Field Instruction courses in the Generalized Practice year. Students move from a generalist perspective to specialized clinical practice with complex individual, family, group and larger community/organizational client systems. (See syllabus for Field Instruction III).

Field Instruction IV builds on the objectives achieved in Field Instruction III. Students move to increasingly complex specialized clinical practice with individual, family, group and larger community/organizational client systems, developing as professional social work leaders and change agents. In addition, students demonstrate accountability for lifelong learning and professional development. (See syllabus for Field Instruction IV).
Field Learning - The “Open Classroom”

Field learning is organized by four consecutive courses: Field Instruction I, II, III and IV. The Generalized Practice year Field Instruction courses are integrated with Practice I and II. In the Specialized Practice year, the students take Field Instruction III and IV. In contrast to the formal classroom at the school, Field learning takes place in the “open class room” – in the agency setting. The Field learning curriculum is outlined in the respective syllabi and facilitates the student’s ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work.

Field learning is a course. As in any course there is a grade. Grades for Field Instruction are “Pass” or “Fail.” A student achieves a grade of “Pass” by meeting all the required competencies outlined in this manual specific to the program year; by adhering to the National Association of Social Workers’ Code of Ethics; by participating in faculty advisement and by demonstrating the Essential Abilities and Attributes for Performance in the School of Social Work.

Field Learning’s Goals and Objectives

The goals and objectives of the Field learning curriculum prepare the students to demonstrate core competencies in social work practice. Core competencies are developed over four semesters of Field learning: Field Instruction I (MSWFD-GS.2100), II (MSWFD-GS.2200), III (MSWFD-GS.2300), and IV (MSWFD-GS.2400).

Expectations for Successful Completion of the Field Instruction Course: Evaluation and Grading

The grades for Field Instruction (Pass, Fail, Incomplete) are given at the end of each semester. The Field Instruction course grade is given by the Faculty Advisor and is based on the student’s professional conduct and full participation in Field Learning at the agency placement, submission of process recordings, project assignments, reflective recordings, participation in individual meetings with the Faculty Advisor, as well as the Initial Educational Statement, Mid-Year Evaluation and Final Evaluation completed by the field instructor. The Faculty Advisor is the course instructor and is responsible for the grade.

Initial Educational Statement

The Initial Educational Statement is completed by the field instructor after the first 6 weeks of the placement, shared with the student, and signed by both. The signed statement is emailed to silver.fieldlearning@nyu.edu, faxed, or hand-delivered; the Field Learning office then forwards it to the Faculty Advisor. The statement offers an early indicator of learning objectives specific to the agency, a learning plan including practice tasks related to the learning objectives, and student performance in the placement setting.

Mid-Year Evaluation

A Mid-Year Evaluation is completed at the end of the first semester of either the Generalized Practice Year or the Specialized Practice Year and after the student has finished the 300 hours required for Field Instruction. This online evaluation is completed and submitted by the field instructor; the student then receives it via email and indicates electronically that it was reviewed; and finally the Faculty Advisor receives it via email. The Faculty Advisor reviews the Mid-Year
Evaluation as a major component of the process of assigning a grade for Field Instruction. (The Faculty Advisor will not be able to give a grade without a completed evaluation).

**Final Evaluation**

The Final Evaluation is completed at the end of the second semester of either the Generalized or Specialized Practice placement, after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for each of the Generalized and Specialized Practice placements). This online evaluation is completed and submitted by the field instructor; the student then receives it via email and indicates electronically that it was reviewed; and finally the Faculty Advisor receives it via email. The Faculty Advisor reviews the Final Evaluation as a major component of the process of assigning a grade for Field Instruction II or IV. (The Faculty Advisor will not be able to give a grade without a completed evaluation).

**Attendance at the Field Learning Site – The Agency Setting**

Students are expected to be in the agency for a total of 1200 hours over the course of the Generalized and Specialized Practice years and as per agency requirements (schedule to be worked out with the field instructor at the beginning of each semester with final approval of the Faculty Advisor). Students may not work more than 7 hours per day, or more than 28 hours per week. If a student is out of placement for jury duty or religious observance, the time must be made up. In the event of inclement weather, students should check with their agency/field instructor to see if they are operating on a normal schedule, and should use their own discretion on whether it is safe to travel.

NOTE: Students are expected to contact both the field instructor and the Faculty Advisor immediately (via e-mail or phone) if, for some reason, they are not able to be in attendance at their agency.

If a student is absent for more than three days during the academic year, the time must be made up. Arrangement for making up such missed time must be worked out with the field instructor and the Faculty Advisor and approved by the Assistant Dean of Field Learning. (Please refer to the Required Hours Form in Appendix B on NYU Silver website, and posted on NYU Classes). In case the student has not completed the required hours at the end of the semester, or has not fulfilled all the requirements for Field Instruction, the student must request an I (Incomplete grade) and should follow the procedure outlined in this manual.

Should a student leave school, either voluntarily or by request, a Final Evaluation should be submitted by the field instructor. The Faculty Advisor will then write a final summary for the student record.

**Guidelines for Process Recordings**

1. Process recordings are a teaching, learning, and assessment tool used for examination of the student’s practice and should be utilized as one of the primary tools in Field Instruction. Process recordings should be written in a verbatim format. The format of the process recording varies given the nature and task of the assignment the student is given. In direct practice with individuals, groups or families, the recording reflects the interactional process between student and client(s) and should include any important content of the interview or contact. In addition, the recording should include the student’s feelings and impressions about the interview. The “drama script” format that only reproduces dialogue is not...
acceptable as a process recording. (Refer to Appendices C-H). In indirect practice (micro, mezzo, and macro practice in organizations), the recording reflects the student’s work on assignments across systems. A field instructor and student may also choose to use a reflective log in situations where the student can benefit from reflection upon an experience or critical incident in the Field learning setting. (Refer to Appendix G on NYU Silver website).

