IMPORTANT NOTICE

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

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

This Manual is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your myTouro portal account, it is nevertheless your responsibility to keep current on all College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition permits a student to register and take the courses and programs available and offered by the Touro school or program in which the student is enrolled. Acceptance in a school or program does not form the basis of a contract. Indeed a student’s acceptance may be revoked if it is later learned, among other things, that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student-educational institution setting by and between Touro and the student. To this end, you waive and Touro disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and a student’s academic success in them. Thus, you waive and Touro further disclaims any liability in tort in connection with any of the foregoing. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled. These disclaimers are, in effect, covenants not to sue binding on students, and are tacitly agreed to by a student’s matriculation or continued matriculation in our programs.

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

Policy of Non-Discrimination

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

Inquiries or complaints concerning the non-discrimination policies should be sent to Elan Baram, 500 7th Avenue, 4th Floor, New York, New York, 10018, USA, Elan.Baram@touro.edu (646-565-6000, ext. 55636) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000, ext. 55330.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>3</td>
</tr>
<tr>
<td>Faculty &amp; Field Liaisons</td>
<td>4</td>
</tr>
<tr>
<td>Field Education Calendars</td>
<td>5</td>
</tr>
<tr>
<td>CSWE Core Competencies</td>
<td>7</td>
</tr>
<tr>
<td>Purpose of the Manual</td>
<td>8</td>
</tr>
<tr>
<td>The Role of Field Education</td>
<td>8</td>
</tr>
<tr>
<td>Integrative Practice Field Seminar</td>
<td>9</td>
</tr>
<tr>
<td>The Field Education Department</td>
<td>9</td>
</tr>
<tr>
<td>Field Objectives</td>
<td>9</td>
</tr>
<tr>
<td>Field Placement Overview</td>
<td>10</td>
</tr>
<tr>
<td>What is Clinical Social Work?</td>
<td>10</td>
</tr>
<tr>
<td>The Placement Process</td>
<td>10</td>
</tr>
<tr>
<td>Steps in Securing a Field Placement</td>
<td>11</td>
</tr>
<tr>
<td>Criteria for Field Placement Selection</td>
<td>11</td>
</tr>
<tr>
<td>Seminar in Field Instruction (SIFI)</td>
<td>13</td>
</tr>
<tr>
<td>Student Field Responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>Schedule and Attendance</td>
<td>13</td>
</tr>
<tr>
<td>Other Student Responsibilities</td>
<td>14</td>
</tr>
<tr>
<td>Student Availability for Field Work</td>
<td>14</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>14</td>
</tr>
<tr>
<td>Process Recordings</td>
<td>15</td>
</tr>
<tr>
<td>Role of Touro Field Liaisons in Field Work</td>
<td>16</td>
</tr>
<tr>
<td>Evaluations</td>
<td>16</td>
</tr>
<tr>
<td>Grades</td>
<td>17</td>
</tr>
<tr>
<td>Resolving Student Concerns</td>
<td>17</td>
</tr>
<tr>
<td>Graduate Student Review Committee</td>
<td>18</td>
</tr>
<tr>
<td>College Codes &amp; Policies</td>
<td>19</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>19</td>
</tr>
<tr>
<td>Arbitration of Disputes</td>
<td>19</td>
</tr>
<tr>
<td>Failure to Educate &amp; Liability Disclaimer</td>
<td>21</td>
</tr>
<tr>
<td>Policy on Bias, Harassment, &amp; Discrimination</td>
<td>21</td>
</tr>
<tr>
<td>Title IX Policy</td>
<td>22</td>
</tr>
<tr>
<td>Policy on Sexual Offenses</td>
<td>23</td>
</tr>
<tr>
<td>Touro College Sexual Assault Prevention Policies</td>
<td>24</td>
</tr>
<tr>
<td>Student Complaint Policy</td>
<td>25</td>
</tr>
<tr>
<td>Student Complaint Procedure Phases</td>
<td>26</td>
</tr>
<tr>
<td>Touro College Campus Security Policies</td>
<td>27</td>
</tr>
<tr>
<td>Policy on Drugs &amp; Controlled Substances</td>
<td>28</td>
</tr>
</tbody>
</table>
Student Responsibilities and Rights

Students with Disabilities 31
Campus Citizenship 31
Standards of Classroom Behavior 32
Computer Use Policy 32
Internet and E-Mail Policy 33
Anti-Hazing Regulations 33
Non-Smoking Policy 33
Confidentiality of Student Education Records (FERPA) 33
Authorization for Non-Disclosure of Directory Information 35

APPENDIX 36

Semester Tracking Form for Field Work Assignment
Educational Plan Outline
Criteria for Eligible Field Placements
Criteria for Eligible Employment-Based Field Placements
Field Placements – Frequently Asked Questions
Employment-Based Field Agreement
Sample Format for Process Recording
Sample Portion of a Process Recording
ADMINISTRATION

Steven Huberman, PhD  
Dean  
212-463-0400 ext. 5278  
steven.huberman@touro.edu

Melissa Earle, LCSW, PhD  
Associate Dean, Administration & Program Initiatives  
212-463-0400, ext. 5137  
melissa.earle@touro.edu

Nancy Lee Gallina, MSW, PhD  
Associate Dean & Director of MSW Program  
212-242-4668, ext. 5810  
nancy.gallina@touro.edu

Tina Atherall, MSW, LMSW  
Director of MSW Recruitment, Outreach and Enrollment Management  
212-463-0400 ext. 5630  
tina.atherall@touro.edu

Allison Bobick, MSW, LCSW  
Director of Student Advancement  
212-463-0400 ext. 5373  
allison.bobick@touro.edu

Susan Brot, MSW, LMSW  
Associate Director of Field Education & Academic Advisement  
212-463-0400 ext. 5798  
susan.brot@touro.edu

Denise Holguin, MSED, MS  
Assistant Director of MSW Recruitment & Enrollment Management  
212-463-0400 ext. 5376

Eric Levine, MSW, DSW, LMSW  
Director, Social Work Alumni Engagement & Financial Resource Development  
212-463-0400 ext. 5195  
eric.levine@touro.edu

Elhanan Marvit, MSW, LCSW  
Coordinator, Brooklyn Div., Director of Administrative Services  
212-463-0400 ext. 5542  
elhanon.marvit@touro.edu

Roberta Shiffman, MSW, LMSW  
Director of Field Education, Community Partnership Development & Academic Advisement  
212-463-0400 ext. 5543  
roberta.shiffman@touro.edu

Dorrine Veca, MS, MPH, LCSW  
Assistant Director of Field Education  
212-463-0400 ext. 5424  
dorrine.veca@touro.edu

Annalene Antonio, MSW, LMSW  
Executive Assistant to the Dean  
212-463-0400 ext. 5540  
annalene.antonio@touro.edu

Sarala Kislak, MSW, LMSW  
Administrative Coordinator, Brooklyn Learning Extension  
212-463-0400 ext. 36347  
sarala.kislak@touro.edu

Andrea Kugielska, BS  
Administrative Coordinator of Field Education & Advisement  
212-463-0400 ext. 5502  
andrea.kugielska@touro.edu

Elba Rodriguez, BA  
Executive Assistant to the Associate Dean & Director of the MSW Program & to the Director of Student Advancement  
212-463-0400 ext. 5342  
elba.rodriguez20@touro.edu

Francesca Tindal, BS, MBA  
Executive Assistant to the Associate Dean, Administration & Program Initiatives  
212-463-0400 ext. 5263  
francesca.tindal@touro.edu

