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 TouroOne 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.

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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 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 Handbook, which is not resolved through Touro's internal mechanism shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution (“ADR Organization”). In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See “Alternative Dispute Resolution” provision for a more elaborate treatment.

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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, lay-off, 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 Matt Lieberman, 500 7th Avenue, 4th Floor, New York, New York, 10018, Matt.Lieberman@touro.edu (646-565-6000, ext. 55687) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000, ext. 55330.

As an alternative, individuals may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the above. The Office for Civil Rights is located at 32 Old Slip, 26th Floor, New York, New York 10005. They may be reached by phone at (646) 428-3800 or via email at OCR.NewYork@ed.gov.
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<th>Date</th>
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<td>Mon, Sept 9</td>
<td>First day of Field Work</td>
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<tr>
<td>Mon, Sept 30</td>
<td>No Field Work</td>
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<tr>
<td>Tues, Oct 1</td>
<td>No Field Work</td>
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<tr>
<td>Wed, Oct 9</td>
<td>No Field Work</td>
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<tr>
<td>Mon, Oct 14 – Tues, Oct 15</td>
<td>No Field Work</td>
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<td>Mon, Oct 21 – Tues, Oct 22</td>
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<tr>
<td>Week of Oct 21</td>
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<tr>
<td>Fri, Nov 8</td>
<td>Field Progress Review Due</td>
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<tr>
<td>Thurs, Nov 28 – Fri, Nov 29</td>
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<tr>
<td>Mon, Dec 23 – Sun, Jan 5, 2020</td>
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<td>Mon, January 6, 2020</td>
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<td>Fri, January 10</td>
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<td>Fri, January 17</td>
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<tr>
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<tr>
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<tr>
<td>Fri, May 15</td>
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**IMPORTANT:** GSSW is closed on days designated as “No Field Work.” However, if you wish to, and your agency is open and grants permission, you may report for field work on such days.

Please note: Additional excused dates may be added. Please check the Graduate School of Social Work website regularly @ www.touro.edu/msw/schedules.asp for updates.
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<td>Tues, Dec 24 – Wed, Jan 1, 2020</td>
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<td>Wed, Jan 2, 2020</td>
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4/3/2019
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 (SSWN 642) carries a total of three credits and the Advanced Integrative Practice Field Seminar (SSWN 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 current 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.

Employment-Based Internships are an option for students who perform social work-related jobs at their place of employment and work a minimum of 20 hours weekly. Employment-Based internships require 225 hours per semester. All Employment-Based Agreements must be approved by the Director of Field Education. (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)

The Employment-Based Field Option

In order to qualify for an Employment-Based Internship, you must work in a social service job (case aide/manager, CASAC, etc.) and your field placement must include a new assignment with a qualified new field instructor (not your current supervisor.) See above Criteria for Field Instructors. 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.

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 4-hour increments.**

- Students follow their agency’s calendar on field work days. When GSSW 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. One excused absence per academic semester is 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.**

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

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**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 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. **Students’ weekly field schedules must include regular, daytime work hours on at least one weekday.**

- Students must be available for a total of 7 daytime hours.
- Hours can be met throughout the week but must be completed in a **minimum of 4 hour increments.**
- Please be advised that we cannot guarantee weekend field hours.

**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 current 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 a minimum of one process recording each week, which is 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 one copy 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.

Unresolved field issues may be referred to the Field Education Review Committee (see below).

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.

**Field Education Review Committee**

Students who have been unable to satisfactorily resolve problems related to their field placements – including, but not limited to, assignments, field learning needs, supervision, and attendance – by taking the steps above may be referred to the Field Education Review Committee (FERC). The Committee, comprised of the Associate and Assistant Directors of Field Education and two full-time faculty members, will further consider the issues and make recommendations for resolution.

**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 2018-2020 Catalog of the Graduate School of Social Work.
SATISFACTORY ACADEMIC PROGRESS

Federal and institutional policies require that students maintain Satisfactory Academic Progress (“SAP”) as one of the conditions of receiving financial aid. It is critical that all GSSW students who receive financial aid read and understand the College’s SAP policy.