2. Full-time Generalist Practice students are required to submit a minimum of two process recordings (but no more than three) and one reflective log per week. 32-Month and Extended-15 hour students should submit two process recordings with the option of one reflective log where the student can benefit from reflection upon an experience or critical incident in the Field learning setting. Specialized Practice students should submit at least two verbatim process recordings (but no more than three) and one reflective log per week in the third semester. During the fourth semester, Specialized Practice students are expected to complete at least one verbatim process recording and one reflective log each week.

3. Students are expected to submit their process recordings in advance of their scheduled Field Instruction to allow adequate time for the field instructor to read the material prior to the conference.

4. Confidentiality should be observed by the field instructor and the student with respect to the use of process recordings. If process recordings are viewed outside of the agency, all identifying data relevant to the client(s) must be removed or coded.

Structure and Function of Field Learning and Community Partnerships

Field Learning, under the direction of the Assistant Dean of Field Learning and Community Partnerships together with the Clinical Faculty, is charged with planning, implementing and evaluating the school’s Field learning curriculum. Field Learning is responsible for assessing all potential and continuing agencies and working with them to plan for the educational programs in a mutually beneficial way.

Field Learning Faculty

Faculty in the Field Learning office oversee Field placements for each of the students placed with the School’s community partners according to Silver School of Social Work Fields of Practice. The Faculty matches the student to a Field learning site based on the student’s academic program, professional interest, past experience, requirements of the Field learning site, and where the student lives in relation to the Field learning site. For the Specialized Practice placement, the clinical faculty also consults with the student’s classroom instructors and Faculty Advisor to make the best possible match.

Faculty Advisor

The Social Work Practice I and II Instructor serves as the Faculty Advisor in the Generalist Practice year. For Specialized Practice students, a Faculty Advisor is assigned at the beginning of the academic year. The advisor, who is employed by the Silver School of Social Work, oversees the student’s progress in field, and assists the student, the field instructor, and the Field learning site to meet the educational goals and objectives established for the student’s Field learning. The Faculty Advisor, in the capacity of educational consultant, assists the student and the field instructor in the development of an educational plan, identifying and accessing educational resources as well as facilitating the integration of the curriculum content with social work practice in the field. The Faculty Advisor is responsible for assigning the grade for the semester. Faculty Advisors, either full-time faculty or adjunct faculty, are master- and doctoral-
level social workers who have extensive experience working in the field, and most have themselves been field instructors.

The Faculty Advisor and the Generalist Practice Year Student
The Integrated Social Work Practice I and II and Field Instruction I and II courses are taught by the Practice Instructor/Faculty Advisor. Students remain with the same Practice Instructor/Faculty Advisor for both semesters in the Generalized Practice year. Students wishing to change their Practice/Field class between the Fall and Spring semesters must first obtain approval from the Chair of the Practice Department as well as the Assistant Dean of Field learning.

The purpose of the Social Work Practice I and II Courses is to teach students the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that students will develop a broad approach to social work practice through the use of different modalities, an understanding of the choice and application of interventive approaches, and an understanding of the link between theory and practice skills.

The purpose of the Field Instruction I and II Courses is to facilitate the development of the student as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

The Classroom Practice/Field Instruction course meets for 2¾ hours each week to permit the integration of skill-building exercises with course content. Instructors will use several modalities including lecture, discussion, small group work, exercises, and viewing videos or DVDs in order to integrate social work practice with theory, and to help students develop skills for professional practice. During the skill-building component of the course, students will have ample opportunity to practice, observe and refine the skills necessary for social work practice.

The Field Instruction course is comprised of four aspects: classroom participation focusing on field assignment, professional conduct, participation in faculty advisement and in Field placement. In addition to the classroom participation, students are required to complete 300 hours in Field learning during the semester. Students are placed in a Field learning site by the Field Learning Office. At the Field learning site students will receive Field Instruction from their primary field instructor (supervisor) who will assign students to work with individuals, groups, families or larger organizations in both direct and indirect practice. The task of Field learning is to facilitate the student’s ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work with individuals, families, groups, and/or larger systems.

The Faculty Advisor has the overall responsibility to assist each student in the assessment of his/her Field learning needs and in the development of his/her professional self. In addition, the Faculty Advisor serves as the School’s liaison with the agencies where students are placed. (Refer to the Integrative Practice/Field Syllabus for more detailed information about course expectations).
The Faculty Advisor and the Specialized Practice Student
During the Specialized Practice year, all students enrolled in Field Instruction are assigned to advisors who guide students in field matters. Contact is primarily on an individual basis, but may also occur in small group meetings and seminars. Specialized Practice advisors are assigned at the beginning of the academic year and serve as a guide and resource for students. Faculty Advisors meet with each student individually at least once each semester to establish the learning goals and objectives, and assist the student with professional and career development. The Faculty Advisor is available for additional individual conferences upon request. The Faculty Advisor reviews the Initial Educational Statement and the Mid-Year and Final Evaluations and gives the Field Learning grade at the end of each semester. The Faculty Advisor is familiar with the agency and the student’s assignments, initiates early telephone contact with the field instructor, and visits the agency as needed during the academic year to consult with the student and field instructor. (Refer to the syllabus for Field Instruction III and Field Instruction IV).

The Faculty Advisor and the Advanced Standing Student
To facilitate the transition of BS/BSW graduates to the Specialized Practice, advanced standing program, students at the Washington Square campus enroll in an enhanced section of the required practice course, Social Work Practice III. The instructors who teach these sections serve as their students’ Faculty Advisor. The advisor meets individually with students as needed and performs the other advisement duties described above. At the Rockland and Westchester campuses, intensive advisement is provided to advanced standing students.

