



# BACHELOR OF ARTS IN SOCIAL WORK

## STUDENT HANDBOOK

**2020-2021**

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## **INTRODUCTION**

Welcome to the Bachelor in Social Work Student Handbook. The purpose of the Handbook is to provide the BSW students the information needed to successfully complete the BSW program that includes the practicum. The program provides students the opportunity to put theory into practice in the Social Work profession. The student will have the chance to begin to apply social work skills, ethical principles and to initiate the process of identification as a professional social worker. You will find the information and forms needed to support your agency internship. Your internship will include 3 terms. Each term will have a total of 150 hours. Your total agency experience will be 450 hours. You will enroll in a practicum course concurrently during each term of internship; BSW Social Work Practicum I (3 credits), BSW Social Work Practicum II (3 credits), and BSW Social Work Practicum III (3 credits). Please read this handbook carefully and become familiar with its contents. It is designed to answer questions you may have about the practicum processes and guidelines. All the forms required for the practicum with examples are located in this handbook.

## **HISTORY OF THE UNIVERSITY**

Touro University Worldwide is part of the Touro College and University System. The Touro College and University System was established in New York City in 1970 by Bernard Lander, PhD, LHD, as a Jewish sponsored independent, non-profit institution of higher and professional education primarily to enrich the Jewish heritage, and serve the larger American and worldwide community. More than 23,000 students are currently enrolled in its various campuses schools and divisions. Touro University Worldwide, in keeping with the system's founding mission and principles, prides itself on its Judaic foundation and the values that it represents. Those values involve a commitment to social justice, intellectual pursuit, and service to society and the underserved.

Touro College and University System has had a long track record in offering high quality online degree programs in professional fields at the Bachelor, Master, and Doctorate levels. Touro University International (TUI) was founded in 1998 by Dr. Yoram Neumann and Dr. Edith Neumann and was the first university in the world to offer a regionally accredited PhD program online with no residency requirements.

Drs. Neumann, the founders, led TUI for 11 years (1998-2009). At that time, TUI had graduated 14,000 proud alumni. From no courses in 1998, TUI offered more than 50,000 courses in 2009. In 2007, TUI was sold to a private equity group. Touro University Worldwide (TUW) was founded in 2008 by Dr. Bernard Luskin to replace the void that the sale of TUI had created. Drs. Neumann, the founders of TUI, returned to Touro in July 2012 and assumed the leadership of Touro University Worldwide. The mission of online education at Touro University Worldwide is to offer professional degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice).

## ACCREDITATION

Touro University Worldwide is a non-profit institution of higher learning. The University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC): 985 Atlantic Ave, Suite 100, Alameda, CA 94501. <http://www.wascsenior.org/>

## MISSION

The mission of Touro University Worldwide (TUW) is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice). TUW is committed to offering doctoral, graduate, bachelor and associate degree programs to support this mission. The mission is also shared through the campus-based undergraduate education programs at Touro College Los Angeles Division, which serves a specific student body. Together, the campus based and online programs contribute to the achievement of the overall Touro core values driving this mission to provide opportunities for those who are underserved, provide service to society and achievement of the overall Touro University Worldwide student success.

## HOW TO USE BSW HANDBOOK & OTHER TUW PERTINENT PUBLICATIONS

This BSW Handbook contains the policies and procedures for the Bachelor's in Social Work Degree program and is a contract for your performance in the program. It will also guide you through the academic and experiential requirements.

READ THIS HANDBOOK CAREFULLY and become familiar with its contents, consult it every time you have any questions. In addition, please read these publications that contain useful information for your success in the BSW program:

1. The TUW Catalog for BSW Program (available at <http://www.tuw.edu/students/universitycatalog/>).
2. Please read and participate in TUW's online Orientation.
3. National Association of Social Workers Code of Ethics. The proper citation for the Code of Ethics is the following:

Workers, N. A. (2017). NASW Code of Ethics (Guide to the Everyday Professional Conduct of Social Workers). Washington, DC: NASW. Retrieved from <https://socialwork.sdsu.edu/wp-content/uploads/2011/09/NASW-Code-ofEthics2017.pdf>

1. *NASW Standards for Cultural Competence in Social Work Practice (2001)* Retrieved from <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>
2. Association of Social Work Boards. (2017). Model regulatory standards for technology and social work practice: ASWB International Technology Task Force, 2013–214 Retrieved from [https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards\\_FINAL\\_POSTING.pdf](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf)

## **INTRODUCTION TO SOCIAL WORK PROGRAM**

The BA in Social Work engages students in a real-world approach and includes curriculum, which helps to foster professional development in the field. It helps to provide grounding in social work, which includes the values and ethical standards of the profession, and the necessary competencies including an emphasis on evidence-based practice in the field of social work. The program addresses the diverse needs in social, political, cultural, economic, organizational and technological aspects with a potential for social change. The undergraduate program prepares students as social worker generalist practitioners to work in a variety of social service settings, community organizations, and with individual's families to address their needs. The program curriculum includes knowledge regarding human behavior, social welfare policy, multicultural social work, human diversity, social and economic justice, and social work research.

The BA in Social work degree prepares students for a rewarding career as a generalist helping individuals, families, groups, communities and organizations by providing guidance, counseling, referrals and practical human services. This undergraduate program places emphasis on gaining the appropriate knowledge, values, and skills needed to promote the well-being of client population through the learning experience of field work available in diverse settings such as schools, counseling centers for families, senior centers, social service and charitable organizations, and others. The program prepares culturally competent social workers and inspires students to be advocates for social change and a more just and equitable society.

### **BSW MISSION STATEMENT**

The mission of the BA in Social Work at TUW is to prepare students as a generalist for professional social work practice to promote the well-being of individuals, families, groups, communities and organizations who are facing problems related to personal or social conditions.

### **FIELD EXPERIENCE FOR BA IN SOCIAL WORK**

The curriculum is designed to promote a nurturing academic environment that integrates online courses with field training and real-world learning and experience. The program combines classroom and field instruction to help students acquire the necessary knowledge, values and professional norms of the field of social work.

Student fieldwork is a critical part of the educational experience in the social work program. The field work education complies with the program mission to prepare students for generalist social work practice in the field of social work. The experience allows the integration and assessment of the student's ability to apply the curriculum content relating to social work values and ethics, diversity, populations at risk and social and economic justice, human behavior in the societal environment, social welfare policy and services, practice, and research in the field. The practicum is designed to allow learning and application of skills to occur concurrently. During the practicum, students engage in real world experiences under the supervision of an approved field supervisor.

