

**Master of Social Work**

# Field Manual



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## I. INTRODUCTION

Field education is a vital component of the instruction and training that students receive to prepare them for a professional career in social work. Fieldwork offers students the opportunity to:

* Develop and demonstrate competencies as a social work professional as defined by the Council on Social Work Education
* Apply the theory and knowledge gained in the classroom to different practice settings as a student practitioner and broaden their exposure to this application in different settings by sharing experiences with peers who are placed in other settings in field seminar.
* Receive support and mentoring during this early professional experience from an experienced Field Instructor, a Faculty Liaison, and their peers.

This manual provides an overview of Liberty University’s Social Work Field Education policies, procedures, and requirements for the Master’s in Social Work (MSW). The purpose of the manual is to orient and offer guidance to MSW students, faculty, field instructors, and other agency personnel involved in social work field education as they engage in the field experience.

In addition to describing the roles and responsibilities of each party involved, this manual provides an overview of the Department of Social Work’s mission statement, goals and learning outcomes; the social work competencies and behaviors adopted by the Department; Code of Ethics for the National Association of Social Workers (NASW) and the North American Association of Christians in Social Work (NACSW); and the Council on Social Work Education (CSWE) Education Policy and Accreditation Standards (EPAS). This information offers guiding principles for social work education that support the goal of successfully preparing students for a professional career in social work.

Any inquiries or comments regarding any of the information included in this manual should be directed to mswfield@liberty.edu.

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## II. MISSION STATEMENT, GOALS, AND LEARNING OUTCOMES

### A. Mission Statement

The mission of the Liberty University Social Work Master’s Program is to prepare healthy advanced generalist social workers to be servant leaders who follow the example of Christ and will influence the world by enhancing the lives of all individuals, families, and communities through research informed knowledge, values, and skills consistent with the purpose of the profession*.*

### B. Program Goals

The first goal is to develop competent advanced generalist social workers, who

1. Are servant leaders following the example of Christ;
2. Positively influence the world;
3. Embrace the values of the profession;
4. Practice with the understanding of the environmental context of all individuals, families, and communities;
5. Are empathetic and strength-based;
6. Practice with research-informed wisdom;
7. Demonstrate cultural, professional, and spiritual humility.

The second goal of the program is for the faculty and staff to model aspects inherent in the mission statement, being *“servant leaders, who follow the example of Christ…,”* reflecting the values of the profession, andinfluencing *“… the world by enhancing the lives of all individuals, families, and communities...”*through a challenging, competency-based curriculum.

The third goal of the program is to foster a sense of community and health for students in both program options.

The fourth goal of the program is to offer program options to increase access to social work education.

### C. Program Learning Outcomes

Upon completion of the MSW, the student will be able to demonstrate competency as an advanced generalist social work professional in the following areas:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic & Environmental Justice
4. Engage in Practice-Informed Research & Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

## III. SOCIAL WORK COMPETENCIES AND BEHAVIORS

The table below depicts Liberty University’s Social Work competencies and the behaviors that relate to each competency. As a program accredited by the Council on Social Work Education (CSWE), the program reflects these competencies as defined by CSWE in the 2015 Educational and Policy Standards. The social work curriculum, including field education, is generalist focused and is designed to prepare students to master each competency through demonstration of knowledge, values, skills, cognitive and affective processes, as well each of the associated behaviors in a real-life practice setting. Students are prepared in a generalist approach that facilitates development of competencies that can be applied broadly to a variety of clients and populations, at a variety of levels (micro, mezzo, macro) and in a variety of settings.

| SOCIAL WORK COMPETENCIES | BEHAVIORS |
| --- | --- |
| DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR | * make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
* use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
* demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication
* use technology ethically and appropriately to facilitate practice outcomes; and
* use supervision and consultation to guide professional judgment and behavior.
 |
| ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE | * apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
* present themselves as learners and engage clients and constituencies as experts of their own experiences; and
* apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 |
| ADVANCE HUMAN RIGHTS, SOCIAL, ECONOMIC & ENVIRONMENTAL JUSTICE | * apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels; and
* engage in practices that advance social, economic and environmental justice.
 |
| ENGAGE IN PRACTICE- INFORMED RESEARCH AND RESEARCH- INFORMED PRACTICE | * use practice experience and theory to inform scientific inquiry and research;
* apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
* use and translate research evidence to inform and improve practice, policy, and service delivery.
 |
| ENGAGE IN POLICY PRACTICE | * identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.
* assess how social welfare and economic policies impact the delivery of and access to social services; and
* apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.
 |
| ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES | * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
* use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 |
| ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES | * collect and organize data and apply critical thinking to interpret information from clients and constituencies;
* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
* develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
* select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 |
| INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES | * critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
* apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
* use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
* negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
* facilitate effective transitions and endings that advance mutually agreed-on goals.
 |
| EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES | * select and use appropriate methods for evaluation of outcomes;
* apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; and
* critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.
 |