The Field Instructor
Field Instructors are an integral part of the student’s learning community. Field Instructors are usually employed by the agency in which the student will do their Field learning. The agency has a formal agreement with our school to have student(s) as social work interns. Field Instructors have at least three years of post-master’s experience and have successfully completed a Seminar in Field Instruction (SIFI). Field Instructors commit to carrying out the learning goals set forth by Silver School’s curriculum guidelines.

Selection of Field Instructor and Qualifications
In order to be eligible to provide Field Instruction, a social worker must meet all of the following criteria: 1) Graduate from an accredited MSW Program, 2) Have at least three years of professional, post Masters experience as a social worker in an agency, or have special approval by the Field Learning Office, 3) Have SIFI (Seminar in Field Instruction) certification (please see below), and 4) Obtain appropriate licensure for the scope of social work practice for which Field Instruction will be provided (LMSW or LCSW). For complete information on scope of practice for LMSW and LCSW visit the Website for the Office of the Professions at: http://www.op.nysed.gov/prof/sw/.

Field Instructor Responsibilities
It is expected that the field instructor will provide the following:

During the first week the student should receive orientation to the Field learning site. The orientation should include (but is not limited to) the following: Agency mission, population served, the scope of practice, agency theoretical framework, modalities used, meeting schedule, documentation requirements, agency policies around the use of social media and electronic communications, phones, safety policy and procedures, Field Instruction schedule, sign in and
out procedures, and dress code. The Field Instructor and student should utilize this checklist to accomplish these tasks.

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<td>3 Agency Practice model(s)</td>
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**Role of Social Worker/Social Work Intern**

| 1 Introduction to key staff     |      |                           |
| 2 Introduction to the role of social work |      |                           |
| 3 Social Work scope of practice within the agency |      |                           |
| 4 Tour of agency and student’s work space |      |                           |
| 5 Review of assignments         |      |                           |
| 6 Expectations about client contacts |      |                           |
| 7 Schedule of meetings          |      |                           |
| 8 Applicable State/Federal regulations guiding the agency |      |                           |

**Policies and procedures**

| 1 Frequency and time requirements of documentation |      |                           |
| 2 Guidelines for social media and electronic communications |      |                           |
| 3 Safety Policies and Procedures                 |      |                           |
| 4 Sexual Harassment Policy                        |      |                           |
| 5 Confidentiality - HIPPAA                        |      |                           |
| 6 Child abuse reporting process                   |      |                           |
| 7 Suicidal and homicidal reporting process        |      |                           |
• Formulate a beginning assessment of appropriate assignments relative to the learning style, cognitive and emotional level of functioning of the student
• Provide appropriate constructive feedback to the student through supervisory conferences and initial, Mid-Year and Final Evaluations
• Employ an array of teaching methods and techniques tailored to the specific needs of the student
• Demonstrate an ability to meet the administrative tasks inherent in Field Instruction, including but not limited to reading and reviewing process recordings, writing accurate and appropriate evaluations in a timely manner according to school standards
• Read, review and provide feedback to students on process recordings:
  a. At least two process recordings (but no more than three) and one reflective log per week for Generalist Practice students.
  b. At least two verbatim process recordings (but no more than three) and one reflective log per week for Specialized Practice students, first semester.
  c. At least one verbatim process recording and one reflective log each week for Specialized Practice students, second semester.
• Teach skills necessary for students to become competent and ethical social work practitioners
• Form a partnership with the Faculty Advisor and the school and be able to train students in a way that is compatible with the ethics, values and orientation of the school.

Qualifications and Requirements for Field Instructors
(Developed and Endorsed by Greater New York Area Directors of Field Education)

Field Instructors are expected to possess and model to their students certain abilities and attributes in addition to meeting essential eligibility requirements for supervising undergraduate and graduate level social work students. These qualities and attributes include cognitive, emotional and character requirements and professional standards. In addition to these Qualifications and Requirements see the Field Education Manual of the School from which your student is enrolled.

Professional Commitment
Field Instructors have a strong commitment to the values of social work, to the ethical standards of the profession and to imparting this knowledge on their students. Field Instructors are committed to the fundamental values of social work which include the dignity and worth of every individual student and respect for diversity and promotion of equity and inclusion.

Knowledge Base for Social Work Practice
The professional activities of field instructors are grounded in relevant social, behavioral, and biological science, knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice. Field Instructors exhibit sufficient knowledge of social work skills and clarity of thinking to process information and apply it to appropriate situations in field instruction and in practice.

Professional Behavior
Field Instructors adhere to the NASW Code of Ethics. They must exhibit behaviors that are in compliance with agency and university policies, professional standards, and societal laws in the
field and the community. They demonstrate responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, prioritizing responsibilities, observing deadlines, maintaining boundaries, completing assignments on time, and completing the Seminar in Field Instruction. Field Instructors provide weekly individual field instruction to students according to the guidelines provided by the school. They should collaborate effectively with students, faculty advisors and other representatives of the Office of Field Education and use appropriate means for conflict resolution.

Acceptance of Diversity
Field Instructors maintain an open dialogue with their students around the acceptance and appreciation of human diversity. S/he serves in a professional manner all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system. The Field Instructor is prepared to engage the student in recognizing and working through the inherent challenges and opportunities around diversity.

Self-Awareness
Field Instructors understand how their values, beliefs, attitudes, emotions, and past experiences affect their thinking, behavior and relationships. They show awareness of self and how one is perceived by others and exercise sound judgment. Field Instructors are willing to examine their transference and counter-transference, and examine how their behavior may interfere with working with students, clients, and other professionals. Field Instructors are sufficiently objective to systematically evaluate students and their situations in an unbiased, factual manner. They demonstrate openness to constructive feedback from students, school and others, and actively participate in evaluating their teaching methods and strategies.