### **Institutional Goals**

- To respond to the professional and career advancement need of adult learners
- To respond to the need of the underserved
- To respond to the career advancement, need of professionals

- To attain program learning outcomes by using problem based, project based and interactive practitioner-scholar learning model and assessment
- To recruit and retain high quality faculty with proven track record in the practitioner-scholar learning model
- To develop and implement a learner-centered environment resulting in high retention rates and high graduation rates
- To demonstrate that program's graduates are satisfied with their quality of learning experience
- To continuously improve the quality of the programs and support services

### **Institutional Learning Outcomes (ILOs)**

Students who complete the program of study at TUW will be able to:

1. Demonstrate the ability to communicate effectively through listening, speaking, reading, writing and use of technology and media.
2. Display mastery of knowledge and skills in the discipline of study.
3. Demonstrate cultural awareness to be a responsible citizen in a global society and world.
4. Demonstrate the ability to exercise problem-solving skills, such as problem identification and analysis, and solution formulation, implementation, and assessment using an integrated approach.
5. Exhibit the ability to think critically and utilize research and critical thinking to solve real life problems.
6. Use collaboration and group processes to achieve a common goal.
7. Demonstrate professional ethics and practice academic integrity.
8. Demonstrate commitment to lifelong learning and informational literacy.

### **BSW PROGRAM LEARNING OUTCOMES (PLOs)**

- PLO 1** BSW graduates will demonstrate effective written and verbal communication skills and use communication skills effectively across client populations and other systems.
- PLO 2** BSW graduates will demonstrate critical thinking skills within the context of professional social work at the Generalist level.
- PLO 3** BSW graduates will demonstrate basic Evidence-Based Practice (EBP), research and evaluation skills, and information literacy skills applicable to the field of social work.
- PLO 4** BSW graduates will demonstrate skillsets in the field of social work that convey knowledge in the purpose, values, and ethical standards, principles and practices of the social work profession challenging injustice and promoting human rights and social and economic justice.
- PLO 5** BSW graduates will be able to describe the strategies of advocacy and social change that advances social and economic justice recognizing the role of the social worker as an advocate in a culturally diverse society.
- PLO 6** BSW graduates will engage in evidence-based social work intervention strategies and apply legal and ethical practice in decision making as a generalist social worker.
- PLO 7** BSW graduates will demonstrate the knowledge and ability to apply theoretical frameworks to understand individual development and behavior across the life span and the interactions among individuals, families, groups, organizations, and communities.
- PLO 8** BSW graduates will be able to appraise the economic, political and social forces that impact the unmet needs of disenfranchised populations within the social work environment.

## WHEN TO TAKE PRACTICUM\*

Students who take Practicum must be prepared academically to perform well in the field. Given these considerations, we recommend that students take practicum after completing the Core required courses and all electives except the Practicum Courses and the Capstone course and one elective. Securing a practicum site is important. Students should begin searching for a field placement site at least 6 months prior to starting the practicum. You must allow time for clearances that a site may require such as; criminal background checks as well as TB tests. It is important for the student to ask what clearances must be completed prior to the start of the internship.

The primary goals of the Practicum course are twofold: (1) to help students learn to integrate theory and practice, and (2) to develop interpersonal skills that are associated with effective social work practice.

***\*Please note: TUW is not responsible to find the Practicum site and/or agency for students. The student is responsible to identify the practicum site (close to their home or work) and connect the Program Director or Practicum coordinator with the site to arrange for an MOU and a formal interview for the student.***

## LEGAL NOTIFICATIONS

### Licensure/Certification

Students are encouraged to contact their respective state board for applicable social work licensure and application requirements, as each jurisdiction defines by law what is required for each level of social work licensure. Additional information can be obtained at the Association of Social Worker Boards (<https://www.aswb.org/>). The Association of Social Work Board is admitted to the required licensure examinations for 50 states.

Students enrolled in TUW's Social Work are bound by the National Association of Social Workers' (NASW) Code of Ethics in their entire academic and field work. The most current Code of Ethics is included in the Student Handbook of Policies and Procedures. All students are responsible for familiarizing themselves with the Code and must sign that they have reviewed the code before placement begins. Students considered to be in violation of the Code will be referred to the Field Education Director for BSW, and could be subject to probation or dismissal from the Social Work Program. The National Association of Social Workers' (NASW) Code of Ethics can be located at: <https://socialwork.utexas.edu/dl/files/academic-programs/other/nasw-code-of-ethics.pdf>

### Confidentiality

The process recording is confidential material and should be handled accordingly. All identifying information about the participant(s) and agencies involved should be disguised by using initials or name(s) other than the real name(s), and by omitting other identifying information. Whenever possible, process recordings should be kept in a locked, secured file or drawer at the placement agency. Process recordings are not to be kept in the client's chart, since process recordings are a tool for the intern's learning and not part of the client's permanent agency record. If security in an agency is an issue, students should talk with their Field Supervisor and the Field Education Director for BSW on how to handle process recordings to protect client confidentiality. At the completion of the internship, all process recordings should be destroyed by shredding.

## **Disclosure**

NASW recommends that social work students identify themselves as trainees/students/interns to patients/clients either verbally or using name tags except in emergency situations where it is clinically contraindicated as determined by student and supervisor. Students' status should be clearly designated in signing notes in the record. TUW recommends that students identify themselves as "Social Work Interns," unless their agency specifies a different title. This policy is in the best interests of client care, and is applicable to any locality in which students are placed. TUW also recommends early disclosure of the length of time the student will be available to clients, again, with exceptions as clearly determined by discussion between the student and Field Supervisor.

**Please note** that criminal background checks are required by certain social service agencies for field internship. The failure to disclose pertinent data or giving false information in applying for field education is grounds for termination from field placement and from the social work degree program. Pertinent data may include information about significant personal history that can affect the student's ability to work with vulnerable populations. Giving false information may include omitting history of a felony conviction. Such a conviction must be disclosed to field office faculty at the interview for field placement.

## **Professional Liability Insurance**

Insurance companies who underwrite professional liability coverage to mental health and social work agencies usually sell an umbrella policy that covers both licensed and unlicensed personnel. If the agency where you are performing your practicum does not have a policy that you are covered you should obtain your own professional liability policies. An application for such coverage can be obtained online. Note that the professional liability carriers only cover students who are required to complete practicum hours as part of their university programs. More information for NASW student insurance at <https://naswassurance.org/malpractice/student-liability-individuals/>.

## **Student Safety**

Students should receive safety information pertinent to their field placement site in their initial orientation. Students should review the personnel policies and safety guidelines of the agency before any work with the agency begins. Students are encouraged to immediately contact their Field Placement Supervisor/Task Supervisor and then the Field Education Director if they feel unsafe in any way at their placement site.

## **GENERAL REQUIREMENTS FOR PRACTICUM**

### **PROGRAM REQUIREMENTS**

The Bachelor of Arts in Social Work requires a total of 120 credit hours for completion.

- General education (45 credits)
- Core requirements (51 credits)
- Electives (24 credits)

Students entering the internship must be registered to the courses in the social work program and have completed all courses with a grade of C or higher. Students must have a GPA of 2.0 in the major and a 2.0 overall, and must have completed the application process for the internship experience.