## IV. GUIDING PRINCIPLES

### A. NASW CODE OF ETHICS

The *NASW Code of Ethics* is a key set of values, principles, and standards that guide the conduct of faculty, staff, and students at Liberty University’s Department of Social Work. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. A copy of the Code of Ethics is in the Student Handbook.

As described on the NASW website, the [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) serves six purposes:

1. The *Code* identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

### B. NACSW STATEMENT OF FAITH AND PRACTICE

NACSW is a membership association that seeks to equip its members to integrate Christian faith and professional social work practice. To this end, NACSW established a set of values, principles, and standards to guide the conduct of social workers seeking to professionally integrate the Christian faith into their social work practice. The [NACSW Statement of Faith and Practice](http://www.nacsw.org/ChristianIdentity.htm) guides the practice of faculty, staff, and students of Liberty University’s Department of Social Work.

### C. CSWE EDUCATION POLICY AND ACCREDITATION STANDARDS

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. As described on their [website](https://www.cswe.org/), CSWE supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. The Liberty University Department of Social Work is committed to adhering to the EPAS standards and has secured accreditation for its BSSW program. It is currently seeking accreditation at the master’s level for the MSW program. This ensures that the program is congruent with current standards of practice in the field of social work and provides a framework by which ongoing peer evaluation ensures high standards of quality. Additional benefits to graduates are that such accreditation is required for graduates to pursue licensure and/or Advanced Standing eligibility for graduate social work education.

## V. OVERVIEW OF FIELD EDUCATION

Field education is a central component of the instruction and training that students receive to prepare them for a professional career in social work. Fieldwork offers students the opportunity to:

* Develop and demonstrate competencies as a social work professional as defined by the Council on Social Work Education.
* Apply the theory and knowledge gained in the classroom to different practice settings as a master’s level practitioner, and to broaden their exposure to this application in different settings by sharing experiences with peers who are placed in other settings. Students in their seminar course in addition to practice courses have opportunities to share experiences from their field placements, engage in role plays, and offer feedback to one another.
* Receive support and mentoring during this early professional experience from an experienced Field Instructor, a Faculty Liaison, and their peers.

Social Work students must complete two separate and distinct internship experiences, Generalist Field Experience and Advanced Generalist Field Experience, in order to graduate with a Master of Social Work (MSW) degree from Liberty University.

* **Generalist Field Experience** requires the completion of **400 hours in the field** in addition to a **weekly, 2-hour, synchronous seminar.**
* **Advanced Generalist Field Experience** requires the completion of **600 hours in the field** in addition to a **weekly, 2-hour, synchronous seminar.**

In the Generalist and Advanced Generalist Field Experience and Seminar courses, students receive supervised practice experience in an agency setting, while concurrently attending a seminar class that offers the opportunity to process their field experience. The integration of classroom and field activities provides students with a unique and comprehensive learning experience to support their development as professional social workers.

The Generalist Field Experience must be completed before the Advanced Generalist Field Experience, with each opportunity providing a different learning experience with a different population, tasks, supervision, and/or setting. *Additionally, though the Social Work program does recognize the value of previous work and life experience, it does not give academic credit for life experiences or previous work experience.*

The designated electives associated with the Individual and Family Clinical Cognate prepare students for advanced generalist clinical practice. Students choosing this cognate agree to complete a 600-hour clinical field experience. The General Cognate prepares for advanced generalist practice with students selecting from a wide range of electives and field experiences. During the field enrollment process, a student’s proposed field experience will be evaluated according to their specific program cognate. Students pursuing the clinical cognate should propose a placement clinical in nature, with opportunities to engage, assess, intervene, and evaluate clients in a clinical setting under proper supervision.