Communication Skills
Field Instructors communicate effectively and sensitively with students, colleagues, and other professionals. They express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They have satisfactory skills to adequately complete the SIFI requirements and documents relevant to the students’ education (i.e. evaluations, process recordings, Educational Agreements).

Interpersonal Skills
Field Instructors model and teach the interpersonal skills needed to relate effectively to students, colleagues, faculty, staff, clients and other professionals. Field Instructors exhibit compassion, integrity, and demonstrate respect for and consideration of others.

Empathy
Field Instructors seek to understand another individual’s perspective and experiences. They are able to convey this consideration and support to the student as a basis for a positive learning experience.

Seminar in Field Instruction (SIFI)
Social workers who are not SIFI-certified are required to enroll in the SIFI as part of their training and professional development in Field Instruction. The SIFI is required for all social workers in the New York City Metropolitan area. SIFI is a 13-session (26 hours) course taught at
the school that provides training for new Field Instructors, endowing them with the skills necessary to effectively meet the educational responsibilities in their new supervisory role and will focus on developing competencies in the areas required of all Field Instructors listed above. SIFI is offered twice a year, September and January. (Refer to the website for information about registration and benefits for NYU Silver School of Social Work Field Instructors).

Annual Orientation for Field Instructors
At the beginning of each academic year, all Field Instructors new to the Silver School are invited to an orientation. At this meeting Field Instructors are provided with information about the Silver School’s mission and program objectives as well as a description of the required courses. Field Instructors may also find this information on the school’s website.

Continuing Education for Field Instructors
For continuing education of Field Instructors the Silver School offers opportunities for further training and collaboration such as short-term seminars, workshops and webinars on specific areas of interest. At the end of each academic year, Field Instructors are also invited to the Annual Appreciation Breakfast where Field Instructors are celebrated and honored for their dedication to social work education, and a keynote speaker discusses an emergent issue in Field Education.

Collaboration with our Community Partners
The Silver School is committed to the education of its students in collaboration with community partners, the Field learning sites. The selection of Field learning sites, the agencies, for Field learning is an important component of the Silver School’s overall educational planning. The Field Learning office carries out the responsibility for determining the suitability of an agency for student education and works closely with interested agencies and Field Instructors in this process.

Selection and Approval of Agencies for Field Learning
Potential agencies are identified in a number of ways. Field learning faculty will reach out to agencies and inquire about their interest in partnering with us in social work education. Agencies may request students, or a student, faculty member, alumnus, or community representative may suggest the agency. After verifying the presence of appropriate assignments and the availability of a qualified field instructor, the Field Learning office will email a letter acknowledging interest along with several forms for the agency to fill out (forms can be found on our website). After the agency completes and returns the material to the Silver School, the agency will be assigned to the Faculty in the Field office responsible for the field of practice to which the agency belongs (see list below). The responsible faculty member will assess the function and services at the agency, possible student assignments, and availability of resources for the students, level of practice competence of the field instructor, and special requirements for student placement. The faculty member will also discuss the school’s learning objectives for field education and the school’s requirements for assignment, Field Instruction and evaluations of the student’s learning. Important to the selection of the agency is its ability to provide a learning context in which respect for all persons, and understanding of and respect for diversity are practiced, and there is regard for the social work profession’s fundamental tenets as per the NASW code of ethics. If the agency is accepted to serve as a Silver School Field placement site, a student will be matched with the agency. If the field instructor has not attended a seminar in Field Instruction, he/she will be invited to one of the seminars offered at the school.
Ongoing Evaluation of Agencies’ Effectiveness in Providing Field Education

In addition to the initial assessment conducted by the Faculty in Field Learning, students fill out an online course evaluation for all Field Instruction courses on par with all other academic courses, which asks specifically about the educational experience at the agency in which the student was placed.

Fields of Practice

Field Learning is organized along fields of practice. In the Generalized Practice year, a member of the Faculty in the Field Learning office assigns the student to an agency, based on the student’s program, past experience, requirement of the Field learning site, and where they live. In the Specialized Practice year, it is possible for the student to concentrate his or her graduate education on specific aspects of social work within the NYU Fields of Practice.

Fields of Practice

Child, Youth and Family Services
- Early Childhood
- Child Welfare Services
- Mental Health

Adult Services
- Domestic and Community Violence
- Immigrants/Refugees
- LGBTQ
- Homelessness
- Veterans’ Services
- Substance Abuse Services

Aging
- Senior Centers
- Short and Long Term Care Facilities
- Caregiver Support Services

Health
- Medical Inpatient Services
- Community-based Health Care
- Interprofessional Home Based Health Care

Mental Health
- Outpatient Mental Health Services
- Integrative Health/Behavioral Health Care
- Inpatient Hospital
Disabilities Across the Life Cycle

Social Work and Law
- Forensic Social Work
- Alternatives to Incarceration
- Court-based Programs

School-based Services
- Elementary/Middle School Programs
- High School Programs
- Higher Education Programs

Focused Learning Opportunities
- Social Work Practice: Youth and Families
- Social Work Practice: Substance Abuse and Co-occurring Disorders
- Social Work Practice: Zelda Foster Studies in Palliative and End of Life Care
- Social Work Practice: Evidence-based Practice for Adults with Severe Mental Illness
- Social Work Practice: Macro Practice in Organizations

Matching Students to the Agency: The Placement Process

Generalized Practice Year
In the Generalized Practice year, students are placed in one of the fields of practice where he/she is expected to learn and practice within a generalist perspective. Learning objectives for Generalized Practice year are described in the course syllabi for the Integrative Practice/Field Instruction I and II courses.