Please view the full policy at:
http://www.touro.edu/students/policies/satisfactory-academic-progress-policy/

ALTERNATIVE DISPUTE RESOLUTION

Touro College’s Alternative Dispute Resolution (“ADR”) policy was created with the intention of providing a program for the quick, fair and accessible 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 elsewhere in this Handbook.

A student’s acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro College acts as his or her consideration and consent to these terms. Students agree that he or she will pay for their own fees and expenses related to or arising out of the ADR.

All Disputes (as defined below) between Touro College, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution (“ADR Organization”). The parties shall select the mediator jointly, or if they cannot agree, the ADR Organization will provide a list of
mediators from which one shall be selected pursuant to the ADR Organization’s rules or other procedure mutually agreed upon. If upon completion of mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall be submitted to final and binding arbitration as set forth below.

In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, 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 (or denial thereof), suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student by 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 or harassment based on race, religion, national origin, age, veteran status or disability, sex, gender, sexual orientation, retaliation, defamation, infliction of emotional distress, violation of The Americans With Disabilities Act of 1990, Sections 1981 through 1988 of Title 42 of the United States Code, 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, Family Educational Rights and Privacy Act of 1974 (FERPA), Campus Sex Crimes Prevention Act, Title VI or Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, 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.

**ADR Procedures**

To initiate ADR, the Touro College student or applicant must send a written demand for ADR to the Office of Institutional Compliance (“OIC”). The demand shall set forth a statement of the facts relating to the Dispute, including any alleged act(s) or omission(s) at issue; the names of all person(s) involved in the Dispute; the amount in controversy, if any; and the remedy sought. The demand must be received by the OIC within the time period prescribed by the earlier of Touro College policy or the statute of limitations applicable to the claims(s) alleged in the demand. If a student or applicant fails to file a request for ADR with Touro College and the ADR Organization within the required time frame, the Dispute will be conclusively resolved against the student or applicant without any right to appeal same.

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, Touro College shall file the ADR demand with the appropriate office of the ADR Organization. The parties then shall engage in mediation, and to the extent any Dispute remains thereafter; the Dispute will be referred to final and binding arbitration.

The arbitration of any claims by a student or applicant as part of a Dispute shall be limited to his or her individual claims. The student or applicant shall not assert, prosecute, or obtain relief on, and expressly waives, any and all class, collective or representative claims which purport to seek relief
on behalf of other persons. Any judgment upon the award rendered by the arbitrator shall be final and non-appealable, and may be entered in any court of competent jurisdiction.

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and 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 prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute.

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.

TOURO POLICY ON BIAS-RELATED CRIMES

Touro is committed to safeguarding the rights of its students, faculty, and staff and to provide an environment free of bias and prejudice. Under New York Law criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law # 485, et, seq. specifically Law # 485.05.

In the tables that list hate crimes, Touro is required to apply federal regulations for the “counting” of hate crimes, which is different from the New York state law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- Assault (1st, 2nd and 3rd Degree)
- Aggravated Assault on a Person Less than 11 Years Old
- Menacing (1st, 2nd and 3rd Degree)
- Reckless Endangerment (1st and 2nd Degree)
- Manslaughter (2nd Degree)
- Stalking (1st, 2nd, 3rd, and 4th Degree)
- Criminal Sexual Acts (1st Degree)
- Sexual Abuse (1st Degree)
- Aggravated Sexual Abuse (1st and 2nd Degree)
Unlawful Imprisonment (1st and 2nd Degree)  
Kidnapping (1st and 2nd Degree) Coercion (1st and 2nd Degree)  
Burglary (1st, 2nd and 3rd Degree)  
Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)  
Arson (1st, 2nd, 3rd, and 4th Degree)  
Petty Larceny  
Grand Larceny (1st, 2nd, 3rd, and 4th Degree)  
Robbery (1st, 2nd, and 3rd Degree)  
Harassment (1st Degree)  
Aggravated harassment  
Simple Assault  
Larceny Theft  
Intimidation  
Destruction/damage/vandalism of property

In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offense.

A hate crime conviction may also subject the offender to monetary penalties pursuant to the Law of their state. Any incident or attempt to commit a hate crime should be reported to Campus the Security Director, Lydia Perez at 500 7th Avenue, 4th Floor, New York, NY 10018; phone number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

POLICY ON SEXUAL OFFENSES, BIAS, HARASSMENT & DISCRIMINATION

This policy applies to all members of the Touro College (“Touro”) community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees).