Kian Williams, BA  
Admissions Assistant  
212-463-0400 ext. 5269  
kian.williams27@touro.edu
### FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annecy Baez, Ph.D.</td>
<td></td>
<td>212-242-4668 x 5815</td>
<td><a href="mailto:annecy.baez3@touro.edu">annecy.baez3@touro.edu</a></td>
</tr>
<tr>
<td>Allison Bobick, MSW, LCSW</td>
<td></td>
<td>212-463-0400 x 5373</td>
<td><a href="mailto:allison.bobick@touro.edu">allison.bobick@touro.edu</a></td>
</tr>
<tr>
<td>Melissa Earle, MSW, Ph.D., LCSW</td>
<td></td>
<td>212-463-0400 x 5137</td>
<td><a href="mailto:melissa.earle@touro.edu">melissa.earle@touro.edu</a></td>
</tr>
<tr>
<td>Susan Brot, LMSW</td>
<td></td>
<td>212-463-0400 x 5798</td>
<td><a href="mailto:susan.brot@touro.edu">susan.brot@touro.edu</a></td>
</tr>
<tr>
<td>Nancy Feldman, MSW, MCAT, PhD</td>
<td></td>
<td>212-242-4668 x 5814</td>
<td><a href="mailto:nancy.feldman@touro.edu">nancy.feldman@touro.edu</a></td>
</tr>
<tr>
<td>Nancy Lee Gallina, MSW, Ph.D., LCSW</td>
<td></td>
<td>212-242-4668 x 5810</td>
<td><a href="mailto:nancy.gallina@touro.edu">nancy.gallina@touro.edu</a></td>
</tr>
<tr>
<td>Steven Huberman, Ph.D.</td>
<td></td>
<td>212-463-0400 x 5278</td>
<td><a href="mailto:steven.huberman@touro.edu">steven.huberman@touro.edu</a></td>
</tr>
<tr>
<td>Steven Krantz, MSW, DSW, LCSW</td>
<td></td>
<td>212-242-4668 x 5812</td>
<td><a href="mailto:steven.krantz@touro.edu">steven.krantz@touro.edu</a></td>
</tr>
<tr>
<td>Kam Man (Kenny) Kwong, LMSW, PhD</td>
<td></td>
<td>212-242-4668 x 5813</td>
<td><a href="mailto:kam.kwong@touro.edu">kam.kwong@touro.edu</a></td>
</tr>
<tr>
<td>Elhanan Marvit, MSW, LCSW</td>
<td></td>
<td>212-463-0400 x 5542</td>
<td><a href="mailto:elhanan.marvit@touro.edu">elhanan.marvit@touro.edu</a></td>
</tr>
<tr>
<td>Folusho Otuyelu, LCSW, Ph.D.</td>
<td></td>
<td>212-242-4668 x 5816</td>
<td><a href="mailto:folusho.otuyelu@touro.edu">folusho.otuyelu@touro.edu</a></td>
</tr>
<tr>
<td>Roberta Shiffman, MSW, LMSW</td>
<td></td>
<td>212-463-0400 x 5543</td>
<td><a href="mailto:robertha.shiffman@touro.edu">robertha.shiffman@touro.edu</a></td>
</tr>
<tr>
<td>Dorrine Veca, MS, MPH, LCSW</td>
<td></td>
<td>212-463-0400 x 5424</td>
<td><a href="mailto:dorrine.veca@touro.edu">dorrine.veca@touro.edu</a></td>
</tr>
<tr>
<td>Jennifer Zelnick, MSW, ScD</td>
<td></td>
<td>212-242-4668 x 5811</td>
<td><a href="mailto:jennifer.zelnick@touro.edu">jennifer.zelnick@touro.edu</a></td>
</tr>
</tbody>
</table>

### FIELD LIAISONS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Bernfeld, LCSW</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Darlene Carrera, LCSW</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Ilise Fay, LCSW-R</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Melissa Halpern-Rojas, LMSW, LCSW</td>
<td></td>
<td>**</td>
<td><a href="mailto:melissa.halpern-rojas2@touro.edu">melissa.halpern-rojas2@touro.edu</a></td>
</tr>
<tr>
<td>Keyowanna Hammonds, LCSW</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Morris Heney, LMSW</td>
<td></td>
<td>**</td>
<td><a href="mailto:morris.heney@touro.edu">morris.heney@touro.edu</a></td>
</tr>
<tr>
<td>Sarala Kislak, LMSW</td>
<td></td>
<td>**</td>
<td><a href="mailto:sarala.kislak@touro.edu">sarala.kislak@touro.edu</a></td>
</tr>
<tr>
<td>Steven Krantz, LCSW, DSW</td>
<td></td>
<td>212-242-4668 x 5812</td>
<td><a href="mailto:steven.krantz@touro.edu">steven.krantz@touro.edu</a></td>
</tr>
<tr>
<td>Joan Krystal-Levy, LMSW</td>
<td></td>
<td>**</td>
<td><a href="mailto:joan.levy10@touro.edu">joan.levy10@touro.edu</a></td>
</tr>
<tr>
<td>Elisheva Lock, LMSW</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Catya Righetti, LCSW-R</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Hedy Rubel, LMSW</td>
<td></td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

** For phone and/or email information, please contact Andrea Kugielska – 212-463-0400 x 5502 or andrea.kugielska@touro.edu
## 2015-2016 FIELD CALENDAR - FULL TIME (21 HOURS WEEKLY)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 8</td>
<td>First day of Field Work</td>
</tr>
<tr>
<td>Mon, Sept 14 – Tues, Sept 15</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Wed, Sept 23</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Mon, Sept 28 – Tues, Sept 29</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Mon, Oct 5 – Tues, Oct 6</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Week of Oct 6</td>
<td>Educational Plan Due</td>
</tr>
<tr>
<td>Friday, Oct 31</td>
<td>Field Progress Review Due</td>
</tr>
<tr>
<td>Thurs, Nov 26 – Fri, Nov 27</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Wed, Dec 23 – Sun, Jan 3, 2016</td>
<td>Winter Recess – No Field Work</td>
</tr>
<tr>
<td>Sunday, January 17</td>
<td>Field I &amp; Field III Completed, Mid-Year Evaluation Due</td>
</tr>
<tr>
<td>Monday, January 18</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Tuesday, January 19</td>
<td>Field II &amp; Field IV Begins</td>
</tr>
<tr>
<td>Monday, February 15</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Thurs, March 24</td>
<td>No Field Work</td>
</tr>
<tr>
<td>Fri, Apr 22 – Fri Apr 29</td>
<td>Spring Recess – No Field Work</td>
</tr>
<tr>
<td>Sun, May 1</td>
<td>Field Work Resumes</td>
</tr>
<tr>
<td>Friday, May 6</td>
<td>End-Year Evaluation Due</td>
</tr>
<tr>
<td>Friday, May 13</td>
<td>Field Work Ends for Field II &amp; IV Students</td>
</tr>
</tbody>
</table>

Please note: Additional excused dates may be added. Please check the Graduate School of Social Work website regularly @ [http://gssw.touro.edu/master-of-social-work/field-work/field-calendar/](http://gssw.touro.edu/master-of-social-work/field-work/field-calendar/) for updates.

6/16/2015
TOURO COLLEGE GRADUATE SCHOOL OF SOCIAL WORK

2015 – 2016 FIELD CALENDAR PART-TIME (15 HOURS WEEKLY)

- **Tuesday, September 8**: First Day of Field Work
- **Mon, Sept 14 – Tues, Sept 15**: No Field Work
- **Wed, Sept 23**: No Field Work
- **Mon, Sept 28 – Tues, Sept 29**: No Field Work
- **Mon, Oct 5 – Tues, Oct 6**: No Field Work
- **Week of Oct 6**: Educational Plan Due
- **Fri, Oct 31**: Field Progress Review Due

- **Thurs, Nov 26 – Friday, Nov 27**: No Field Work
- **Mon, Dec 21 – Sun, Jan 3, 2016**: Winter Recess – No Field Work
- **Monday, January 4, 2016**: Field Work Resumes for 15 Hour Field Students
- **Monday, January 18**: No Field Work
- **Sunday, February 14**: Field Work I & III Completed, Mid-Year Evaluation Due
- **Monday, February 15**: No Field Work
- **Tues, February 16**: Field II & IV Begins

- **Thurs, March 24**: No Field Work
- **Friday, Apr 22 – Fri, April 29**: Spring Recess – No Field Work
- **Sunday, May 1**: Field Work Resumes
- **Mon, May 30**: No Field Work

- **Sun, June 12**: No Field Work
- **Mon, July 4**: No Field Work
- **Tues, July 5**: End-Year Evaluation Due
- **Friday, July 15**: Field Work Ends for Field II & IV Students

Please note: Additional excused dates may be added. Please check the Graduate School of Social Work website regularly @ http://gssw.touro.edu/master-of-social-work/field-work/field-calendar/ for updates.

6/16/2015
CSWE CORE COMPETENCIES

In compliance with the Educational Policy Accreditation Standards set forth by the Council on Social Work Education (CSWE), Field Education provides students with the opportunity to gain learning that supports the competencies set forth by CSWE which are as follows:

- Identify as a professional worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
PURPOSE OF THE MANUAL

This manual is designed to serve as a guide and resource for students, field instructors, agency educational coordinators and executives, and faculty field liaisons. The manual contains relevant information about the objectives, policies and practices of the Touro College Graduate School of Social Work field education program. While this manual is designed to be comprehensive, given the dynamic and multifaceted nature of field work, it clearly cannot cover every situation. When in doubt contact your Touro Field Liaison or the Director of Field Education.

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

THE ROLE OF FIELD EDUCATION

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

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

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

Generally, students attend field work 21 hours/week during each of 4 semesters; however, for students wishing to do field work on a part-time (15 hour) basis, every effort is made to find appropriate sites.