**BSW CURRICULUM****BA in Social Work Core Program Requirements (51 semester credit hours)**

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credit Hours</b>
BSW 300	Introduction to Social Work	3
BSW 302	Introduction to Social Welfare	3
BSW 304	Interviewing and Assessment	3
BSW 306	Social Justice and Diversity	3
BSW 308	Ethics and Social Policy	3
BSW 310	Human Behavior and the Social Environment I	3
BSW 312	Human Behavior and the Social Environment II	3
BSW 314	Social Work Research	3
BSW 316	Comparative Social Work	3
BSW 318	Child Welfare Services	3
BSW 320	Social Work Practice I (Individuals and Families)	3
<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credit Hours</b>
BSW 322	Social Work Practice II (Groups)	3
BSW 324	Social Work Practice III (Communities and Organizations)	3
BSW 326	Social Work Practicum I	3
BSW 328	Social Work Practicum II	3
BSW 330	Social Work Practicum III	3
BSW 399	Capstone	3

**BA in Social Work Electives** (24 semester credit hours) (Choose 8 courses from the list)

Course Number	Course Title	Semester Credit Hours
BSW 301	Domestic Violence	3
BSW 303	Victim Advocacy	3
BSW 305	Youth -at-Risk	3
BSW 307	Child Abuse	3
BSW 309	Military Approach to Social Work	3
BSW 311	International Social Work	3
BSW 313	Drug and Alcohol Treatment in Social Work	3
BSW 315	Social Work with Older Adults	3
BSW 317	Social Work Practice Tool Box	3

**Prior to registering to the Practicum Courses, the student must:**

- Complete all GE courses;
- Complete all Core Required Courses: BSW 300-BSW 318;
- Complete at least 7 elective courses.

**Practicum will be taken 2 courses as color coordinated:**

BSW 320	Social Work Practice I (Individuals and Families)
BSW 322	Social Work Practice II (Groups)
BSW 324	Social Work Practice III (Communities and Organizations)
BSW 326	Social Work Practicum I
BSW 328	Social Work Practicum II
BSW 330	Social Work Practicum III

**Following completion of the Practicum courses:**

- Completion of the 1 remaining Elective
- Last course is the Capstone

BSW 399	Capstone
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***Please Note:*** Not all students will complete their practicum hours during the 3 courses, and may need to enroll Continuation courses to complete their training hours. *If a student has not completed the Practicum required hours, the student will have to take the Practicum Continuation course the following term. For this additional Practicum Continuation course a fee of \$250 will be charged to the student for each course in each session/term until completion. Active duty Military students will get a waiver of this fee if the delay is a result of military duty.*

***Please note there is a conjunction course with each practicum, e.g., BSW 320 WITH BSW 326, BSW 322 WITH BSW 328, BSW 324 WITH BSW 330. If the student fails the conjunction course, the student will need to retake the conjunction course and pay full tuition for that course.***

**STUDENT REQUIREMENTS AND RESPONSIBILITIES**

Students are required to complete 450 hours. Students will complete 150 hours per term at an assigned agency. It is the responsibility of the student to keep track and record hours on the proper TUW form and submit completed time sheet, weekly.

Submit all forms required by the Practicum Agency: Students are responsible for completing all charts, records, forms, documents, and other written work required by the practicum agency in connection with service to their clients, or other practicum work, before termination from any practicum, whether prematurely or on schedule.

It is the student's responsibility to assure that: 1) The Learning Contract; 2) Time Sheets; 3) Mid-term Evaluation; 4) Final Evaluation; and 5) Process Recordings are signed and submitted to the Field Education Director for BSW, in adherence to due dates. These documents must be presented for each practicum in the student's file for graduation of the student to take place. All Practicum forms must be posted in the appropriate course in IC in the week they are due.

Keep in mind that each agency has different rules and regulations. You should be flexible with your expectations regarding assignments and duties given to you by the agency. However, this is a learning experience for you to acquire direct practice under supervision and you are not just an extra set of hands for answering the phone or filing. Should you need clarification about your learning contract and/or duties as an intern, contact the Field Education Director for BSW.

Most problems, whether personal, academic, or administrative, can be resolved in a professional manner between the parties involved, if identified and acted upon early. As soon as a potential problem arises, field instructors, task supervisors, and students should discuss the issues and together

attempt to resolve them. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement. If informal problem solving efforts are unsuccessful, formal corrective action will be required. If resolution to the problem is not resolved quickly bring the concern or issue regarding the field internship to the attention of Field Education Director for BSW.

It is the student responsibility to arrive on time for scheduled field placement hours and be dressed appropriately.

It is the student responsibility to actively participate in field supervision sessions and be prepared to take notes. This is the time to ask questions and get clarification. Have a copy of your completed process recording for your field supervisor.

**Please note:** Student Interns may not transport clients in their vehicle or an agency vehicle. Students may not perform home visits; unless accompanied by an agency employee.

### **STUDENTS WITH FELONY CONVICTIONS**

Felony convictions or charges from child proactive services may limit where students can be placed for field work, where they can be employed as social workers, and whether they can obtain an a license to practice social work. Decisions on these issues are often made on a case by case basis, considering when the felony occurred and the level of the conviction/charge. Students are encouraged to note this on the field application and be aware that field agencies may require students to submit to a criminal background check and/or drug screen prior to field placement. Students are welcome to discuss their situations and questions with the Field Education Director or the Program Director.

### **REQUIRED HOURS**

Students are to complete 150 hours per term. There are 3 terms for a total of 450 hours. All hours must take place in the 8-week term. 1 hour per week of direct face-to-face supervision with your field supervision is required.

### **Hours That May Be Included**

Supervision, record keeping, staff meetings, attendance at field agency-sponsored seminars, workshops, or other agency in-service training, are considered part of the practicum experience and are included in field practicum hours. With prior written approval from the agency Field Supervisor and TUW Practicum Coordinator, attendance at conferences or other training not directly sponsored by the field agency may be allowed as part of the practicum on a case by case basis. This will be allowed only once each term. Only hours actually engaged in the practicum are counted. Unless approved in writing by the TUW Practicum Coordinator all weekly hours (150 per term; total 450) are to be accrued at the approved field placement site.

### **Hours That Are Not Included**

Holidays, agency holidays or closings, lunch time, commuting time to and from the student's practicum agency, or other activities not required by the practicum agency. These cannot be counted toward the student's required practicum hours. Stuffing envelopes, answering the phone, and filing or any other hours such as these are not acceptable hours as a social work intern.

Students found to be recording hours for unauthorized events or activities on their time sheets will be required to subtract those hours from their accumulated practicum time, and make up the time through engagement in authorized practicum activities.

A student must notify the Field Supervisor and the Field Education Director for BSW in advance of any planned absences, and as soon as possible for unexpected ones. Hours absent from practicum must be made up during the term that the absence occurred.

**TUW interns may not transport clients, volunteers or staff in their personal vehicle or an agency vehicle.**

**TUW interns are not permitted to see clients off the field placement agency site.**

### **FIELD EDUCATION DIRECTOR FOR BSW RESPONSIBILITIES**

The Field Education Director for BSW provides overall direction and organization to the field practicum program. The Field Education Director for BSW responsibilities include:

- Developing field instruction sites, negotiating contractual agreements with respective sites; organizing and implementing orientation and professional development sessions for Field Supervisors; evaluating outcomes of the field practicum; and providing overall assistance to Field Supervisors, and students. Developing and maintaining all field practicum agency affiliations. Providing information and orientation to Field Supervisors about the field experience. Planning and implementing the Seminar in Field Instruction (SIFI) for all new Field Supervisors.
- Consulting with students regarding field practicum assignments and conferring with them regarding changes or problems should they arise. Monitoring and enhancing integration of academic curriculum content and field expectations.
- Monitor the Learning Agreement Contract to ensure learning and skill development are proceeding as per the signed contract on file.
- The Field Education Director for BSW will communicate with each site at least once per term.