Title IX

Touro College 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, discrimination or harassment of any kind in regard to a person's sex is unacceptable behavior and will not be tolerated. Information and/or training regarding this policy is available online to students, faculty, and staff.

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.
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.

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

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.

All divisions of Touro seek to foster a collegial atmosphere in which 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 contact the Title IX coordinator immediately. 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.

This policy applies to all members of Touro, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro’s website.

**Title IX Coordinator**

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

Complaints may be filed by contacting the Title IX Coordinator:

Matthew Lieberman, Title IX Coordinator
Touro College
500 7th Avenue, 4th floor
New York, NY 10018
646-565-6000, ext. 55667
matthew.lieberman@touro.edu

or alternatively the Chief Compliance officer at compliance@touro.edu and 646-565-6000 x55330.
For Further Information

Students are strongly urged to read the full policy at https://touro.app.box.com/v/titleixpolicy

Students are also urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/2018ASR.pdf.

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

STUDENT COMPLAINTS

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/or staff. Students who believe that they have been aggrieved by the College, and that 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.

This student complaint procedure is available to any Touro College student who seeks to resolve a legitimate grievance directly affecting that student, provided that 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.

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 Dean of the school or division in which he/she is enrolled. 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

Claims under this policy may only be brought within sixty (60) 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 Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this 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 Catalog for the program in which the student is enrolled.

All students are urged to read the entire policy at https://touro.app.box.com/v/studentgrievancepolicy

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 1-88-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.

Students are urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campussecurity-department/clery-reports/.

POLICY ON DRUGS & CONTROLLED SUBSTANCES

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal Law and New York State Law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal Laws, New York State Laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

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

Touro may 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 confidentiality.

Touro College also has a Biennial Review that is used to document the progress made by Touro and also provide insight into how Touro’s Alcohol and Drug policy and programs could be improved.
Touro seeks to safeguard the health and well-being of all members of Touro: students, faculty and staff. All members of Touro are accountable to know the law and to understand the policies and procedures of Touro.

In order to better educate students, faculty and staff, Touro wishes to provide all members of Touro with an education of the effects of substance abuse. The mind-altering substances to be discussed here are: marijuana, cocaine, heroin (and their derivatives); amphetamines (uppers); barbiturates (downers); hallucinogens; and alcohol. Many individuals take such drugs to escape from their problems; but doing so only creates more problems.

For the complete policy, see https://touro.app.box.com/v/ControlledSubstancesPolicy


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.

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. Students with disabilities seeking reasonable accommodations should do so directly with the Office of Disabilities GSSW Coordinator, the Director of Student Advancement.

A student requesting accommodation for a documented disability under the ADA must meet with the Office of Disabilities GSSW Coordinator and submit a Request for Accommodation of Disability Application (RADA). Verbal disclosure prior to or following admission to the Program in itself is insufficient for obtaining documentation inasmuch as supporting documentation is required to substantiate a request, and verbal disclosure of a disability is not a substitute for required documentation. Students may apply for reasonable accommodations any time during their academic curriculum. Touro endeavors to implement accommodations within 14 days of receiving a completed application with sufficient accompanying documentation, and an interactive dialogue has taken place. Approved accommodations, when approved, are only provided on a prospective basis and are never retroactive.

Students seeking accommodation must have the following:

1. A completed Request for Accommodation of Disability application.
2. Documentation as described in the Request for Accommodation of Disability application.
3. Interactive dialogue with the Office of Disability Services GSSW Coordinator.

The details regarding students’ disability information remain confidential. Once the process is complete, students are issued a Receipt for Accommodations, which lists the accommodations that are approved for the student, or in the alternative the reason for the denial of a specific request. A student must sign the receipt form in order for the accommodations to be implemented.
To obtain a copy of the Request for Accommodation of Disability application or discuss your needs further, please contact the Office of Disability Services GSSW Coordinator, the Director of Student Advancement, at allison.bobick@touro.edu.