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

In the Touro College Graduate School of Social Work, the curriculum includes an Integrative Practice Field Seminar. The Integrative Practice Field Seminar is part of the field work experience. This seminar meets 15 times per academic year for students who are in their Foundation Year of field placement and 10 times per academic year for Advanced Concentration Year students. This seminar focuses on orienting students to field education and reinforces the connection between the Practice courses and Field Education. (See Semester Tracking Form in Appendix.) The Foundation Integrative Practice Field Seminar (SW 642) carries a total of three credits and the Advanced Integrative Practice Field Seminar (SW 742) carries a total of two credits. During the week a student attends Integrative Practice Field Seminar, his/her field responsibility is reduced by two hours.

THE FIELD EDUCATION DEPARTMENT

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

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

NOTE: Only the Field Education Department can arrange field placements. Students who learn of an agency with a field instructor interested in taking interns should convey information to the field education department for follow-up.

Field Objectives

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

- knowledge of the NASW Code of Ethics and its utilization in practice (refer to the Touro College Graduate School of Social Work 2014-2016 Catalog)
- professional use of self
- practice skills and knowledge
- use of the helping process
- written and oral communications skills
- organizational context of practice and its utilization in service delivery
- community context of practice
- awareness and use of community resources
- awareness of existing social policy and its impact on social services

FIELD PLACEMENT OVERVIEW

The field of social work operates within the framework of promoting social and economic justice. Social Workers serve racially, religiously and ethnically diverse populations in a variety of environments that are underserved and which may include: the developmentally and physically disabled, mentally ill, homeless, substance abusers, the economically disadvantaged, and older adults and their respective communities. Therefore, field placements exist in a wide variety of agencies and students need to develop their social work practice skills in neighborhoods where clients reside. **Home and community visits are frequently required.**

What is Clinical Social Work?

Clinical social work encompasses a variety of interventions within the framework of an agency and the population served. Therefore, clinical social work is practiced in such settings as: private homes, schools, aging-in-place initiatives and caregiving programs, nursing homes, supportive housing, day treatment programs, community centers, after-school programs, outpatient mental health centers, substance abuse treatment and recovery programs, re-entry and forensic programs (criminal justice), foster care prevention and support programs. Please note that this is not a complete list, but a general overview of some of our clinical social work field placements.

The Placement Process

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

The vast majority of agencies require that students be available during at least one weekday that includes regular business hours (9-5) within their 15- or 21-hour weekly field schedule.
**Foundation Year** students are not given a choice as to the nature of their field assignments. The Field Education Department asks students to be open to new learning experiences and assignments. Students are assigned to field placements that will fulfill the requirements for developing their generalist social work practice skills.

**Advanced Concentration Year** students are asked to list some of their choices for field placements. Although the Field Education Department will make every effort, we cannot guarantee that students will be assigned to one of these choices.

Students who perform social work-related jobs at their place of employment may wish to consider an Employment-Based field placement. Employment-Based internships require 225 hours per semester. (Please see the Employment-Based Field Agreement in the Appendix.)

**Steps in Securing a Field Placement**

- Complete a Field Registration Form.
- Complete an updated resume.
- Submit the completed resume and Field Registration Form to the Field Education Department.
- The Field Education Department will be in contact with the student regarding field placement information.
- The Field Education Department submits the student’s resume to the prospective field placement agency.
- The Field Placement agency contacts the student to arrange an interview.
- The student is informed of the agency’s decision regarding an offer of field placement.
- If the student is not offered a field placement following an interview, the Field Education Department will pursue an alternative field placement.
- The student will be referred to the Director of Field Education for further consultation if
  - after interviewing with three agencies, the student fails to be offered a field placement.
  - the student declines three field placement options offered by the Field Education Department.

**Criteria for field placement selection include:**

**For Agencies:**

- field sites that reflect a clearly-defined social work orientation and a practice that addresses clients’ welfare and social and economic needs.
• an approach that, while consistent with recognized professional standards, allows for a range of modalities including work with and on behalf of individuals, families, group, and communities.
• continuous evaluation and development of their programs, utilizing current professional knowledge.
• ability and willingness to provide qualified MSW field instructors.
• willingness to allow field instructors time to provide students with the requisite hours of supervision.
• allocation of time for new supervisors to attend the Seminar in Field Instruction (SIFI).
• availability, on an ongoing basis, of a range of assignments that are appropriate to students’ educational needs, challenging yet not overwhelming, and that provide the opportunity to apply knowledge to practice.
• student workload that offers the opportunity for involvement in varying modalities of service, as well as exposure to diverse people and problems.
• assignments that include 10 -14 direct contact hours by the middle of the first semester.
• participation with the School in the development, monitoring, and review of the educational program.
• necessary space and facilities for students’ professional activities, including privacy for interviewing, desk and file space, and clerical assistance.
• an orientation to agency policies and procedures regarding risk assessment and management, including duties performed outside the agency (such as home visits).
• regarding students accepted for field placement, a stated policy of non-discrimination on the basis of race, color, age, national origin, religion, gender, sexual orientation, disability, or veteran status.
• reimbursement of expenses associated with students escorting clients or making home visits (expenses associated with traveling to the field site are the responsibility of the student).

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

PLEASE NOTE: Different field instructors must be assigned to a students’ Foundation and Advanced Concentration years.

(See Appendix for further information about criteria)

SEMINAR IN FIELD INSTRUCTION (SIFI)

New field instructors are required to participate in the Seminar in Field Instruction (SIFI) at a New York-area social work program. This seminar trains instructors to work with graduate social work students. The course focuses on orientation, adult learning, educational assessment, use of process recordings, diversity, and evaluation. The blended SIFI course, which includes 8 in-class sessions and 4 online sessions, is offered by the Touro College Graduate School of Social Work. Information is available from the Department of Field Education.

STUDENT FIELD RESPONSIBILITIES

Schedule and Attendance
• Students are required to complete 1200 hours of field internship over two academic years. A full-time schedule requires 21 hours of internship weekly for 15 weeks per semester. A part-time schedule requires 15 hours of internship weekly for 20 weeks per semester, and requires students to extend their assignments into the summer.
• A minimum of 300 field hours must be completed each semester. Hours must be completed in a single semester – they cannot be carried over to a following semester.
• Field hours must be configured in a minimum of 3-hour increments.
• Students follow their agency’s calendar on field work days. When Touro is closed students are not expected to attend field; however, students may arrange field work hours during those times with agency permission.
• Students are expected to notify their field instructors when they are unable to report for scheduled hours. Three excused absences per academic year are permitted; additional absences must be made up.
• No change in field hours is allowed without permission of the agency and the Touro College Graduate School of Social Work.
• If extenuating circumstances impact a placement, e.g., loss of placement, medical emergency, death in family - the field department may develop a plan that includes additional field hours and regularly-scheduled meetings with a member of the field education administration.

Advanced Year students who maintain 15 hour-per-week schedules should not expect to graduate in June.

Other Student Responsibilities
• Educational Plan - Students are required to submit an Educational Plan (see Appendix) by the fifth week of placement, see p. 4 or 5 for due date. The plan should be prepared by the student in consultation with the field instructor, and presented in writing to the Touro field liaison for review. When the student, field instructor, and Touro field liaison have agreed on the educational benefits of the plan, it should be signed and submitted to the field department by the student.
• Students are required to attend scheduled meetings with their Touro field liaisons.
• Students must thoroughly complete (including calculation of all field hours) and submit Semester Tracking Forms (see Appendix for Tracking Form for Field Work Assignments). This form must be submitted with the corresponding evaluation.
• Students must submit Process Recordings used in field instruction that have been reviewed by their Field Instructor. (see below for more on Process Recordings)
• Some agencies require the fingerprinting and background checks of student interns. The cost of these services is the responsibility of the student.
• Substance Abuse agencies may require drug testing of student interns.
• Internships in health care facilities, i.e. nursing homes, hospitals, will most likely require the student’s immunization and health records.

Student Availability for Field Work
The field department makes every effort to accommodate students’ work schedules, and will attempt to find placements with evening/weekend hours where necessary. However, since it has become increasingly difficult to arrange such assignments, students’ weekly field schedules are required to include regular, daytime work hours on at least one weekday.