### **How to Locate an Appropriate Practicum Site**

It is the student's responsibility to locate an internship site. TUW will provide assistance in finding the practicum site, but TUW cannot guarantee a practicum site to the student.

Although the prospect of locating a practicum site may seem intimidating, the steps to follow are relatively straightforward. They are as follows:

**STEP 1:** Learn about the process

Begin your search for an internship site 8 months before enrolling in BSW 320 and BSW 326. It is not too early to begin looking for an internship it may take longer than you think. The process generally takes 4 to 8 months. Applying for internships is like applying for jobs. Send your resume, cover letter and the TUW letter of introduction to potential internship sites. Use the contact list to record your contacts. If you do not know where to begin your search, I suggest you use one of the sites below. Sign in and put the zip code where you would like to find an internship. Narrow your search by entering search words such as non-profit agency; childcare; nursing home; assisted living; shelter or the area of social work you are interested in.

- Google.com
- Internships.com
- Indeed.com
- Idealist.org
- simplyHired.com
- Createthegood.org
- WayUp.com

Students must have secured a BSW practicum site and have an MOA Agreement signed and submitted to the school prior to the first week of their practicum class. You may be withdrawn from your classes, if you do not have a site 10 days after the term begins.

#### Approval of Site

- The practicum site must be approved by the coordinator of practicum.
- Students will complete and submit a request for an internship site approval.
- The student is expected to discuss any potential issues with program staff that may prohibit them from interning at a particular internship site.

**STEP 2 of the process.** Look at yourself before you reach out to potential sites.

- In today's world potential employers and field placement sites are likely to take a look at you through social media.
- Goode your name and see what is on the internet about you.
- If you have a Facebook page is it private. Can anyone such as your potential field placement site see what is there.
- Do you have a professional email address? You may not receive a response if your email is inappropriate. For example [sexymamma@hotmail.com](mailto:sexymamma@hotmail.com) or [candy69@hotmail.com](mailto:candy69@hotmail.com) may be a turn off.

#### Helpful Hint:

A cover letter is a summary of your background experience, qualifications, as well as where you detail your level of interest for the position.

**STEP 3:** Create a cover letter and résumé

Taking the time to construct a cover letter now will definitely pay off. A cover letter shows the agency directors and employers that you have the skills and characteristics they are looking for.

The cover letter should have the same heading as the résumé and reference page and should be about 3/4 of a page long. Guidelines in creating a cover letter follow:

- In the first paragraph, you should let the director of the agency know specifically for what you are applying.
- You need to provide information about Touro University Worldwide. Also attach the letter of introduction from the Coordinator of Practicum.
- In the second paragraph, you should detail your skills, qualifications and responsibilities that are directly related to the practicum you are seeking.
- In the third paragraph, respectfully and cautiously show your appreciation for the opportunity to interview, let the employer know that you are flexible in your schedule, and are available to meet him or her at his or her convenience. Also, include your phone number before closing.

***Prepare a résumé that is personalized for each site***

A résumé is a summary of your professional and educational history. It should highlight your education, work experience and volunteer experience.

**Helpful Hint:** your résumé, cover letter and reference match in color, style and heading. Remember to use a clear printing font that is easily transmittable by facsimile transfer (FAX), in case you need to send your résumé package by FAX.

**REMEMBER TO EDIT YOUR WORK! CHECK FOR MISTAKES IN SPELLING, TYPING AND GRAMMAR! GIVE YOUR WORK A PROFESSIONAL APPEARANCE! NEATNESS IS PARAMOUNT!**

**STEP 4:** Arrange for an interview.

- Telephone the contact person listed on the site information form and arrange for an interview.
- Ask this person what you should bring to the interview and follow the instructions exactly.
- Be aware that some agencies conduct the initial interview over the phone. FAX or email your résumé to the contact person, if requested.

**STEP 5:** Follow up with your contacts.

Be diligent and follow through after your first contact. After sending your résumé, call sites back and make and keep your appointment for an interview, as needed.

**STEP 6:** Go to your interview.

During the interview, the agency contact person will assess your potential as an intern to determine the match between your interests and abilities and those needed by the agency. This is a good time to inquire about matching your personal weekly schedule with the agency to ensure you will be able to achieve 18 to 20 hours per week.

**STEP 7. You did it!**

As soon as you have secured an appropriate practicum site, submit all completed documents (BSW Field Application; this should be completed and returned to me right away. Agency

Request for Field; as soon as you locate an agency willing to accept you as an intern complete this form. Your field supervisor will be contacted for an orientation to TUW. BSW MOA Form; this is to be completed and signed by the agency Director (or other appropriate person) after they consent to allowing you to perform your internship. The dates are the start date of your internship and the end date is the last day of all 3 internships. You may not begin your internship before this form is signed by the agency and submitted to the Field Education Director for review and approval. Helpful Hint: It is strongly recommended that you take BSW 317 Social Work Toolbox, which is a course includes information on how to construct a cover letter and resume.

### **SELECTION OF AGENCY**

Field practicum experiences occur in a variety of human service settings. These include health, educational, criminal justice, mental health and a wide range of other settings where generalist and advanced generalist practice can be learned. Students may work with individuals, families, groups, organizations, communities and governmental and nongovernmental entities.

Agencies providing field practicum should offer students a range of learning activities that challenge them to integrate theory and practice skills in direct service.

#### *The process.*

The Student identifies the agency. As soon as the Agency is identified, the student informs the Coordinator of the Practicum at TUW by submitting The Agency Request for Field Form. When identifying an agency, specific criteria are used. The agency philosophy of service must be compatible with TUW's values and ethics of the social work profession, social work education, and generalist practice. This includes nondiscriminatory practices concerning client race, ethnicity, gender, age, sexual orientation, or differential ability.

In order to ensure the field placement site can provide the required educational experience for our students the Field Education Director ensures the following standards are met.

1. Provide social services and are committed to social work values, ethics, and practice.
2. Are in good standing in the community and the profession.
3. Provide services that offer students a variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program's objectives and goals for generalist field instruction.
4. Undertake, individually and collectively, the responsibilities of the teaching role, including appropriate supports to enable field instructors to maintain an educational focus with their assigned student(s).
5. Agree to provide an appropriate place for students to work, assign the necessary support services, and allow for mileage reimbursement whenever possible.
6. Agree to orient students to both the service-delivery system and the population served. The orientation should include a personal safety plan for the student.
7. Provide services that are culturally relevant to individuals, families, groups, organizations, and communities of diverse backgrounds.
8. Demonstrate a commitment to human rights and social, economic, and environmental justice.