Upon receipt of the student’s Field Learning Placement Questionnaire and an up-to-date resume (CV), a member of the faculty in Field Learning matches the student to a Field learning site based on the student’s program, past experience, where he/she lives and requirements of the Field Learning site. All Field Learning web forms are located on the Silver School’s website at http://socialwork.nyu.edu/academics/msw/curriculum/field-learning/student-manuals-forms.html.

Specialized Practice Year
At the beginning of the second semester of the Generalized Practice year, the student will meet with his/her Faculty Advisor to plan for the Specialized Practice year. In the Specialized Practice year, it is possible for the student to focus his or her graduate education on specific aspects of social work within specific fields of practice. The Faculty Advisor, in the capacity of educational consultant, assists the student with the development of educational goals and objectives for the Specialized Practice year that will facilitate the individual student’s professional development and growth. Students may also elect to participate in one of the Focused Learning Opportunities in the Specialized Practice year. Fields of Practice and Focused Learning Opportunities are described in detail on the website. Please visit

http://socialwork.nyu.edu/content/dam/sss/academics/msw/pdf/Fields%20of%20Practice%20and%20Focused%20Learning%20Opportunities%20-%202015.pdf
The student will complete the Placement Questionnaire for the Specialized Practice Year and an updated resume. The student’s Faculty Advisor will complete an Assessment Form. If the student is interested in one of the Focused Learning Opportunities, an additional short essay is required from the student (located on the Placement Questionnaire) as well as a letter of reference from the Faculty Advisor (located on the Faculty Advisor Assessment Form). Students are allowed to select only one of the Focused Learning Opportunities. All Field Learning web forms can be found on the School’s website.

Once the Field Learning team receives all information from both the student and the Faculty Advisor, the student’s material will be given to a clinical faculty member in the Field Learning Office who will match the student to a Field learning site based on the student’s academic program, professional interests, goals and objectives, past experience, where the student lives in relation to the Field learning site, and requirements of the Field learning site. The clinical faculty consults with the student’s classroom instructors and Faculty Advisor to make the best possible match. (Refer to the Placement Process and Timeline on the website for more detailed process and important deadlines).

Some Field placements require health exams, vaccinations or other documentation in advance of the start date. Some of these have costs associated with them; students are responsible for these costs. These are requirements imposed by the Field placement and not by NYU. Many of our affiliated agencies require criminal background checks with fingerprinting and drug screenings of potential employees and student interns. Those checks will be performed by the affiliated agency; NYU is not involved in those procedures. If students have any concerns about possible background procedures, they are advised to see the Assistant Dean, Office of Field Learning and Community Partnerships.

**The School’s Responsibilities In Relation To Field Instruction**

The School seeks to provide each student with a stimulating and relevant Field learning experience. To accomplish this objective, the Field learning faculty works closely with our community partnerships to establish the educational opportunities for students at the Field learning site. Faculty Advisors serve as liaisons with the student’s Field learning site agency and as consultants to students and Field Instructors. Faculty in field works closely with Faculty Advisors and students to monitor students’ experience in Field learning.

**Responsibilities assumed by the School include:**

- Providing student’s resume as a guide for the field instructor.
- Consulting with the field instructor in defining the student’s educational needs and preparing the Initial Educational statement, Mid-Year and Final Evaluations.
- Providing guidelines for Field Instruction content and for evaluating students’ skill, development, and performance.
- Providing required seminars for new Field Instructors, and special seminars and workshops for all Field Instructors.
- Providing appropriate feedback to the agency and Field Instructors. The agency’s Educational Coordinator initiates and evaluates the motivation and effectiveness of the field instructor in collaboration with the School.
- Providing the field instructor with relevant materials in order to enhance the integration of academic and Field learning.
• Providing the agency with information about School policies and programs, as they affect Field Instruction.
• Initiating the student review process when an educational problem requiring faculty consultation arises in the field.

School Policies in Relation to Field Learning

Schedule and Attendance

1. Students’ schedules at the Field learning site are determined by the particular program in which they are enrolled. The practicum for all programs, except the Extended One-Year Residence Program (OYR), consists of 600 hours of Field Instruction in each year. The OYR Program requires one placement of 900 hours during the third year of residence.

2. Students in the Two Year Program and the 16 Month Academic Program are placed in an agency three days a week for a total of 21 hours. To provide continuity, instructors provide Field Instruction for the academic year. Full-time students are generally in the field on Mondays and two other weekdays.

3. During the Generalist Practice year of the Extended MSW Program, students are required to be in placement 15 hours per week (2 days) or 21 hours per week (3 days). For the Specialized Practice year, the Extended Program student is required to complete 21 hours per week. Students completing the 15-hour Extended Program schedule will remain in the Field learning site until mid-summer to complete the required 600 hours. Students must be available at least one weekday for their Field learning site. Placements with evening and weekend hours are limited and cannot be guaranteed.

4. In the 32 Month Program, the student will complete 65 credits within a learning community cohort that remains the same over the course of the program option. The student is placed in Field learning sites during evenings and weekends with 3-4 hours during any weekday arranged with the agency. The purpose of the weekday schedule is for the student to be able to participate in critical agency meetings.

5. In the third residency year of the Extended OYR Program, the student will be required to be in placement 28 hours (4 days) or 21 hours (3 days). Students completing the 21-hour (3 days) schedule will remain in their Field learning site through the summer to complete the required 900 hours.

6. Students may not work more than 7 hours per day, or more than 28 hours per week.

7. On Field learning days, students will observe the agency’s calendar in addition to the NYU holidays with the exception of students placed in school settings. In this instance, the students will observe the public school recess rather than the NYU spring break.