Policies and Procedures
• Students must make their graduate student status clear to clients.
• Students are required to adhere to the NASW Code of Ethics. (Available in the Touro College Graduate School of Social Work 2014-2016 Catalog, Appendix B) Professional confidentiality must be maintained at all times.
  ❖ In process recordings, coursework papers, and other forms of documentation, this includes the concealment of individual clients’ identities through the use of initials, deletion of surnames, or substituting fictitious names for actual ones.
  ❖ Interns should not discuss clients in social settings or on social media.
• As standard practice, agency procedures should be followed. Students who have concerns about agency procedures should first discuss them with the field instructor. If the matter cannot be satisfactorily resolved, it should be pursued with the student’s Touro field liaison, and then with the Director of Field Education.
• Under no circumstances are students permitted to see clients in the student’s home.
• All field assignments must be completed in agency-approved space and with the knowledge of the Touro field liaison.
• Changing placements during the academic year is discouraged. A student feeling such a change is necessary must discuss the reasons with his/her Touro field liaison, whose authorization is required for any change of placement.

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

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

1. a verbatim record of the student’s interaction
2. the intern’s feelings
3. the student’s analysis of the interaction
4. the field instructor’s comments

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

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

(See Appendix for sample process recording.)

**ROLE OF TOURO FIELD LIAISONS IN FIELD WORK**

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

**Touro Field Liaisons:**
- teach the Integrative Practice Field Seminar, monitoring students’ adjustment to their internships.
- visit students’ field sites in the Fall and Spring semesters, maintaining regular contact with field agencies.
- meet with students on an individual basis, as necessary.
- monitor field internships to ensure sufficient volume, breadth, depth and diversity of assignments.
- review process recordings that students have submitted to their field instructors.
- evaluate students, agencies, and field instructors.
- help students plan for subsequent learning needs.

**EVALUATIONS**

Professional judgments about the student’s abilities and potential are conveyed through written evaluations by the field instructor after an evaluation conference between the field instructor and the student. The conference provides the opportunity for student and field instructor to mutually develop an assessment of the student’s performance. The meeting is used to address significant learning issues and themes for their future work together. An evaluation conference is held at mid-point and again at the end of each academic year and is followed by a formal evaluation written by the instructor. The formal evaluation describes:
- the student’s practice
- the student’s involvement in the field instruction process and in the agency
• the student’s process recordings as they indicate strengths and weaknesses in his/her learning style; the ability to record significant data critically and with self-reflection; the ability to use theory to inform practice
• issues of self-awareness and use of self
• the student’s relationships with other staff members
• the student’s mastery of the ethics and values of the profession of social work

The field instructor and the student each sign the evaluation. If the student disagrees with, or wishes to respond to, any element of the evaluation, he/she may submit a written statement to the field instructor and field education department. This statement is attached to the evaluation as an addendum. Students receive copies of their evaluations from their field instructors, who also forward two copies of each evaluation to the Director of Field Education & Advisement.

(See Appendix for evaluation forms.)

GRADES

Field work is graded on a Pass/Fail basis. Grades for field work are determined by the Field Education Director and Field Liaison after receipt of the Field Evaluation. A student who has not reached the required level of competency at the field placement will be assigned a failing grade. In lieu of receiving a failing grade, the Director of Field Education and the student’s Field Liaison, in their sole and absolute discretion, may choose to assign a grade of “incomplete” and extend the student’s field placement, providing an opportunity for the student to remediate his/her performance and receive a passing grade.

RESOLVING STUDENT CONCERNS

Field internships are collaborative undertakings between Touro Graduate School of Social Work and field agencies. Students are encouraged to contact their advisor/liaisons if issues/difficulties arise in the field or in class. Early identification of field learning problems will often reduce later difficulties. Before contacting the school, students should first discuss their field concerns directly with their field instructors. If problems persist, the appropriate steps for students to take are:
• First, talk with their Touro Field Liaisons;
• If necessary, inform the Director of Field Education;
• If necessary, contact the Associate Dean and Director of the MSW Program.

Mid-year changes of field assignment are strongly discouraged: they are disruptive to students, agencies, and clients. Thus, student requests to change placements mid-year may result in a postponement of field work until the next academic year.
GRADUATE STUDENT REVIEW COMMITTEE

When a student issue cannot be resolved within the Field Education Department, it is referred to the Graduate Student Review Committee (GSRC). The purpose of the GSRC is to assess and provide a disposition of problems or issues concerning students enrolled in the MSW program. These may include matters related to student academic integrity, academic or field learning performance, grades, ethics, or behavior.

The GSRC consists of the Director of Student Advancement, who acts as chairperson, two full-time faculty members, the Director of Field Education & Advisement, and student representatives, as required.

Detailed information about processes and procedures relating to the Graduate Student Review Committee may be found in the 2014-2016 Catalog of the Graduate School of Social Work.
SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (“SAP”) ensures that students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work toward a degree in order for them to qualify to receive financial assistance through all Touro College and University System (“Touro”) eligible Title IV federal financial aid programs. Conformance to Touro’s SAP policy ensures that students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

This SAP policy applies to all Touro students including undergraduates, graduates and professional students as described below. These standards are for Title IV Federal Financial Aid purposes only and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (i.e., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro College academic policies.

Please view the full policy at:
http://www.touro.edu/media/touro-college/content-assets/documents/Tourowide_Satisfactory_Academic_Progress_Policy_Effective_010114.pdf

ARBITRATION OF DISPUTES

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

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

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

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

Requests to arbitrate must be filed with the other party and with AAA within one hundred and twenty (120) calendar days after the claim or dispute arises or the act or acts as to which arbitration is brought occur. If a student fails to file a request for arbitration with Touro College and AAA within one hundred and twenty (120) calendar days after the claim or Dispute arises, that claim or dispute will be conclusively resolved against the student even if there is an applicable statute of limitations that may have given the student more time. Any judgment upon the award rendered by the arbitrator may be entered in any court of competent jurisdiction.

The Arbitrator, rather than any court, is the sole venue for any claims regarding the arbitration mechanism. If any provision of the policy is determined to be invalid or unenforceable in any jurisdiction, the remaining provisions shall remain in full force and effect and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy precludes litigation in any court of any claim that could be arbitrated.
**FAILURE TO EDUCATE AND LIABILITY DISCLAIMER**

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

Touro College’s liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

**POLICY ON BIAS, HARASSMENT AND DISCRIMINATION**

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro’s mission, history, and identity. Touro will resolve any identified discrimination in an effective and timely manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their race, religion, color, national or ethnic origin, alienage, age, military veteran’s status, disability, and/or marital status should immediately contact the Dean of Students, Human Resources, and/or Security. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Any member of the Touro community including students, faculty, employees, or vendors has a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify the Touro Compliance Officer of such violations promptly.

The Compliance Officer shall coordinate the enforcement, compliance, communication and implementation of Touro’s anti-harassment and anti-discrimination policy.

Complaints may be filed by contacting:

Elan Baram  
Compliance Officer, Touro College  
500 7th Ave, 4th Floor  
New York, NY 10018  
Phone: (212) 646-565-6000 x 55636  
Email: elan.baram@touro.edu

or alternatively the Chief Compliance officer at compliance@touro.edu.
A complaint, which must be submitted within the earlier of the following two dates: (a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred.

Retaliation against any individual who made a complaint will not be tolerated.

Additional information about this policy will be available on Touro’s website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of this policy as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
32 Old Slip, 26th Floor
New York, New York 10005
Phone (646) 428-3800
Fax (646) 428-3843
email: OCR.NewYork@ed.gov

**TITLE IX POLICY**

Our Title IX policy applies to all members of the Touro community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.).

Discrimination or harassment of any kind in regards to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro’s mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Title IX, and its implementing regulations, prohibit discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual’s, sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence. Retaliation against any individual who made a complaint will not be tolerated.
Title IX Coordinator

The Title IX Coordinator or his designee ("Title IX Coordinator") is trained and knowledgeable about enforcement, compliance, communication, and implementation of Touro’s anti-harassment and anti-discrimination policy.

The Title IX Coordinator’s contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
500 7th Ave., 4th floor
New York, NY 10018
Phone: (646) 565-6000 x 55636
Email: Elan.Baram@Touro.edu

Additional information about this policy will be available on Touro’s website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
32 Old Slip, 26th Floor
New York, New York 10005
Phone (646) 428-3800
Fax (646) 428-3843
email: OCR.NewYork@ed.gov

POLICY ON SEXUAL OFFENSES

This policy applies to all members of the Touro College ("Touro") community, including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.). Discrimination or harassment of any kind in regards to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

Touro promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated. Touro will not tolerate unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment.

In general, it is a sex crime to engage in any sexual contact with a person who does not consent, or to engage in sexual intercourse, deviant sexual intercourse, or sexual abuse if it is accomplished by forcible compulsion. New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally
defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention.