9. Agree to provide opportunities for students to demonstrate competencies and identified behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes.
10. Demonstrate a commitment to social work education and generalist practice.
11. Enter into a written agreement (Memorandum of Understanding) regarding mutual expectations for affiliation prior to a student being placed at the agency

### **Employment-Based Practicum**

In some rare cases, a practicum can be established within the student's place of employment. T UW adheres to the belief that the role of an employee must be clearly distinguished from the role of an intern at a field placement to ensure the integrity of the learning experience. If the employing agency is to be approved as a potential practicum site, it is necessary for the agency and the program to agree to certain stipulations in addition to those required of all field agencies. Typically, students are placed in a different department or division for field work. The Agency must agree to provide the student with educationally focused learning opportunities that are different and separate from the student's regular job responsibilities. The student must submit in writing their current job description with detailed hours of employment and the proposed description of internship duties providing hours different from the employment hours. The Field Supervisor may not be the student's regular job supervisor. The T UW program believes the role of the student as an employee must be clearly distinguished from the role of the student as an intern to ensure the integrity of the field learning experience. Therefore, approval for a student to conduct their field placement at their place of employment is considered only if the integrity of the student's educational experience will not be compromised.

### **SELECTION OF FIELD INSTRUCTOR**

In order to be considered for Field Supervisor the potential candidate must be employed by the agency and working at the site where the internship will take place. The candidate must also demonstrate that they have established professional competence in the human service field. It is preferred that a supervisor have a MSW or a BSW with supervision experience.

Prior experience supervising staff or social work students and the ability to promote learning in others are also highly desirable considerations. Field Supervisors should have the ability to transmit interest in social work to students. Additionally, the Field Supervisor must have the ability to balance the needs of clients and agency with the educational needs of the student.

In keeping with the NASW Code of Ethics, Field Supervisors should not serve as the supervisor of any student with whom they have a dual relationship. Dual relationships occur when the supervisor and student are also involved in another type of relationship, such as a therapist-client, business partner, and/or close social or intimate relationship. Supervisors who have an instructional and evaluative role with student interns should avoid any other relationships that could create a potential conflict of interest or confusion of boundaries.

### **RESPONSIBILITIES OF AGENCY FIELD SUPERVISORS**

Internship supervision is a vital part of social work education. Without the kinds of learning experiences which occur during the internship, the student's education would be incomplete and inadequate. The

internship provides a setting in which the student can test many of the theories and principles of social work practice that have been discussed in the classroom. Internship supervision allows the student to begin developing the professional competencies, which will be needed for beginning social work practice. The supervisory relationship between the student and the internship supervisor can also provide a climate in which the student can grow personally and professionally.

The Field Supervisors provide overall direction and organization to TUW student interns in their agency. The internship is a responsibility shared by the university, the agency, and the student. This responsibility is spelled out in a learning agreement between the three parties.

Field Supervisors meet with each student for 1 hour of direct supervision each week. Field Supervisors provide the intern with a thorough orientation to the Agency, including organizational, personal, and safety training appropriate for that setting. Field Supervisors collaboratively complete the Learning Contract with the student in the first week of the term at the agency. This includes assuring that the curricular expectations found in the Learning Contract are available to the student in the placement agency.

The Field Supervisor maintains communication with the Field Education Director for BSW regarding students' progress. The Field Supervisor is required to participate in the BSW Practicum Coordinator's site visits, (virtual or face to face) as well as through telephone communication. The Field Supervisor, in a timely manner, prepares, reviews and submits evaluations of the student's performance at mid-term (4th module) and at the end of each term (by the last day of module 8). The Field Supervisor provides written feedback to the student on each of the process recordings during the term.

### **STUDENT LEARNING AGREEMENT**

The Learning Contract is a formal agreement regarding the structure and content of the field practicum experience. The contract defines the roles and responsibilities of the three parties signing it in fulfilling the learning needs and competencies. It represents a commitment by all three parties to meet the terms of the contract. It also serves as the basis for evaluation of the student's performance in the field practicum and the agency's performance in providing field learning opportunities.

Social Work Practice requires specific professional skills that include evidence-based practice interventions, facilitative skills that adhere to the NASW code of ethics. Each learning agreement should reflect the activities to be performed at the field placement agency. Each practicum experience will be different. The learning agreement has 9 core competences. Most of the learning agreement is completed for you. You will have to add to the right of the boxes that state, "Activities to be performed at field placement agency". Core competency 9 Evaluation remains the same as it is in the example learning agreement for all 3 terms.

The learning agreement for BSW 326 Individuals and Families might reflect activities at the field placement site such as; attending a field placement orientation; shadowing a social worker; receiving and counseling clients; a case presentation on one of your clients or families; producing eco-maps and Geno-grams or an intervention plan.

The learning agreement for BSW 328 Group Work might reflect activities in the field placement site such as; Identifying the purpose of the group; developing topics for each group; Group member recruitment; planning group activities such as ice breakers; Research EBP regarding group dynamics and effective treatment protocol.

The learning agreement for BSW 330 Communities and Organizations will be written from the macro social work perspective. You will look at your field placement from the administrative lens. You might reflect on researching government and agency policies that affect clients and the agency. You will perform a SWOT analysis of your field placement agency. Your learning agreement must reflect the project you will work on this term. Examples of agency projects are; coordination of a health fair or job fair; locating funding sources and writing a grant proposal; creating a community resource guide for clients and or staff; attend appropriate community meetings; participate in staff meetings.

### **Writing Learning Objectives**

Using clearly written learning objectives in the Learning Agreement adds structure to the student's field experiences, helps to individualize the experience, and makes the evaluation process effective. A well stated learning objective is content specific and focuses on the performance expected of the student. It answers the following questions:

- What is the purpose of the activity?
- Will it give the student an opportunity to develop the competency or achieve the learning goal?
- Is the activity specific and measurable? In other words, how will you know when the learning goal or competency has been achieved?

The Learning Agreement is located in the forms section of this handbook, which includes a completed Learning Agreement that provides examples of specific and measurable learning objectives.

The contract translates the Program Learning Objectives into specific tasks, responsibilities and practice experiences. The contract must be written and completed to the satisfaction of all parties, and signed by the student, Field Supervisor, and the Field Education Director for BSW during the first module.

## **EVALUATION**

Evaluation is an important part of the field work experience. It provides feedback to students on their performance in the agency setting. The purpose of evaluation is to assist students in extending their skills and knowledge through understanding areas of strength and through identifying areas which need improvement. Students are seen as active participants in the evaluation process. The document developed for the learning agreement is the primary evaluation instrument for the placement experience.

Evaluation of the student's performance in the internship is shared by the university and the agency. The internship supervisor will complete two written evaluation forms, which are grounded specifically on the core competencies and on the program goals and are used to measure how well the student has met these goals. The core competencies and the evaluation forms are included as appendices in this manual.

The weekly supervision sessions between the student and Field Supervisor provide immediate, ongoing feedback to students so that they can enhance and refine their skills and apply new concepts in their practice. These meetings should provide students with an awareness of any problems or concerns with their performance. Problems should be discussed with the student as soon as they are identified. Any issues should be addressed in supervision sessions before the formal evaluation, thereby avoiding any surprises at the time of the formal evaluations.