**Student Rights and Responsibilities**

**Student Rights**
- Confidentiality of all information pertaining to a student’s disability, except where disclosure is required by law.
- Equal access to courses, programs, services, jobs, activities, and facilities available through the College.
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the coordinators of OSDS.
- Access to all services and support available to all Touro students with reasonable accommodations where necessary and appropriate.

**Student Responsibilities**
- Request reasonable accommodations as necessary and appropriate.
- Meet College and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services’ requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.
- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student’s application or medical records.

**Grievance Policy**

If a student feels that he/she has been discriminated against on the basis of their disability or disability status, he/she has the right to file a complaint through the grievance or student complaint mechanisms stated in the College Catalog or Student Handbook. A similar procedure can be followed by a student to appeal the College’s response to a request for reasonable accommodations.
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.

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.


ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

In the interests of learning and research, and to support its academic, research, and administrative functions, Touro provides students, faculty, staff, and guests (thereafter referred to as “the Touro Community”) with access to computer and network resources. Touro seeks to promote and facilitate the proper use of Information Technology (IT). However, while the tradition of academic freedom will be respected fully, so, too, will the requirement of responsible and legal use of the technologies and IT facilities that are made available to the Touro Community. This Acceptable Use Policy is intended to provide a framework for the use of Touro’s IT resources and should be interpreted to have the widest application. This Acceptable Use Policy addresses the entire Touro Community. Institutional technology resources, facilities, and/or equipment include all technology-based resources, facilities, and/or equipment that are owned and/or operated by Touro as part of its mission. The basic rules for use of the institutional technology resources, facilities, and/or equipment are to act responsibly, to abide by Touro’s policies as specified in the Touro Handbooks, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law. Touro technology resources, facilities, and/or equipment may
only be used by current members of the Touro Community (hereafter referred to as “users”) unless otherwise authorized by the Dean of Faculties, Dean of Students, the Senior Vice President for Administration, or the Senior Vice President and Chief Financial Officer, or their designated alternates. Users may not allow other person(s) to utilize Touro’s technology resources, facilities, and/or equipment. All users of Touro technology resource users must sign, upon commencement of their relationship with Touro, or at another appropriate time, the Acceptable Use Policy (AUP), and submit the signed AUP form to the Chief Information Security Officer (CISO). A copy of the form is also available online. In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP. This Policy contains elements that intersect with other policies at Touro. Should there be questions as to which policy applies; requests for clarifications should be addressed, in writing, to the CISO at CISO@touro.edu.

Touro-provided email is considered the primary official communication mechanism recognized by Touro for communication with the Touro Community.

Students are urged to read the complete policy, which can be seen at https://touro.app.box.com/v/AcceptableUsePolicy.

**INTERNET SERVICES & USER-GENERATED CONTENT POLICY**

Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, as such, requires use of these services in ways that improve the commitment to our community of students, faculty and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, “Internet-based services” is defined as those that allow for user-generated content. These would include, but would not be limited to: “wikis,” “blogs” (for which you write entries or comments); “live”-blogging tools such as “Twitter”; social networks such as “Facebook” and “MySpace”; professional networks such as “LinkedIn”; streaming media such as “YouTube”; discussion forums such as “listservs”; instant messaging; and social bookmarking tools such as “Digg.” Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro’s behalf. As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline. Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This Policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

Students are urged to read the entire policy at https://touro.app.box.com/v/InternetService-UserGenContent.
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.
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 of the Registrar, which can also provide complete information concerning this policy.

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 Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

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 to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College
has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

- Name
- Address
- E-mail address
- Telephone listing
- Date and place of birth
- 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

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 before the last day to add classes in a 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
Student’s Name: ________________________ Agency’s Name: ______________________

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

PLEASE NOTE: PART TIME (15 HOUR) STUDENTS WILL COMPLETE FIELD I & III ON FEBRUARY 8. TOTAL HOURS FOR FALL SHOULD BE CALCULATED UP TO FEBRUARY 8. FIELD II & IV BEGINS ON FEBRUARY 11.

** INTEGRATIVE PRACTICE FIELD SEMINAR COUNTS AS 2 FIELD HOURS DURING THE WEEK ATTENDED

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TOTAL HOURS FOR FALL 2019 SEMESTER __________________

INSTRUCTOR SIGNATURE ________________________ STUDENT SIGNATURE ________________________
PLEASE NOTE: PART TIME (15 HOUR) STUDENTS WILL COMPLETE FIELD II & IV ON JULY 2. TOTAL HOURS FOR SPRING SHOULD BE CALCULATED UP TO JULY 2.