Discrimination or harassment of any kind is anathema to Touro’s mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro’s policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment, in compliance with the Violence Against Women Act (VAWA), and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

Please refer to the Touro Portal to view the complete policy.

**TOURO COLLEGE SEXUAL ASSAULT PREVENTION POLICIES**

The administration of Touro College is concerned with the physical safety and security of the students of the college.

Sexual offenses of all types directed against students by their peers, professors and/or employees of the college on the premises of Touro College constitute criminal acts and violate Touro College’s Code of Conduct. Under New York law, sexual offenses include: sexual abuse; rape; sodomy; sexual misconduct; public lewdness; stalking. All of these acts are punishable by imprisonment in New York State.

The College also will hold perpetrators accountable for their behavior. A student found to have committed a sexual offense will be subject to disciplinary sanctions, up to and including expulsion.

**Reporting Sexual Offenses to the College and Police**

To report sexual offense crimes, immediately call the Touro College Command Security Post at the Manhattan Main Campus, which is staffed 24 hours a day, at 212-463-0400 ext. 5782. To report the crime to the police, dial 911. For rape, assault and sexual violence, you may call the Sex Crime Hotline at 212-267-7273.

Victims of sexual assault seeking counseling may wish to contact:
The Crime Victim Center, 50 Court Street, 8th Floor, Brooklyn, N.Y. 11201; telephone: (347)328-8110.

**Filing Charges for Incidents of Sexual Assault**

To officially file charges for an act of sexual assault or rape, please contact The Office of The Dean of Students. If the alleged perpetrator is a student, you can initiate disciplinary action against this individual. All incidents must be reported within six (6) months of their occurrence.

If the alleged perpetrator is a faculty member of the college, the Office of the Dean of Students will refer the charges to the Dean of Faculties. Allegations against non-teaching employees of the college will be
referred to the Director of Personnel. In all such instances, student victims will be guided and assisted by a staff member of the Office of the Dean of Students.

For Further Information
Please consult our brochure, entitled Sexual Harassment: Information for College Students. This brochure is available from the Office of the Dean of Students.

STUDENT COMPLAINT POLICY

Touro College is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College’s policies and procedures. The College does not condone unfair treatment of students by administration, faculty and staff.

Students who believe they have been aggrieved by the College or a member of its staff, and such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

Purpose
This student complaint procedure is available to any Touro College student who seeks to resolve a legitimate grievance directly affecting that student, and such circumstance is not governed by another complaint mechanism (see Exception to Policy below). The procedure only applies to complaints that are the result of actions by another member of the College community while acting in an official capacity (e.g. faculty member, administrator, or staff) in contravention of the written policies of the College or the school in which the student is enrolled.

Complaint Policy
If any student believes that his or her rights have been violated or infringed upon, or that Touro’s policies and procedures have not been followed, that student may file a formal complaint with the Director of Student Advancement. When a complaint concerns an administrative function of the College, including but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee.

Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One below). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed.

The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period
Formal complaints under this policy may only be brought within ninety (90) calendar days of the alleged misconduct.
Exception to Policy
This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the College currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Student Complaint Policy include, but are not limited to, Financial Aid estimations, awards or denials, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.
Additionally, this Student Complaint Policy is separate and distinct from the Touro College or program-specific grade appeals polices. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the Student Handbook or Bulletin for the program in which the student is enrolled.

STUDENT COMPLAINT PROCEDURE PHASES

Phase One: Attempt to Resolve the Matter Through Informal Resolution

Direct Discussion: Students wishing to grieve an alleged violation of the College’s policies may first attempt to resolve the matter through informal resolution. In order to do so, the student should first contact the person responsible for the matter being grieved (the respondent) and attempt to resolve the grievance informally, within seventy (70) calendar days of the alleged misconduct.

Informal Mediation: At the request of the student or respondent, the Office of Ombudsman shall arrange for a meeting of parties, attend such meeting(s), and attempt to aid in the resolution of the complaint. Discussions with the Ombudsman are confidential in nature, and therefore Informal mediation does not constitute notification to the College of the complaint.

Advisement: Students uncertain about how to proceed may consult the Office of Institutional Compliance who shall identify the Ombudsman. Information about the Ombudsman may be found at http://www.touro.edu/about/administration/institutional-compliance/ombudsman/.

Phase Two: Formal Review
(If the matter is not resolved in Phase One)

1. Filing of a Written Complaint: In the event the student opts to avoid informal resolution or if the grievance is not resolved informally within twenty (20) days after the student directly contacted the appropriate person to attempt an informal resolution, the student may obtain review by submitting a written complaint to the Dean or the appropriate director or supervisor of the administrative unit in question, or their designee (herein referred to as the “Dean”). The letter must be sent within twenty (20) days of the first direct contact that the student had with the respondent (person he/she felt to be responsible for the situation). The student’s letter of complaint must include the following:
   1. The specific written school or program policy that allegedly has been violated
   2. A description of the facts and evidence supporting the alleged violation
   3. A description of the redress that the grievant seeks

2. Appointment of an Investigator: The Dean shall direct the complaint to the Office of Institutional Compliance who shall:
   1. Review the allegedly violated policy
2. Meet with the complainant
3. Meet with other persons as he or she shall deem appropriate for this purpose of determining the facts and attempting to resolve the complaint
4. Draft reports regarding their investigation
5. Provide their reports to a third-party fact-finder, who shall be a senior staff member or administrator designated by the Office of Institutional Compliance, upon completion of the investigation. The fact-finder shall render a written decision based upon the merits of the matter to the interested parties.

If the Complaint is against the Dean, the student may directly submit the complaint to the Office of Institutional Compliance by emailing Compliance@Touro.edu.

Phase Three: Final Review by a “Fact-Finder”—Senior Staff Member or Administrator

1. If no additional information is requested by the fact-finder, the fact-finder shall determine within twenty (20) business days, what, if any, violation occurred and what, if any, remedies are required.
2. A request for information will reset the timetable for determination. Furthermore, the issuance of a determination may be postponed by unavailability, school closure any other unforeseeable circumstances.
3. The fact-finder’s decision as to the appropriate remedy shall be in writing and final, and copies shall be sent to the student and the respondent.

Conflicts of Interest

Touro College ensures that final determination of each formal complaint will be made by a person or persons not directly involved in the alleged problem. If at any point in the formal complaint process a student, or any other individual, learns that an investigator is directly involved with the grievance at issue, he or she should inform the Dean of Students of the potential conflict immediately. If a conflict of interests exists, the College will immediately remove that individual from the investigation.

TOURO COLLEGE CAMPUS SECURITY POLICIES

Safety and security are concerns commonly shared by the students, faculty and staff employees of Touro College. The College is committed to keeping its campus locations, centers and sites secure.

Access to the Campus

Students must show a valid identification card to enter Touro College Facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

Security Services

Touro College has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro College, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed circuit television, are also used to monitor activities at many College centers.
The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local Law Enforcement agency arrives. They are empowered to enforce Touro’s regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

**Reporting Criminal Incidents & Other Emergencies**

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-888-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate College authorities. Additionally you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 500 Seventh Avenue, 5th Floor and can be reached at (646) 565-6000 ext. 55134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro College campuses and sites are published in the *Touro College Campus Security Handbook*.

**POLICY ON DRUGS & CONTROLLED SUBSTANCES**

Touro College seeks to safeguard the health and well-being of all members of the college community: students, faculty and staff. All members of the college community are accountable to the law and to the regulations of the college.

Students, faculty and staff who distribute or use illegal drugs or illicitly use legal drugs, including alcohol while on the campus locations and facilities of Touro College or as part of any of Touro's activities are violating Federal Laws, New York State Laws and the regulations of Touro College. Violations of federal and state laws can lead to prosecution and criminal sanctions, including but not limited to, fines and/or imprisonment.

Touro College is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. The College recognizes that drug addiction and alcoholism are illnesses that are not easily resolved and may require professional assistance and treatment.

The College will provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice-President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with strict confidentiality.
Disciplinary Standards for Students Possessing, Using, Distributing and/or Selling Drugs & Controlled Substances

It is the policy of Touro College that the unlawful use, possession, distribution or manufacture of drugs or controlled substances on college property is strictly prohibited. Individuals, who possess, use, distribute or manufacture drugs or controlled substances are subject to college disciplinary action as well as possible criminal prosecution. Any students arrested for any liquor law or drug law violations or who are found in violation of these policies may be subject to disciplinary proceedings in accordance with the procedures outlined in the “Adjudication of College Code of Conduct Violations” section of respective school catalogs and student handbooks.