Review of process recordings is the opportunity to give positive feedback or redirection as needed. Problems and concerns may relate to skill development, level of understanding, or practices considered by the Field Supervisor to be marginal or unacceptable. An assessment by the Field Supervisor that could result in a marginal or unacceptable rating must be discussed immediately with the BSW Practicum Coordinator and student. Should such a situation arise, the BSW Practicum Coordinator will work with the student and Field Supervisor to identify strategies to improve the student's level of skill or understanding.

Students are also expected to make contributions to the formal and informal evaluations of their own performance in practicum, as their self-assessment skills develop. This helps students identify their strengths and weaknesses in different areas of learning related to the expected practicum competencies.

There is a brief evaluation form the mid-term (4th module) and a more extensive final evaluation due in module 8. It is expected that the student's progress and skills will have grown proportionately by the time of the final review. The Field Supervisor completes the final evaluation. The evaluation is shared with the student. The student and Field Supervisor discuss the evaluation and agree on the final content. If the student and supervisor cannot agree on final content, the student may write an addendum to the evaluation. The final copy of the signed evaluation is uploaded directly to the IC. The evaluations contribute to the final practicum grade. All evaluations are placed in the student's permanent field file as official documentation of the field experience.

### **GRADING OF PRACTICUM**

The grade for the field experience is an A/F. The BSW Practicum Coordinator issues the final grade. The student's grade will be based on the mid-term and final evaluations; student evaluation of site; personal interaction during site visit(s).

Factors that may impact your grade are not limited to the following:

- Submission of all documentation in the week due.
- Quality of weekly submissions.
- Satisfactory documentation regarding field placement hours.
- Satisfactory evaluation from the field supervisor.

A grade of "F" may be given if ANY of the following conditions occur.

The student:

- Did not submit an approved "MOA" with the Coordinator of the Practicum.
- Failed to comply with the terms of the "MOA" and/or learning agreement.
- Has Internship attendance with unexplained or unexcused absences.
- Performed poorly at field placement site.

- Received an unsatisfactory evaluation from the field supervisor.
- Demonstrated gross unethical or boundary incompetence and/or performance at field placement site.
- Was dismissed from the practicum site.
- Failed to complete requirements of number of hours.

**Again, as a reminder, you must be enrolled in a practicum course to count your hours!**

**Reminder: you will need to enroll in Practicum continuation courses if you have not completed the 150 hour requirement for each term.**

### **PROCESS RECORDINGS**

The Process Recording is an educational tool in which the student makes a written record of a client interview or interaction, and then analyzes the interaction for learning purposes. This tool also helps the student learn to assess their own practice. Students must submit one (1) process recording each week to be used in scheduled supervision sessions to reflect on their developing practice skills. Students must be prepared for each supervision session with an agenda, questions, reflections, and observations about their practice to share with the supervisor for the purpose of learning how best to develop and apply social work skills.

The process recording is the student's written verbatim (word for word) account of as much as the student can remember of the verbal content and significant behavior of any person-to-person encounter between the student and client(s) or meeting participants. Most often the process recording is done on a counseling session or interview but may also be completed for a group or family counseling session, community or administrative meeting, or other interactions that the student has had as part of his or her field practicum experience. You will complete four process recordings each term.

The Process Recording has three parts, the Introduction, the Interview and the Summary. The Introduction provides the background and context of the interview/interaction and includes information about the client and the agency setting. The Interview is the central component of the Process Recording assignment. The Interview has four sections:

- A verbatim (word for word) report of the interaction;
- Student observations and assessments;
- Application of social work knowledge and theory;
- Field Instructor feedback.

The final part of the Process Recording is the Summary, in which the student gives a brief assessment of the client's need or problem, the effectiveness of the interaction, and suggestions for future or alternate intervention strategies. This section also includes the student's self-assessment of their performance, including practice skills and application of social work knowledge.

You will find an example process recording on the BSW web page, which demonstrates the process recording format to be used throughout the practicum. Examples of the content for each column are also provided. Please note the specific exchange you are asked to provide in the process recording.

In the Process Recording assignment, all communication, verbal and non-verbal, is recorded based on the student's best recollection of the interview. The student also records personal feelings and reflections, which occurred during the interaction with the client. The interview should be written down as soon as possible after it occurs so it will be as accurate and complete as possible. Therefore, planning should be considered to ensure sufficient time to record and analyze the interaction. Process recordings are a learning tool, and are not case documentation; therefore, they do not become part of the client's permanent record. All process recordings must be destroyed by shredding at the end of each term.

#### GRADING AND ASSESSMENT

Grading and assessment align with the TUV catalog policy that states grades are determined by faculty in a number of ways. That is, faculty choose the criteria by which to determine their students' grades, which may include the quality of work, promptness in completing assignments, attendance and participation. Criteria for grading are located in the course syllabi that students access on the first day of the course. TUV policy holds that the University will provide guidance to new faculty regarding grading criteria. It is the policy of the TUV BSW program to follow the university policy in that BSW faculty members will establish their policies for grading and assessment in accordance with the university's policy on grading/assessment.

#### CODE OF CONDUCT

TUV BSW students must follow and acquaint themselves with the TUV Student Plagiarism Policy and TUV Code of Conduct found in the university catalog, and the NASW Code of Ethics. Likewise, The TUV BSW program requires students to follow applicable codes of ethics, regulations/rules, applicable federal law, state law, and agency codes of conduct. Please review the following summary of the Plagiarism policy, university Code of Conduct.

#### **Diversity Policy**

As forged by its mission and vision and Touro University Worldwide's unique and distinctive character to serve the Jewish and underserved communities in California and the nation, Touro University Worldwide ensures an uncompromising commitment to offering access to affordable higher education to all individuals who meet the criteria for admission regardless of age, gender, culture, ethnicity, socioeconomic status and disability. At all times, Touro University Worldwide shall strive to ensure equitable representation of all diverse groups in its student body. Touro University Worldwide's diverse administration, faculty, and staff shall be equally dedicated to the success of all students. The diversity of Touro University Worldwide's administration and faculty shall help enrich curricula, while a diverse staff shall serve students with sensitivity to special needs. TUV is fully committed to diversity in all aspects of University life, and we are always looking for ways to make TUV a better place for everyone to work and study.

TUV takes pride in its tradition of maintaining civility and mutual respect toward all members of the University community. These are intrinsic to the establishment of excellence in teaching and learning and the Learner Centered approach. They also contribute to the maintenance of a productive workplace

and an overall positive campus climate. The University also takes pride in the diversity of its students and employees and affirms that this diversity enriches the work and learning environment. TUW affirms that members of the University community have the right to work and learn in an environment free of discrimination. The University affirms the equal human worth of every individual and of distinctive groups of people and fosters fair and equal treatment and access for all members of the University community. The University will not tolerate discrimination on the basis of race, religion, age, color, creed, gender, disability, sexual orientation, medical condition, national or ethnic origin, veteran status, or any other basis not directly related to qualifications, unless specified by law. These principles are applicable in the administration of its educational policies, admissions policies, employment policies, and in participation in university programs and activities or any other programs administered by the University. In addition to meeting fully its obligation of nondiscrimination under federal and state law, TUW is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.