Prior to a student being eligible for Field Experience, the department must approve the student's placement through the proper Field Enrollment course. The Field Enrollment course is an asynchronous (online) 0-credit, semester-long Canvas class in which students complete the placement proposal process to secure an agency at which to complete their Field Experience hours. Students must successfully pass their field enrollment course the semester prior to beginning their associated field placement.

* Students must successfully complete **SOWK 545:** **Generalist Field Enrollment** the semester immediately before they plan to complete their **Generalist Field Experience and Seminar**. *Students in the Advanced Standing program will not be required to complete SOWK 545 or Generalist Field Experience.*
* Students must successfully complete **SOWK 665: Advanced Generalist Field Enrollment** the semester immediately before they plan to complete their **Advanced Generalist Field Experience and Seminar.**

Students may engage in approved field experiences working with a variety of client populations in a variety of practice settings (both private and public) for both generalist and advanced generalist placements. These settings include opportunities to engage in various levels of practice including direct practice with individuals (micro level), families and groups (mezzo level) and practice with communities or other system intervention such as policy analysis, administration, and research (macro-level). Students may complete field experiences in a variety of geographical locations, including international settings.

## VI. AGENCY PARTNERS

### Criteria for Agencies Hosting MSW Students in Field Experience

**Tasks & Assignments**

Agencies must be able to offer assignments, activities, and opportunities that help students to extend their classroom learning, further develop knowledge, values, skills, cognitive and affective processes, to learn a broad range of social work interventions common to advanced generalist social work practice and engage in behaviors sufficient to develop the social work competencies in a real-life setting. As preparation for a master's level Social Worker, it is essential that learning activities provide opportunities and responsibilities in advanced generalist practice with clients and constituencies.

Agencies must also be able to provide suitable space and resources necessary to carry out the tasks student(s) are assigned (e.g., desk, computer, telephone, etc.).

Agencies must provide adequate orientation for students regarding their client population, the agency, and its policies and practices. It is the expectation of the Department of Social Work that each agency serving as a field placement will have discrimination and harassment policies in place that guide the expected conduct of agency staff and volunteers.

Student placement proposals must include specific, social work-related tasks that would be performed at the proposed placement and give clear examples that show how the placement will develop the 9 competencies. The examples listed for students include:

Client and Constituent Contact: Meet with clients, conduct intakes/triage, perform assessments, answer agency phones, facilitate groups, supervise family visits, conduct home visits, develop service/treatment plans, complete evaluations/risk assessments, provide crisis intervention, therapy, counseling, or mentoring, oversee support groups, educate, conduct training or public awareness activities, advocate for clients, meet with partner agencies, interact with local or state officials for advocacy or networking purposes

Administrative Tasks, Case Management, Support: Schedule client appts, coordinate services, make referrals, review case records, enter data into client record, research resources and create guides or information materials, create online resources, conduct research such as client satisfaction, outcome research

Meetings, Training, Conferences: Staff meetings, case conferences, agency trainings, community trainings pertaining to the agency or population, professional development activities

Other: Develop or prepare curriculum content for client meetings/groups, analyze organizational policies and/or legislation, perform program evaluation of agency, develop crisis response plan, research grants/foundations, provide transportation or material goods

**Supervision**

***Agency Task Supervisor (ATS):*** The agency will identify a staff member who would be willing to serve as the student’s on-site Agency Task Supervisor. The ATS must have adequate release time from his/her employer to provide direct supervision for social work students as they complete their required hours of field experience and assignments associated with their field experience course.

This *ATS* will conduct student orientations and in-service training, supervise the student’s daily tasks, coordinate assignments and activities, verify timesheets, conduct regular supervision, and provide regular feedback. The Agency Task Supervisor and the Field Instructor will collaborate in the development of the Learning Contract, Mid-semester Evaluation, and Final Student Performance Evaluation. Both supervisors will communicate as needed with each other and with the Faculty Field Liaison to discuss the student’s progress and any challenges that arise.