Student violators may be subject to the following sanctions and remedial measures:

- **Warning** - A written reprimand putting the student on notice that he/she has violated the Code of Conduct. A copy of this warning is placed in the student's folder.
- **Probation** - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies, or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college.
- **Counseling and Treatment** - A student’s enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditional upon it may result in other disciplinary sanctions.
- **Restitution** - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her actions.
- **Suspension** - At any time during a student's enrollment at the college, he/she may be suspended and barred from attending classes for a definite period, not to exceed two years. A student may not be automatically re-enrolled at the end of his/her suspension. He/she must apply to the Student Affairs Committee for re-enrollment.
- **Expulsion** - Touro College may terminate a student's status at the college at any time.

Disciplinary Standards for Faculty & Staff Possessing, Using, Distributing and/or Selling Drugs & Controlled Substances

Each faculty and staff member of the college is expected to abide by the college's policies for maintaining a drug-free workplace. The policy statement on drug abuse pertaining to students also applies to faculty and staff.

Furthermore, all faculty and staff are required to notify the Dean of Faculties or the Director of Human Resources of any criminal conviction relating to his or her own drug activity within five (5) days of such conviction. Faculty and staff (part-time and full-time) who are arrested for any liquor law or drug law violations or who violate college policies on drugs and controlled substances will be subject to disciplinary sanctions as follows:

- **Censure** - A written reprimand, outlining the violation(s) of college policies, may be placed in the personnel file of individual violators.
- **Probation** - Faculty and/or staff may be placed on probation for a definite period of time up to a maximum of one year. In such instances, individuals may be required to enroll in a therapeutic counseling or treatment program.
• Suspension - Faculty and/or staff may be suspended from employment without pay for a period of time ranging from seven days to a maximum of one year.
• Termination of Employment - Faculty and/or staff may be dismissed from employment upon written notice by the Dean of Faculties (for faculty members) or the Vice President for Administration (all other employees).
• Legal Action - Faculty and/or staff may be turned over to law enforcement authorities for criminal prosecution and legal action.

In both cases for students and faculty and staff, the existence of a progressive system of disciplinary sanctions measures does not preclude Touro College from levying a heavy sanction, without first resorting to a lesser sanction. By way of illustration and not exclusion, Touro College may expel a student or terminate a staff or faculty member for a violation of policy without first issuing a warning or putting that student or employee on probation.

**Regulations on Alcohol Use/Abuse**

The following regulations apply to students, faculty and staff of the college:

- The consumption of alcoholic beverages by individuals under the age of 21 is illegal.
- All persons are prohibited from consuming alcoholic beverages on the premises of Touro College (unless at an event specifically sanctioned by Touro College Administration in writing), or entering or remaining on Touro College premises in an impaired state.
- Any student who falsely represents himself/herself at a sanctioned Touro event as being of age to consume alcohol is subject to disciplinary action as outlined in the Code of Conduct.
- Any faculty and/or staff member of the college who transmits alcohol to a minor on college premises shall be subject to full penalty under the laws of their respective state.
- Alcoholism, while it may be a disability, does not excuse any faculty and/or staff member of the college from violating a legitimate Touro College policy or neglecting their responsibilities to the college. Individuals whose work performance is impaired as a result of the use/abuse of alcohol may be required to participate in an appropriate evaluation/treatment program.
- If you are an alcoholic, you may self-identify to the Dean of Students or Human Resources, as the case may be, and request reasonable accommodations.

**Know the signs:**
- Passed out or difficult to awaken
- Cold, clammy, pale or bluish skin
- Slowed breathing
- Vomiting (asleep or awake)

**Know how to help:**
- Turn a vomiting person on his/her side to prevent choking
- Clear vomit from the mouth
- Keep the person awake
- Never leave the person unattended
- Seek Medical Attention
For Further Information

Students should consult the *Touro College Campus Security and Drug Alcohol Abuse Policies Information Brochure* for a detailed description of the health risks and dangers resulting from consuming controlled substances. This brochure has a listing of treatment centers in the New York area. The brochure also outlines legal sanctions imposed under Federal Law and New York State Law.

**STUDENT RESPONSIBILITIES AND RIGHTS**

**STUDENTS WITH DISABILITIES**

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Assistance is available for students who have physical or learning-related disabilities. Disabled students should contact the Director of Student Advancement at the start of every semester to discuss their needs and problems.

The College is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the College.

A student requesting accommodation for a documented disability under the ADA must meet with the Director of Student Advancement and submit a Request for Accommodation of Disability Application (RADA). The Director of Student Advancement then submits the application to the Office of Compliance. Verbal disclosure prior to or following admission is not sufficient inasmuch as supporting documentation is required and verbal disclosure cannot substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum, however, if granted, the accommodation is given prospectively (accommodations cannot be supplied retroactively) and only for the academic year in which it is requested. Students must reapply for accommodations each academic year. If the nature of the accommodation being requested are unchanged, the student will not be asked to provide updated supporting documentation; such documentation is required only if there is a change in the nature of the accommodations being requested.

Students seeking accommodation must have the following paperwork and documentation on file:

1. A Request for Accommodation of Disability application, filled out in its entirety.
2. Documentation from a physician, clinical psychologist, or other certified individual of the specific disability, to include:
   - A cover letter from the physician, clinical psychologist, or other certified individual.
   - Appropriate and thorough diagnostic test results, conducted no more than five years prior to the request. Summarization of results, while helpful, by itself is not considered satisfactory. The detailed report should also clearly diagnose the disability, report the severity of the disability, offer implications of the disability for
the student’s program of study, and include a summary of what accommodations are needed to assist in overcoming the disability. A cursory report suggesting that a disability exists and detailing a list of accommodations requested, without more, is unacceptable.

Decisions on RADAs are made by the Director of Student Advancement in consultation with the Touro College Office of Compliance. If the RADA is granted, the Director of Student Advancement will notify the student. It is the student’s responsibility to inform his/her instructor.

**CAMPUS CITIZENSHIP**

Students of Touro College are expected to be considerate of all individuals at the College – fellow students, faculty, staff and administrators – and to help maintain a harmonious and supportive environment conducive to learning and the furtherance of academic pursuits. While specific regulations are listed on the following pages, it is expected that all members of the college community demonstrate respect for their colleagues, sensitivity to their needs, and tolerance for their ideas and views. Please cooperate with college officials by observing the rules and regulations of the college, and by exercising respect for college values and property.

**STANDARDS OF CLASSROOM BEHAVIOR**

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor.

*Other Prohibited Actions in Classrooms*

To ensure a clean and healthy environment for all students at the college, eating drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

Students are strictly forbidden to bring pets or other animals into any facilities of the college, unless they have obtained specific authorization in advance from the dean of their division/school.

**COMPUTER USE POLICY**

Touro College provides students with a computer user account that allows access to the university's computer system. It is expected that students will use this opportunity responsibly and for legitimate purposes, such as: obtaining one's class schedule or grade report, logging onto a personal e-mail account, reviewing course syllabi, and accessing the on-line computerized catalog of the Irwin Library.

Students are not permitted to use another person’s User ID or password, circumvent or subvert security measures, use university systems for partisan political purposes, make illegal copies of copyrighted material, or use the e-mail to harass, intimidate and threaten any member of the College Community. The administration reserves the right to limit, restrict or remove computing privileges from any student who violates the College's Computer Policy, local state, or federal laws, as well as the applicable articles of the College's Code of Conduct contained in this Student Handbook.
INTERNET AND E-MAIL POLICY

The College’s Internet and e-mail connections are intended solely for use in conducting the College’s business and promoting its educational goals. User’s conduct on the Internet and e-mail must conform to the College’s code of conduct and must be in furtherance of legitimate college business. Users must not send, retrieve or download messages or information that may be considered offensive, including messages, images or information that are sexually oriented or that disparage others based on their race, gender, sexual orientation, national origin, age, disability or religious beliefs. Users must not originate or distribute chain letters via e-mail. Users must not use the College’s Internet and e-mail connections for personal gain or profit. Users’ accessing of sites and “chat rooms” that feature pornography, off color jokes, hate speech and the like is strictly prohibited.

Violation of this policy may result in termination of Internet and e-mail access, and disciplinary action under the college’s disciplinary policy.

ANTI-HAZING REGULATIONS

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.

NO-SMOKING POLICY

Touro College recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain an optimally healthy and safe environment for its faculty, students, employees and guest. Touro is committed to the promotion of good health, wellness and the prevention of disease and to comply with New York state law regarding smoking indoors. Out of respect and loyalty to the college and its mission, smoking (including electronic cigarettes) is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside College vehicles. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of Touro College.