Touro University also has a specific policy regarding Anti-discrimination which helps with supporting a climate of safety, respect, and appreciation for all learners. The BSW program adheres to this policy which is located in the TUW catalog.

TUW also has a statement on Racial and Sexual Harassment, Sexual Assault and Acquaintance Rape, Americans with Disabilities Services, as well as a Student Code of Conduct, which can be found in the TUW catalog that it posts on the website at <https://www.tuw.edu/wp-content/uploads/TUW-Catalog-1920.pdf>.

#### STUDENT ETHICAL BEHAVIOR

The personal behavior and ethical conduct of students impact the climate and reputation of the entire institution. It is essential that students act with integrity and with respect toward all members of the campus community. The University assumes that all students will conduct themselves as mature, responsible, law-abiding citizens who will comply with all policies and regulations. BSW students will conduct themselves ethically at their field placement site.

#### **Social Work Advisory Team (SWAT)**

The mission of the SWAT is to utilize BSW student-faculty relationships in the governance of specific program functions in the BSW program. This interactive committee provides transparency in the roles and processes to influence decision making in the BSW programs achievement of its missions, goals and student learning outcomes. In particular, there are two student representatives, one faculty representative, and one advisor who are involved on this committee. Each member (students, faculty, and advisors) represent their constituencies and are involved in collecting information to discuss with the program. The student members interact with BSW faculty and provide valuable feedback to the BSW program.

BSW students also have representation on the Social Work Advisory Team (SWAT) which meets every Spring, Fall and Summer session. Three students (1 early in the BSW program, 1 in the

practice/practicum, 1 alumnus) sit on the SWAT committee and provide leadership and students' perspective regarding the program, including but not limited to curriculum, practice component, as well as policies and procedures. End of course surveys, practicum evaluations, annual program surveys, and the SWAT are used to inform the program regarding curriculum design, which could impact course design, course assignments, course sequencing, and teaching strategies used.

#### PLAGIARISM POLICY

Academic Integrity violations will not be tolerated within the program. All students must review the Academic Integrity video during the student orientation where the video places emphasis on Plagiarism.

In addition, each syllabus contains a statement about academic integrity that includes plagiarism. Confirmed cases of suspected plagiarism within the program will follow the university's plagiarism policy.

Plagiarism also includes improperly citing sources which is also an Academic Integrity Policy Violation. As a result of academic integrity violation, the faculty member may assign an unsatisfactory grade that can lead to failure in the course and Academic probation (see TUW's plagiarism and Code of Conduct policies).

#### What Constitutes Plagiarism?

Plagiarism includes, but is not limited to, the following:

- Direct duplication- Manual or electronic copying of the work of another, whether from an article, website, book, or another student's work;
- Paraphrasing- Restating another's work with minor changes but maintaining the essence or meaning of the statement;
- Copy and Pasting- Piecing together work of others, section by section and presenting the whole as original work; and
- Submitting Prior Work- Submitting one's own work, previously submitted in another course.

Follow these simple guidelines to avoid plagiarism:

1. Use your own words in referring to the ideas or concepts of others.
2. When you do use the idea of another, it is a common courtesy to give credit to the author/source. For example, you may state: "Another point of view, as espoused by Mary Gonzales, is that . . . "
3. Any phrase or quote up to two sentences that you take from another should be placed in quote marks and properly cited.
4. Any phrase or quote of more than 40 words that you take from another should be separated from the text of your report by single spacing and by indenting from both right and left margin. This is called "an offset quote. "Properly cite the source.
5. Avoid plagiarism by following this simple rule: NEVER REPRESENT THE WORK OF ANOTHER AS YOUR OWN.

Procedure for Reporting and Resolving Charges of Plagiarism

*Charges of plagiarism may be raised by any of the following:*

- Professors
- Administrators
- Peers

The following procedures shall apply when a student is suspected of plagiarism:

1. The charging party (if other than the professor) shall first present the relevant details to the professor for the course in which plagiarism is suspected.
2. The professor shall contact the suspected student and discuss the suspicion in a confident manner. At this first stage, the professor shall not disclose the identity of the charging party (if other than the professor).
3. After communicating with the suspected student and receiving the response and explanation from the student, the professor may do any of the following:
  - a) Direct the student to resubmit the assignment in question
  - b) Assign a failing grade for the assignment in question
  - c) Recommend a failing grade in the course (Such recommendation shall apply to serious cases of plagiarism and shall first be submitted to the Director's office for approval).
4. If the plagiarism continues, the professor shall assign a failing grade for each assignment proven to contain plagiarized work and refer the matter to the Program Director's office.
5. The Director's office shall then contact the Provost's office or his/her designee of a Code of Conduct infraction by submitting a written statement describing the alleged violation within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation (See Adjudication of University Code of Conduct Violations).

#### WHAT CONSTITUTES VIOLATIONS OF STUDENT CODE OF CONDUCT?

The following procedures consonant with the due process have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled, or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program;
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information
- Misrepresentation of oneself or of an organization to be an agent of the University;
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function;
- Physical abuse of the University, family members, or the threat of physical abuse;
- Theft of, or non-accidental damage to, University property, or property in the posterm of, or owned by, members of the University;
- Unauthorized entry into, unauthorized use of, or misuse of University property;
- On University property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statues, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis;
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function;
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function;

- Abusive behavior, directed toward, or hazing of, a member of the University campus; Violation of any order of the Touro University Worldwide Chancellor and CEO, notice of which had been given prior to when such violation occurs; either by publication in the campus Catalog, or by posting notice on the official website designated for this purpose, and which order is consistent with any of the other provisions of this section;
- Sharing electronic message other than the individual the message intended for and named in the message

### **Dismissal/Termination**

Touro University Worldwide regards studying at the University as a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. Touro University Worldwide reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation. At the same time, the student has the right of appeal.

Within 5 working days following written notification to the student by the Registrar, the student may appeal the decision in writing to the Provost, who may then approve, reject, or modify the decision in question. The Provost's decision on this matter is final.

The student may remain in course pending the outcome of all appeals if he/she is physically and psychologically able to do so, unless it is determined that the student presents a disruptive influence or may adversely affect the Touro University Worldwide community.

If a student is suspended for any reason, and receives financial aid, all student financial aid will be withheld until reinstatement of the student or dismissal of the student resolves the appeal process. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency/lender respectively.

### **Field Placement Termination**

Field placements are distinctly different from other social work courses in that they take place in the community. Not only do students have a learning agreement to assess their competencies and practice behaviors, but their placements require professional responsibilities to the agencies, the community, and to the vulnerable populations they serve. Therefore, withdrawing or being terminated from a field placement is a very serious matter.

Termination from the Social Work Program may be initiated by the student, field placement agency or the Field Education Director; if academic performance, ethical or professional behavior, or emotional or physical health indicates that the student may not successfully complete the program or may jeopardize the well-being of clients served.