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TOTAL HOURS FOR SPRING 2020 SEMESTER ____________________________

INSTRUCTOR SIGNATURE ____________________________ STUDENT SIGNATURE ____________________________

** INTEGRATIVE PRACTICE FIELD SEMINAR COUNTS AS 2 FIELD HOURS DURING THE WEEK ATTENDED
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 hour per week 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 hour per week 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 1 process recording 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 the 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 the Field Manual or log on to [http://gssw.touro.edu/master-of-social-work/](http://gssw.touro.edu/master-of-social-work/)

Rev 9/17/2019
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.
   a. Full-Time (15 Hours/Week) field work assignment includes
      • 7 – 10 hours of direct service assignments
      • 1 hour of field instruction
      • 1 hour 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.
   a. Foundation Year Assignments
      a. Direct service assignments provide students with experience in pre-encounter, engagement, exploration, contracting, assessment, ongoing interventions and termination.
      b. 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 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.

3. 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.
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 student’s 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

      **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 “Sample Format for Process Recordings” which follows “Frequently Asked Questions” in the 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 the Field Manual.

Rev 9/17/2019
FIELD PLACEMENTS

FREQUENTLY ASKED QUESTIONS

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 hours 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:
- SSWN 640 Field Work I, first semester
- SSWN 641 Field Work II, second semester
- SSWN 642 Integrative Field Practice Seminar, meets for 15 classes over the
course of the academic year
- SSWN 650 Foundations of Social Work Practice I, first semester
- SSWN 651 Foundations of Social Work Practice II, second semester

If you are an Advanced Year student, you will need to take:
- SSWN 740 Field Work III, first semester
- SSWN 741 Field Work IV, second semester
- SSWN 742 Advanced Integrative Field Practice Seminar, meets for 10
classes over the course of the academic year
- SSWN 750 Advanced Clinical Social Work Practice With Individuals, first
semester
- SSWN 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 x55798
susan.brot@touro.edu

Rev 9/2019
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.

__________________________________________________________________________________________

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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: ______________________________________________________________________________________

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<th>INTERN’S FEELINGS</th>
<th>ANALYSIS OF INTERACTION</th>
<th>SUPERVISORY COMMENTS</th>
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What was the result of the meeting?
________________________________________________________________________________________________________

Follow-up actions:
________________________________________________________________________________________________________

Plans for next meeting:
________________________________________________________________________________________________________

VERBATIM DIALOGUE INTERN’S FEELINGS ANALYSIS OF INTERACTION SUPERVISORY COMMENTS
SAMPLE PORTION OF A PROCESS RECORDING

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

Worker: Good morning, Ms. Wonderbread. How are you feeling today?

Client: Oh, not very well, I’m afraid. My feet hurt, and I sure do miss my own home.

Worker: I know you do, Ms. Wonderbread. It was a very difficult thing for you to do. Leave that house and come here, I mean.

Client: Can’t I please go home? Please? I promise that I’ll eat the way I should.

Worker: You know we worked to keep you at home as long as we could. But you lost 40 pounds and fell four times. We were really worried about you.

Client: Oh, I know I fell, but I promise I won’t anymore. Please let me go home. Please! I hate it here!

Worker: You know I wish I could say all right. But you agreed that your health just wouldn’t allow you to take care of yourself there anymore.

Client: My son, that traitor. He doesn’t care about me. Nobody cares about me.

Worker: You know I care about you, Ms. Wonderbread. And I hate hearing you so unhappy. Do you have some time to come out and visit the garden? I’d like to show you the roses. I know how you love flowers.

Client: Well, I guess so. I do love roses.

Comments
I was worried about her adjustment as this was her third day here.

It made me nervous when she complained like this. I didn’t know what to say.

I was trying to show empathy and let her know I really cared.

This made me uncomfortable.

I tried to review the facts.

She was expressing her anger.

I think there are things here at the home that she’ll learn to enjoy. I’ll try to get her more involved.