8. Regular attendance in Field learning is required. Students may not be absent from class to fulfill any agency obligation.

9. When a student is unable to report to the agency because of illness or an emergency, the field instructor and the Faculty Advisor must be notified immediately. If a student is absent more than three days during the academic year because of illness, emergency or other personal business, the time must be made up. The time made up must be worked out with the field instructor and the Faculty Advisor and approved by the Assistant Dean. (Please refer to the Required Hours Form in Appendix B on NYU Silver website, and posted on NYU Classes).

10. If a student is out of placement for jury duty or religious observance, the time (exceeding three days) must be made up.

11. In the event of inclement weather, students should check with their agency/field instructor to see if they are operating on normal schedule, and should use their own discretion on whether it is safe to travel.
12. At the field instructor’s discretion, students may attend professional meetings during Field learning site hours.

**Excused Absence for Common Day and Career Fair**
The GSA organizes Common Days each academic year. These are mandatory days for students and they are therefore excused from their Field learning site. In the Specialized Practice Year students are also excused from Field learning and class (with instructor knowledge) to attend the Career Fair scheduled in the spring semester.

**Study Abroad during Winter Session: Field Learning Considerations**
Because Field learning takes place during winter intersession, students who wish to participate in a study abroad program during the winter intersession must carefully consider implications for their Field placement with both their Faculty Advisor and field instructor and:

1. Review criteria for participation in the particular program and ensure eligibility.
2. Contact Faculty Advisor and field instructor to discuss the feasibility of participation in a study abroad program in the context of the student’s responsibilities at the Field learning site.
3. Complete a Required Hours form (see Appendix B on NYU Silver website or NYU Classes) that clearly states how the student will make up the hours that they will miss during the study abroad program. The Required Hours form must be signed by student, field instructor, and Faculty Advisor and submitted to the Assistant Dean of Field Learning for approval.

**Regulations & Procedures Governing Field and The Placement Process**
1. The student’s status in the agency should be made clear at all times (i.e., graduate social work student/social work intern).
2. In the event of a strike involving the agency’s social work staff, students should report to the Director of Field Learning for substitute assignments, instead of going to the agency.
3. Any requests for change of Field learning site must first be discussed between the student and the Faculty Advisor. After examining the challenges that the student is encountering in the placement, the Faculty Advisor will determine if a further assessment is needed by the student, field instructor, and Faculty Advisor. If so, the Faculty Advisor will arrange to visit the agency and a three-way conference will be held. The Faculty Advisor will then consult with the Field Learning Clinical Faculty regarding the assessment, and a determination will be made if a change in placement is warranted. Any changes must be approved by the Assistant Dean of Field Learning.
4. The student is expected to pay costs related to travel to his/her practicum site. Every effort will be made to place students within a one-hour commute from home. Students should be reimbursed by the agency for any other expenses incurred in carrying out agency assignments.
5. Students should observe professional confidentiality by disguising any identifying data in agency material used for class assignment and process recording. Video tapes, audio tapes, cameras, or other material should not be used unless express permission is given by the agency for such use.
6. Students must follow all agency policies and procedures.
7. *If a Student Refuses a Field Placement:* For Generalist Practice students, refusal of placement is not allowed except in the rare circumstance of excessive (over an hour) travel, dual relationship, etc.
8. For Specialized Practice students (who can prioritize placement choices) a refusal of a placement will trigger an automatic meeting with the Field Education Office and only one additional opportunity will be offered, with the potential for delay in being placed. Once confirmed in a placement, barring unusual circumstances, a student cannot request a change.

9. If an Agency Declines to Offer a Placement: A meeting with the Field Education Office and student will be held if there are two successive rejections. Barring unusual circumstances and at the discretion of the Field Education Office, the student may be permitted to interview one additional time only, with recommendations. If the 3rd placement meeting results in a rejection, the student’s situation will be reviewed by a School committee.

10. If a Student is dismissed from a Placement: If a student is dismissed by an agency, the student will meet with the Field Education Office and their Faculty Advisor to determine the next steps. If the student receives a F for Field (please note: a F grade may be received even with a passing Initial Educational Statement or evaluation), they will be placed on academic probation and will need to comply with the terms of probation as outlined in the Student Manual in order to return to good academic standing. The student will also need to repeat the Field course, with the understanding that there will be only one more opportunity to pass.

11. At the discretion of the Field Education Office, a student who has been dismissed twice from an agency during their tenure within the MSW program, will be referred to the Student Standing Committee for review.

12. If a Student Terminates a Placement: If a student terminates a placement without any due process with the agency, faculty advisor or Field Education Office, the student will receive a grade of F for Field, even if they have a passing Initial Educational Statement or evaluation. The F grade will require that the student meet with the Field Education Office and repeat the Field course, with the understanding that there will be only one more opportunity to pass. If a student walks out of an agency twice during their tenure within the MSW program, they will be referred to the Student Standing Committee for review.

13. Additional note: If a Field situation arises that is not addressed by one of the policies outlined above, the Field Education Office, at its discretion and in consultation with the MSW Program Director and Associate Director, will outline for the student the next steps to be taken with Field (i.e., re-placement, educational contract, referral to Student Standing Committee etc), and may also include changes to the student’s academic course plan.

**Agency Responsibility to Field Learning**

Field Instructors are an integral part of the student’s learning community. The agency has a formal agreement with the Silver School to host student(s) as social work interns. The agency agrees to provide a field instructor (supervisor) for each student as well as other learning opportunities including, but not limited to participation on a team, attending case conferences and agency meetings. Field Instructors have at least three years of post-master’s experience and have successfully completed a Seminar in Field Instruction (SIFI) or are currently participating in the SIFI course in a social work accredited program. Field Instructors commit to carrying out the
learning goals set forth by the Silver School’s curriculum guidelines as well as providing written evaluations on students in the following format: Initial Educational Assessment, Mid-Year Evaluation and Final Evaluation. (Refer to the section on Selection of Field Instructors and Seminar in Field Instruction for more detailed information).