### **Student Withdrawal**

Students may initiate a request to withdraw from field placement for reasons such as:

- Serious Illness
- Personal crisis

**Agency initiated Termination** (beyond student or agency control)

Occasionally, there are circumstances that may occur in at the filed placement site which are beyond the control of the student or agency such as:

- Field placement supervisor/instructor no longer available
- Closure of program
- Policy change affecting the placement

**Practice/Practicum instructor** initiated termination

In extremely rare circumstances, the Practice/Practicum instructor may determine that the field placement site is no longer acceptable for the reasons such as:

- Agency cannot provide an acceptable learning experience for the student
- Agency cannot fulfill the learning agreement
- Student cannot fulfill the learning agreement

**Criteria for Termination**

A decision for terminating a student from the Social Work Program will be based upon situations when one or more of the following criteria are met:

- Failure to meet academic and behavior standards specified in the BSW Handbook, Field Manual or the TUW University Catalog
- Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.
- Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect interpersonal communication and interfere with the client's self-determination.
- Failure to disclose critical background information in application forms, placement interviews.
- Continuous low level of performance and/or unresponsive to corrective action plan for improvement.
- Serious or repeated violations of the NASW Code of Ethics

**Right to Appeal**

In BSW 300 Introduction to Social Work, students are informed of the BSW Handbook and its location on the webpage as well as in syllabi of each course where the termination policy as well as appeal process is located. In the student's first term of Practice/Practicum (BSW 320, BSW 326) violations of professional practice behaviors and reasons for termination from practicum as well as the appeal process are discussed in detail. Students have a right to appeal their termination from the Social Work Program. Students should submit their appeal first to the Social Work Program Director and follow the process outlined in the Program's Grievance Procedure. The BSW Student Handbook, Field Manual and the TUW University Catalog detail the policy of termination from the social work program as well as referencing student's right to appeal following the program's grievance procedure. There is also a procedure for students to be readmitted to the program in the event of having been dismissed or withdrawn.

## **STUDENT GRIEVANCE POLICY**

The BSW Grievance policy aligns with the established TUW policy. Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade. The purpose of the following procedures is to allow for the resolution of BSW student grievances in academic matters that result in injury to students.

**Informal Procedures:** A student who believes that the University or any administrative subdivision or employee thereof has discriminated against her/him and that such action has resulted in injury, the student is encouraged to attempt to resolve the matter informally with either the party alleged to have committed the violation (e.g., course instructor), with the head of the Program or School in which the alleged violation occurred, or both. An informal resolution of the grievance can occur at any time.

**Formal Procedures:** In the event that informal resolution is unsuccessful, the student may launch a formal grievance as follows:

- Within 10 days of the time in which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs, the student may request the Director of the Program to file a grievance and request a review.
- The student will provide the Provost or designated representative with a written statement within ten (10) working days after the student has informed that s/he wishes a review. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.
- Upon receiving written request for a review from the student, the Provost or designated representative, within ten (10) working days, will request written materials from the employee involved. The Provost or designated representative will promptly provide the employee with the student's written materials.
- The employee's materials will include responses to all points raised in the student's material and other pertinent data. The employee will provide the Provost or designated representative with a written statement within ten (14) working days after receipt of the student's materials.
- Upon receipt of the employee's statement, the Provost or designated representative will promptly provide a summary or copy of this to the student.

The Provost or designated representative will meet by teleconference with the student and employee involved within ten (10) working days after receipt of material from the employee and attempt to resolve the alleged grievance.

- In the event that the grievance is still unsuccessfully resolved after the above steps, the student may request, within ten (10) working days after the meeting, that the Provost or designated representative convene an ad hoc Grievance Committee, the Chairperson of which is an

Academic Affairs Council member. The ad hoc Committee will meet with the student and employee for a formal hearing as soon as reasonable, but no later than ten (10) working days after being constituted as a committee.

- The committee will inform the student and the Provost in writing the summary of the resolution. The resolution of the Grievance Committee will be final. The student may escalate the grievance to the Provost who will review the entire file and will provide a final report to the student within 3 weeks.

## STUDENT COMPLAINTS

The BSW Student Complaint process aligns with the TUW established process to resolve complaints internally. We believe that the vast majority of the issues can be internally resolved when students have the opportunity to calmly communicate their concerns. To submit a complaint please go to the student portal and click on "Student Voice".

Complaints associated with accreditation standards may be filed with the Western Association of Schools and Colleges (WASC), at [www.wascenior.org/comments](http://www.wascenior.org/comments).

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 Website address: [www.bppe.ca.gov](http://www.bppe.ca.gov). Tel: 916-431-6959 F: 916-263-1897

All other complaints may be filed with the appropriate state agency in your state of residence.

Students who receive military tuition assistance or veterans' benefits may submit complaints to the Postsecondary Education Complaint System, the VA hot line, or the Principle of Excellence Complaint Intake Questionnaire.

### **University Student Voice System Policy & Protocol**

Consistent with our mission and goal of a student-centered university, our student service model aims to develop policies that ensure student success with a holistic approach. We have designed a heightened engagement support network for students addressing individual needs as progress is made towards the completion of all degrees at TUW to include the BSW degree.

Our latest effort to capture the voice of our students is the new University Student Voice System (USVS). This process establishes a central place where students can submit compliments, complaints, or general comments. We believe the USVS will direct our steps to address student concerns in a fair, efficient and collegial manner. The compliment, complaint, or general comment system allows students to submit feedback toward any department or individual within the institution. All data such as the resolution and response from the students is stored in the Student Voice system and available for reporting purposes.

The USVS is open to all students. Submissions will be accepted via the student portal any of the following:

1. Compliments
2. Complaints
3. Comments

The following protocol shall serve as a guide for addressing student complaints:

1. Upon receipt of the complaint, the Academic Advisor or designated representative shall forward to the appropriate unit head for resolution with a copy to the Provost and Chief Academic Officer (if the complaint is regarding academic issues) and/or the Advisor or designated representative will record in USVS directly.
2. Within 24 hours, unit head shall email the student confirming receipt with either a resolution, proposal for resolution or request for additional information. This email will be copied to the Academic Advisor to be recorded in the USVS and/or the designated representative will record in USVS directly.
3. If the complaint is resolved immediately, the Academic Advisor will note in Integrated Campus (IC) and/or designated representative will follow-up with the student.
4. If the complaint is not resolved immediately, it shall be the responsibility of the unit head to take appropriate steps to resolve the complaint or address the complaint to the extent possible consistent with university policies. An email confirming actions shall be sent to the Academic Advisor and/or designated representative to be recorded in UCSV.
5. If additional information is required, it shall be the responsibility of the unit head to follow-up with the student with regular emails for a period of two weeks or until the complaint is resolved, whichever comes first.
6. Upon the student's failure to reply or provide requested information, the matter will be noted as "closed" by the unit head and confirmation emailed to the Academic Advisor and/or designated representative.
7. Unit heads shall maintain the confidentiality of the student to the extent possible during the complaint resolution process.
8. Concerns or issues may be directed to the Provost Office for guidance.

The following protocol shall serve as a guide for addressing student comments:

1. Upon receipt general comments through USVS, an email will be sent to the student acknowledging receipt of the comments.
2. The comments will be sent to the appropriate department accordingly to review for consideration.