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA)

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

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

1. The right to inspect and review the student’s education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.

2. The right to request an amendment to the student’s education records that the student believes contains information that is inaccurate, misleading, or in violation of the student’s rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.
The following is considered “Directory Information” at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing within ten days of the start of each semester:

- Name
- Address
- E-mail address
- Telephone listing
- Date and place of birth
- Photograph
- Major field of study
- Dates of enrollment
- Enrollment status
- Classification (freshman, etc.)
- Honors and awards
- Degrees and dates of conferral
- Most recent prior educational agency or institution attended
- Student identification number

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

Authorization for Non-Disclosure of Directory Information
Enrolled students may refuse to permit disclosure of Directory Information. To do so, they must submit a completed “Authorization for Non-Disclosure of Directory Information” form to the Registrar within ten days of the start of each semester. This request is valid only for the academic year in which it is made. A new form requesting non-disclosure must be submitted each academic year.
APPENDIX

Semester Tracking Form for Field Work Assignment

Educational Plan Outline

Criteria for Eligible Field Placements

Criteria for Eligible Employment-Based Field Placements

Field Placements – Frequently Asked Questions

Employment-Based Field Agreement

Sample Format for Process Recording

Sample Portion of a Process Recording

The following documents are not included in this Field Manual; they can be found at
http://gssw.touro.edu/master-of-social-work/field-work/instruction--evaluation/

- Foundation Year Field Progress Review
- Foundation Year Field Learning Evaluation
- Advanced Year – Concentration in Clinical Social Work Practice Field Progress Review
- Advanced Concentration Year Field Learning Evaluation
TOURO COLLEGE GRADUATE SCHOOL OF SOCIAL WORK  
27 West 23rd Street, 5th Floor  
New York, NY 10010  
SEMESTER TRACKING FORM FOR FIELD WORK ASSIGNMENT  
FALL 2015/SPRING 2016

Student’s Name: ___________________________  Agency’s Name: ____________________________

FOR EMPLOYMENT BASED INTERNSHIPS – REPORT ACTUAL FIELD HOURS ON TIME SHEET

<table>
<thead>
<tr>
<th>WK OF:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>S</th>
<th>S</th>
<th>SICK DAY</th>
<th>INT PRAC FIELD SEMINAR **</th>
<th>TOTAL HRS:</th>
<th>STUDENT INITIALS</th>
<th>FI’S INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTH: SEPTEMBER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPT 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPT 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPT 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEPT 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONTH: OCTOBER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONTH: NOVEMBER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOV 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOV 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOV 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOV 23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOV 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONTH: DECEMBER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEC 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEC 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEC 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS FOR FALL 2015 SEMESTER ______________

INSTRUCTOR SIGNATURE _______________  STUDENT SIGNATURE ______________________

PLEASE NOTE: PART TIME (15 HOUR) STUDENTS WILL COMPLETE FIELD I & III ON FEBRUARY 14.
TOTAL HOURS FOR FALL SHOULD BE CALCULATED UP TO FEBRUARY 14. FIELD II & IV BEGINS ON FEBRUARY 16.

** INTEGRATIVE PRACTICE FIELD SEMINAR COUNTS AS 2 FIELD HOURS DURING THE WEEK ATTENDED.
<table>
<thead>
<tr>
<th>WK OF:</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>S</th>
<th>S</th>
<th>SICK DAY</th>
<th>INTEGRATIVE PRACTICE FIELD SEMINAR **</th>
<th>TOTAL HRS</th>
<th>STUDENT INITIALS</th>
<th>FIS INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** PART TIME (15 HOUR) STUDENTS WILL COMPLETE FIELD I & III ON FEBRUARY 14. TOTAL HOURS FOR FALL SHOULD BE CALCULATED UP TO FEBRUARY 14. FIELD II & IV BEGINS ON FEBRUARY 16. **INTEGRATIVE PRACTICE FIELD SEMINAR COUNTS AS 2 FIELD HOURS DURING THE WEEK ATTENDED.**

<table>
<thead>
<tr>
<th>MONTH: JANUARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 5</td>
</tr>
<tr>
<td>JAN 12</td>
</tr>
<tr>
<td>JAN 19</td>
</tr>
<tr>
<td>JAN 26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH: FEBRUARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEB 2</td>
</tr>
<tr>
<td>FEB 9</td>
</tr>
<tr>
<td>FEB 16</td>
</tr>
<tr>
<td>FEB 23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH: MARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 2</td>
</tr>
<tr>
<td>MAR 9</td>
</tr>
<tr>
<td>MAR 16</td>
</tr>
<tr>
<td>MAR 23</td>
</tr>
<tr>
<td>MAR 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH: APRIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR 6</td>
</tr>
<tr>
<td>APR 13</td>
</tr>
<tr>
<td>APR 20</td>
</tr>
<tr>
<td>APR 27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH: MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 4</td>
</tr>
<tr>
<td>MAY 11</td>
</tr>
<tr>
<td>MAY 18</td>
</tr>
<tr>
<td>MAY 25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH: JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNE 1</td>
</tr>
<tr>
<td>JUNE 8</td>
</tr>
<tr>
<td>JUNE 15</td>
</tr>
<tr>
<td>JUNE 22</td>
</tr>
<tr>
<td>JUNE 29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH: JULY</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY 6</td>
</tr>
<tr>
<td>JULY 13</td>
</tr>
</tbody>
</table>

**TOTAL HOURS FOR SPRING 2016 SEMESTER ____________________________**

**INSTRUCTOR SIGNATURE ___________________ STUDENT SIGNATURE ___________________**
**Educational Plan Outline**

*See Field Calendar for Deadline Date*

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

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

Student’s Name _______________________________ Year _____________________

Agency ________________________________________________________________

Field Instructor ___________________ Touro Field Liaison ______________________

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

Student’s signature ________________________________ Date __________

Field Instructor’s signature __________________________ Date __________

Field Liaison’s signature ____________________________ Date __________

Please inform the Department of Field Education in writing of any changes in schedule.
CRITERIA FOR ELIGIBLE FIELD PLACEMENTS

1. Student must complete 600 hours of field placement per academic year.
   a. Full-Time (21 Hours) field work assignment includes
      • 10 – 14 hours of direct service assignments (Client contact, collateral contacts)
      • 1 hour of field instruction
      • 1 – 2 hours for process recordings
      • Staff meetings, team conferences, in/service training
   b. Part-Time (15 Hours) field work assignment includes
      • 7 – 10 hours of direct service assignments
      • 1 hour of field instruction
      • 1 – 1½ hours for process recordings
      • Staff meetings, team conferences, in/service training

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

3. A qualified field instructor must be assigned. Qualifications include 3 years post-MSW experience, an LMSW, and the Seminar in Field Instruction (SIFI).
4. The student’s assignment must be appropriate as a field practicum and accommodate the student’s educational needs in the following ways:

   a. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours.
   b. The level of assignment must be consistent with the students’ learning needs in field placements.
   c. The assignment must include at least one hour per week of individual supervision, plus available time for other learning opportunities.
   
   d. Process Recordings
   The intern is responsible for writing a minimum of 2 process recordings weekly for the field instructor to review and utilize as a teaching tool. These process recordings should follow school guidelines. (See “Sample Format for Process Recordings” which follows “Frequently Asked Questions” in this manual)

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

Rev 7/7/14
CRITERIA FOR ELIGIBLE EMPLOYMENT-BASED FIELD PLACEMENTS

1. An employment-based intern must complete 450 hours of field placement per academic year, in an assignment different from his/her regular work responsibilities that includes a change of program and/or population served.
   c. Full-Time (15 Hours/Week) field work assignment includes
      • 7 – 10 hours of direct service assignments
      • 1 hour of field instruction
      • 1 – 1 ½ hours for process recordings
      • Staff meetings, team conferences, in-service training

   b. Part-Time (11.5 Hours/Week) field work assignment includes
      • 6 – 8 hours of direct service assignments
      • 1 hour of field instruction
      • 1 hour for process recordings
      • Staff meetings, team conferences, in-service training

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

5. A qualified field instructor must be assigned. Qualifications include 3 years post-MSW experience, an LMSW, and the Seminar in Field Instruction (SIFI). In addition, the Employment-Based Field Instructor must differ from the intern’s regular supervisor AND cannot serve as the field instructor for more than 1 academic year.
6. The student’s assignment must be appropriate as a field practicum and accommodate the student’s educational needs in the following ways:

   e. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours.

   f. The level of assignment must be consistent with the student’s learning needs in field placements.

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

   h. Process Recordings

      **Full-time interns** must submit 2 process recordings weekly. **Part-time interns** must submit at least 1 process recording weekly. Process recordings should follow school guidelines (see Field Manual) and be reviewed by the field instructor in a timely manner in order to facilitate student learning.