Handling Questions, Concerns and Difficulties in Field

If the student has questions, concerns or difficulties at the agency, the Field learning site, the student may first discuss this with the field instructor. If the student is uncertain how to handle the particular issue, he/she may contact the Faculty Advisor for consultation, guidance and advice. In the event that the Faculty Advisor is unavailable, the student may contact the Field Learning Office directly. In addition to the formal resources in place for the student (field instructor and Faculty Advisor), the student may also contact the student-organized peer support system, the Student Affairs office, or attend any of the drop-in meetings with the Assistant Dean of Field Learning along with other Deans.

The student’s Faculty Advisor is available to answer all questions about Field learning for students, Field Instructors, and other agency staff. Concerns and potential problems should be brought to the advisor’s attention for review and advice. The advisor will contact the member of the Clinical Faculty in the Field Learning Office who oversees the particular field of practice in which the student is placed. The Field Learning Faculty member will meet with the Assistant Dean to review and assess with the student and/or agency the issues at hand and to develop an educational plan. The student may be asked to meet with the appropriate Faculty and/or the Assistant Dean of Field Learning to review and evaluate the student’s overall educational plan.

If a field instructor has concerns about a student’s performance after having attempted to work with a student around a set of practice and learning issues and has seen little progress in resolving them, the Faculty Advisor should be contacted immediately. The Faculty Advisor will intervene with both the student and the field instructor, sometimes jointly in a three-way meeting, to clarify the problem and suggest ways to resolve the issue.

If the problem continues, the Faculty Advisor will bring the matter to the Field Learning office as outlined in the process above.

Can a Student Request a Change in Field Learning Site?

A change in a Field learning site can take place. However, this is not done lightly and not without a series of discussions between the student, field instructor, Faculty Advisor, and Field Learning office. If a student is in a Field learning site that he/she feels is not meeting his/her educational needs, the student should first address this concern with the field instructor. The student may also contact his/her Faculty Advisor for guidance and advice. The Faculty Advisor will review the student’s educational goals and objectives in the context of the goals and objectives for either the Generalized Practice year or the Specialized Practice Year. If, upon review and reflection, the student and Faculty Advisor feel that the learning needs are not being met, a plan will be developed to address the situation. The student, the Faculty Advisor and field instructor and/or a member of the Faculty in Field Learning will collaborate to find a solution.
Field Instruction (Supervision) Definitions and Expectations

Primary Field Instructor

Every student is assigned a primary social work field instructor in the agency who has completed a Seminar in Field Instruction (SIFI) or is currently participating in the SIFI course in a social work accredited program. This primary field instructor carries the responsibility for the student’s overall training at the Field learning site.

- The agency-based primary field instructor is responsible for assessing and reviewing the student’s educational plan. The primary social work field instructor is also responsible for coordinating additional aspects of field education, such as task assignments by other Field learning designees. MSW students may not contract for or arrange private consultation on agency cases.
- The primary field instructor must set aside individual and dedicated time with the student to review assignments as well as in-depth review of process recordings, logs and/or reflective learning logs. The student is responsible for preparing an agenda for each conference and for submitting process recordings prior to the scheduled meeting. The field instructor is responsible for reviewing and commenting on the process recordings prior to the scheduled meeting.
- The primary field instructor is responsible for ensuring that the student receives an adequate amount of Field Instruction per week. Silver recommends that individual supervision be at least 45 minutes to 1 hour in duration. This may be comprised of individual meetings with the field instructor, and other modalities such as group supervision, secondary Field Instruction and/or task supervision. For part-time students, Field Instruction time, assignments and recording should be adjusted proportionately.
- In the absence of the field instructor, a qualified staff member(s) should be designated as a back-up for the student. In the event of an extended absence, the field instructor or the Educational Coordinator should notify the Silver School immediately.

Secondary Field Instructor

In some cases a student may be assigned to a second service or community program outside of his/her primary Field learning site. This kind of assignment is used to expand the student’s learning opportunities. The primary field instructor is responsible for the overall oversight of the student’s learning and should be in regular contact with the secondary field instructor.

Task Supervisor

In some Field learning sites a student may be assigned to a task supervisor to learn specific tasks or modalities. A task supervisor may not be a social worker, but may work in other disciplines, e.g., a nurse, or a policy analyst. The task supervisor must communicate regularly with the primary field instructor and will participate in the evaluation of the student’s performance.

Group Supervision

Some Field learning sites provide regularly scheduled group supervision to students. This model of Field Instruction can be very useful in expanding the student’s learning through the interchange with others. Agencies that have several students in placement from the Silver School or other schools are encouraged to provide an opportunity for all students to meet together.
Student Assignments

- Where possible, several assignments appropriate to the student’s level of learning should be prepared prior to his/her arrival at the agency.
- In the Generalist Practice year, students should have a range of assignments reflecting professional social work practice with different systems allowing the student to gain competency in the learning objectives listed above. In the Specialized Practice year, the student’s time should include face-to-face interviews and/or phone contacts with individual clients, families, groups, and collateral contacts. Additional assignments in direct practice may be given. Again, assignments should enable the student to gain competency in the learning objectives listed above.
- In the first three weeks actual practice assignments may vary depending on the agency workload and the field instructor’s assessment of the student’s skill. Within the first four to six weeks, the student should be meeting the requirement in order to learn to implement the values, knowledge, skills and behaviors of social work practice as outlined in the Field Evaluation Forms. (Refer to the Initial Educational Assessment, Mid-Year and Final Evaluations for Generalized and the Specialized Practice Year on the school’s website).

Safety Guidelines

The School recommends the following safety guidelines for students in the Field learning site:

Agency-Related Travel and Home Visits

- Students should not dress inappropriately or conspicuously, e.g., use judgment in wearing jewelry.
- Students should use main thoroughfares for walking, and should be appropriately vigilant.
- If using subway transportation, students should not stand out of full view of the token booth attendant nor enter a car where a conductor is not present.
- Students should not plan trips for client groups unless arrangements are made to ensure safety, e.g., use of several workers in a children’s group, inclusion of parents, proper transportation, etc.
- Students should not travel without official agency identification that establishes their status as a representative of the agency.
- In the event of any emergency during a student’s field visit, the Faculty Advisor should be notified immediately by the agency. In the absence of the advisor, the Assistant Dean of Field Learning, or one of the Deans should be notified.
- Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate.
  - Students should not make home visits without notifying the field instructor of the date, time, location, and purpose of the visit.
  - Students are required to notify the agency by telephone upon the completion of the work day when in the field.
  - Follow agency policies and protocols regarding home visits.

Evening Hours

Under no circumstances should the student be alone at the agency or make home visits after agency hours. If there are special operational procedures that differ from those in effect during the day with respect to security and emergency procedures, these should be made clear to the student. Some agencies in high risk areas have provided transportation or have supplied an escort.
to a safe transportation stop near the agency. Students are strongly encouraged to negotiate such arrangements.

*Physical Plant*

Students should be thoroughly oriented to the agency building(s). Fire and disaster procedures should be reviewed. If maps for exiting the building in case of an emergency are posted or handed out, the student should be made aware of where they are located. Students should also be informed of security procedures, including how to locate a guard when necessary. Students should not be required to remain in the agency when conditions prevail that are hazardous to health. For example, students should have the option to leave when the heat is not functioning on a cold day without using sick leave. Although matters of this nature must be left to the discretion of the student and the field instructor, students should not be pressured to remain at the agency when conditions are not reasonably conducive to performing agency business.

*Conditions for Interaction with Clients*

As noted above, students should be made aware of security operations and how to get help quickly if necessary when interviewing a potentially dangerous client. Students are required to inform their Field Instructors when they will be interviewing such a client, and discretion should be used in determining whether or not to keep the door closed. Rooms for interviewing should not be isolated from the main stream of agency traffic. If a student feels uncomfortable about an interviewing situation, other arrangements or reasonable precautions should be requested.

*If a Student Feels Uncomfortable at the Field Learning Site Due to Harassment or Discrimination*

If a student at a Field learning site feels either harassed or discriminated against, the student should first contact the field instructor and/or Faculty Advisor. The student may also contact the Associate Dean for Student Affairs at 1 Washington Square North (Room 212) or by calling (212) 998-9189 for guidance. Students may discuss the circumstances of their complaint confidentially.

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment – an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal and against University policy, and will not be tolerated.

This policy covers all members of the University community and those who affect the University community such as vendors, visitors or agencies. The University encourages everyone to report all incidents of harassment regardless of who the offender may be.

To learn more about the policy including definitions of prohibited harassment, confidentiality, etc., visit [www.nyu.edu/eo/anti-harass-policy.pdf](http://www.nyu.edu/eo/anti-harass-policy.pdf). Students should be encouraged to not sit silently with these important matters.
Registration for Field Instruction

Students must register for Field Instruction each semester that they are in the field. Please find programs below with instructions. Further instructions and Class Numbers for registration for Field Instruction may be found on the School’s website.

Registration for First-time Field Instruction Students

Two Year Program, Extended Program, and 16 Month Program
Register for Field Instruction I, MSWFD-GS 2100 (or Field Instruction II, MSWFD-GS 2200 in the second semester of field). The section number (the last three digits after the course number) should match the section number of the Social Work Practice I course. So, for example, if one registers for SW Practice I, MSWPF-GS 2001 005, then he/she should register for Field Instruction I, MSWFD-GS 2100 005. The Field Learning office may sort students into a different section at the start of the semester.

Advanced Standing Program
Register for Field Instruction III, MSWFD-GS 2300 (or Field Instruction IV, MSWFD-GS 2400 in the second semester of field). The section number (the last three digits after the course number) should match the section number of the Social Work Practice III course. So, for example, for Practice III, MSWAC-GS 2002 010, students should register for Field Instruction III, MSWFD-GS 2300 010.

One Year Residence (OYR) Program
Register for Field Instruction OYR-A, MSWFD-GS 2500 (or Field Instruction OYR-B, MSWFD-GS 2600 in the second semester of field), section 001. The Field Learning office may sort students into a different section at the start of the semester.

32 Month Program
Register for Field Instruction 32 Month I, MSWFD-GS 3100 001.

Registration for Continuing Field Instruction Students

Two Year Program, Extended Program, and 16 Month Program
Register for Field Instruction III, MSWFD-GS 2300 002 (or Field Instruction IV, MSWFD-GS 2400 in the last semester of field). The Field Learning office will sort students into their Faculty Advisor’s section at the start of the semester.

32 Month Program
Register for MSWFD-GS 3200 001 in the second semester of field, MSWFD-GS 3300 001 in the third semester, MSWFD-GS 3400 001 in the fourth semester, MSWFD-GS 3500 001 in the fifth semester, and MSWFD-GS 3600 001 in the sixth semester.

Professional Liability (Malpractice) Insurance
The School provides professional liability (malpractice) insurance for all students in Field placement without cost to the student. Contact the Field Learning office at 212.998.5920 or silver.fieldlearning@nyu.edu for questions about the coverage.