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

7/7/2014
1. **What is a Field Placement?**
   An internship in a social service agency (such as, but not limited to: hospitals, schools, nursing homes, outpatient mental health clinics, substance abuse programs) which provides assignments such as counseling and case management to individuals, families and groups. These services address a client’s social, emotional and economic needs. Your assignments may also include some program development and administrative tasks, but in the Advanced Concentration year, assignments should focus primarily on direct clinical services to clients.

2. **How many field placements will I complete?**
   Two-the first year is called Foundation Year and the second year is called Advanced Concentration Year.

3. **How many hours of field will I need to complete?**
   A total of 1200 field hours is required for graduation. You need to complete 600 hours each of two academic years. Most placements begin in September in which you have the option of completing your internship 21 hours per week for 30 weeks, or 15 hour per week for 40 weeks. *Students who begin their field placement in January, only have the option of completing their internship 21 hours per week.*

4. **Is there an employment-based field placement option?**
   Yes. You must work in a social service position, performing a related social service job (case aide\manager, CASC, etc.) and your field placement must include a new assignment with a qualified new field instructor (not your current supervisor). Your agency must complete an Employment-Based Field Agreement and return it to the Field Education Department as soon as possible for review and approval by the Director of Field Education. *Please contact the Field Education Department to receive this form and field hour requirements.*

5. **What types of field placements are available?**
   Field placements are available in a variety of settings such as: hospitals, outpatient mental health clinics, substance abuse programs, nursing homes, schools, homeless shelters. We are always developing new field sites.
6. **Do I get to choose my own field placement?**

   No. The Field Education Department carefully screens agencies for appropriate assignments and supervision in order to meet the Council on Social Work Education’s criteria. We welcome any “leads” that a student might offer, but we will follow up with the “vetting” process. Although we might ask you your areas of interest, we ask in your first year to be open to new experiences and realize that no matter what the setting might be, you will be able to meet the requirements of learning the clinical foundational social work skill set in your training to become a professional social worker. In your second year, we try our best to accommodate one of your choices, but we cannot guarantee it.

7. **When are field placements available?**

   Generally, most field placements are offered during regular daytime hours. However, we do understand that many of our students are balancing school, work and family and we try our best to develop field placements that offer evening and weekend options. We ask that you are flexible and make every effort to be available at least one day during regular (daytime) business hours for your field placement.

8. **How far will I have to travel to my field placement?**

   Although we try to place you as close to home or your workplace as possible, it is not unreasonable to expect up to a 60-75 minute commute to your field placement. Again, you need to think about how you can best balance school, work, family and any other obligations.

9. **Who will supervise me at my field placement?**

   The person who supervises you at your field placement is called a field instructor. He/she is a licensed social worker with at least three years of post-MSW experience and has completed or is willing to complete the Seminar in Field Instruction (SIFI). The field instructor meets with the student one time per week for a 60-90 minute supervision session in which process recordings and assignments are reviewed. In addition, a field instructor provides critical feedback regarding practice questions, techniques and issues of concern. A field instructor also completes the student performance evaluation at the end of each semester. A student may also be assigned a task supervisor if the field instructor is not regularly on-site or is responsible for a large part of the day to day operation of the agency (i.e.-program director, executive director, etc.). The task supervisor is not required to be a social worker, but can be another professional (case manager, psychologist, etc.) employed by the agency in which assignments can be supervised.
10. Will I need a resume and be required to interview for my field placement?
Yes, you will need to be interviewed by the potential field placement agency and you will need a resume. Whether you are a Foundation Year or an Advanced Concentration Year student, you are required to email the Field Education Department a well written, professional resume that illustrates your work, social service or volunteer experience. You want to present your best self, so it is important that resumes are proofread for spelling and grammar errors. Additionally, students should dress in an appropriate and professional manner for their interviews. Even if you have a lead for a field placement, please do not schedule your own interview. The Field Education Department forwards your resume to the potential field placement agency and then the field instructor or other agency representative will contact you to schedule an appointment for an interview.

11. What are my course requirements when placed in field?
If you are a Foundation Year student, you will need to take:
- SW 640 Field Work I, first semester
- SW 641 Field Work II, second semester
- SW 642 Integrative Field Practice Seminar, meets for 15 classes over the course of the academic year
- SW 650 Foundations of Social Work Practice I, first semester
- SW 651 Foundations of Social Work Practice II, second semester

If you are an Advanced Year student, you will need to take:
- SW 740 Field Work III, first semester
- SW 741 Field Work IV, second semester
- SW 742 Advanced Integrative Field Practice Seminar, meets for 10 classes over the course of the academic year
- SW 750 Advanced Clinical Social Work Practice With Individuals, first semester
- SW 751 Advanced Clinical Social Work Practice With Couples and Families, second semester

For more information, please contact:
Susan Brot, LMSW
Associate Director of Field Education and Academic Advisement
(212)463-0400 x5798
susan.brot@touro.edu

7/2014
TOURO COLLEGE
GRADUATE SCHOOL OF SOCIAL WORK
27 West 23rd Street, 5th Floor
New York, NY 10010
(212) 463-0400 ext. 5502
Fax: (212) 627-3693

EMPLOYMENT-BASED FIELD AGREEMENT

For Semester ______________, Year ____________

Indicate Student’s Placement Year (1st or 2nd Year) ________________________________

Student Status:  ____ Full-Time (15 hours per week)
                 ____ Part-Time (11.5 hours per week)

Student Name:  ________________________________________________________________

Address:  ___________________________________________________________________
           ___________________________________________________________________
           ___________________________________________________________________
           ___________________________ Zip: ___________________________________

Work Phone: (____)_________Cell Phone(____)__________Home Phone:(____)___________

Email Address ________________________________________________________________

Agency Name:  ________________________________________________________________

Address:  ___________________________________________________________________
           ___________________________________________________________________
           ___________________________________________________________________
           ___________________________ Zip: ___________________________________

County:  ______________________________

Phone: (____) __________________________ Fax: (____) _____________________________

Brief Description of the Agency:  _________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Length of Employment in Agency (years/months): ________________________________

Student’s Current Job Title: ____________________________________________________

Current Job Description: Please include a description of the setting within the agency where you work, the client population served, and your specific duties and responsibilities.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Current Supervisor: _____________________________________________________________

Supervisor’s Telephone #: (____) ________________________________________________

Proposed Field Practicum Assignment: Please describe in detail how the proposed assignment will differ from student’s regular job. Include a change in site location, population served, focus of treatment and modalities used. Include direct practice assignments, as well as all other assignments such as agency meetings, paperwork, etc.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Schedule of Field Work Days & Hours: Please identify the specific days and hours of the field work assignment. *Time must include breaks when working for five (5) consecutive hours. Break times do not count towards field hours.*
Proposed Field Instructor: ________________________________________________ M.S.W.
Field Instructor Telephone # ______________________________________________
Field Instructor Email Address ____________________________________________

Where was MSW obtained: __________________ Year received: ____________
State where LMSW was obtained __________________ Year received: __________
LMSW License # ________________________________

Has the Proposed Field Instructor taken the Seminar in Field Instruction (SIFI)? ___ YES ___ NO
If YES, enclose copy. Copy enclosed ___________
If NO, the Field Instructor MUST take the Seminar, which is offered at Touro – at no charge.

This agreement meets the approval of the following persons, as indicated by their signatures.

Agency Director
____________________________________________________________________
Print Name
____________________________________________________________________
Signature                                      Date

Proposed Field Instructor
____________________________________________________________________
Print Name
____________________________________________________________________
Signature                                      Date

Once the Employment Based Agreement has been completed, and all signatures have been secured, return the application to the office of Field Education, for final approval. A copy will be sent to the Field Instructor and the student.

Touro Director of Field Education: Roberta Shiffman, LMSW
____________________________________________________________________
Signature                                      Date

Rev 3/17/2014
SAMPLE FORMAT FOR PROCESS RECORDING
(**SAMPLE ONLY-PLEASE USE AS MANY VERBATIM DIALOG PAGES AS NEEDED**)  

Student’s Name: ____________________________ Date of meeting: _________________ Process Recording #: _____
Client’s background: \____________________________________________________________________________ \ 

Purpose of meeting: _____________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>VERBATIM DIALOGUE</th>
<th>INTERN'S FEELINGS</th>
<th>ANALYSIS OF INTERACTION</th>
<th>SUPERVISORY COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the result of the meeting?
\____________________________________________________________________________ \ 

Follow-up actions:
\____________________________________________________________________________ \ 

Plans for next meeting:
\____________________________________________________________________________ \
### SAMPLE PORTION OF A PROCESS RECORDING

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

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