*If the Agency Task Supervisor meets the requirements for Field Instructor, they may fulfill both roles.*

***Field Instructor (FI):*** The Council on Social Work Education requires that MSW students receive instruction from Field Instructors who hold a Master’s in Social Work (MSW) from in a CSWE-accredited program and have two or more years post-master’s social work experience. Licensure (LSW, LISW, LCSW, etc.) is preferred but not required. The Field Instructor will provide a social work perspective and ongoing feedback through a minimum of one (1) hour of weekly supervision with the student. The supervision may be provided in-person, by phone, or videoconferencing.

If an agency does not have an employee who is able or willing to serve as a Field Instructor, the student will need a third-party External Field Instructor upon whom the parties shall mutually agree. Please note that serving as a Field Instructor is voluntary, and there is no compensation provided. A student can propose an External Field Instructor as part of their placement proposal process when necessary. This proposal is evaluated to ensure that the individual meets the above standards for the role and is understanding of the role’s requirements.

The Agency Task Supervisor and the Field Instructor will collaborate in the development of the Learning Contract, Mid-semester Evaluation, and Final Student Performance Evaluation. Both supervisors will communicate as needed with each other and with the Faculty Field Liaison to discuss the student’s progress and any challenges that arise.

In the placement proposal process, students must sufficiently demonstrate that each of these criteria are met in their proposed field placement. Students must also demonstrate their field readiness through their display of professionalism, timely submissions, effective communication, and healthy self-reflection.

**Duties of Supervision**

|  |  |
| --- | --- |
| **AGENCY TASK SUPERVISOR** | **FIELD INSTRUCTOR** |
| *Form 2: MSW Placement Proposal Form: Site Prospector*; Agency Orientation | Field Instructor portion of *Form 2: MSW Placement Proposal Form: Site Prospector* or *Form 5: External Field Instructor Form* if not employed at the agency |
| Supervise daily tasks; ensure students engage in activities to develop all 9 Social Work Competencies | Provide feedback and assistance to ensure students engage in activities to develop all 9 Social Work competencies |
| Support and mentor student; share from own expertise in the Field | Support and mentor student, with special emphasis on competencies, self-awareness, correction, and social work perspective and values of the profession |
| Provide daily supervision and feedback | Provide weekly supervision and feedback |
| Approve Weekly Timesheets | Approve Weekly Supervisory Agendas |
| Learning Contract – approve student document; participate in conference call with Field Instructor, Student and Field Liaison  | Learning Contract – approve student document; participate in conference call with Agency Task Supervisor, Student and Field Liaison |
| Mid-Semester Evaluation – approve document; participate in site visit/conference call with Field Instructor, student and Field Liaison; provide feedback on student performance; revisit learning contract goals with Field Instructor and student | Mid-Semester Evaluation – approve document; participate in site visit/conference call with Agency Task Supervisor, student, and Field Liaison; provide feedback on student performance; revisit learning contract goals with Agency Task Supervisor and student |
| Final Field Evaluation – approve document; participate in meeting with student and Field Instructor | Final Field Evaluation – approve document; participate in meeting with student and Agency Task Supervisor |
| Notify faculty Field Liaison of any concerns | Notify faculty Field Liaison of any concerns |

**Student Intern Job Description**

MSW students may serve in a variety of case management, counseling, and other roles on behalf of individuals, families, groups, organizations, and communities. Some of the most common tasks for a MSW intern include:

* Scheduling client appointments.
* Providing support for an intake line and helping with the triage of clients coming in for services;
* Utilizing a psychosocial assessment tool to engage clients—and, when appropriate, other members of client systems—in information-gathering and decision-making processes to help clients identify their goals, strengths, and challenges;
* Collaborating with clients and other service providers to develop, implement, monitor, and amend individualized case plans that promote clients’ strengths, advance clients’ well-being, and help clients achieve their goals;
* Conducting home visits to facilitate case plan development, implementation, and monitoring;
* Identifying appropriate community resources for a client based on review of the client’s assessment;
* Offering education, advocacy, referrals, and supportive counseling to clients;
* Documenting case management activities in the appropriate client record system;
* Facilitating groups and designing group activities;
* Participating in or presenting in staff meetings to discuss client cases;
* Supporting the development and implementation of an agency’s community education and public awareness efforts;
* Supporting an agency’s efforts to engage in policy analysis and policy action to advance social and economic justice; and
* Attending and taking notes during community meetings (e.g., FAPT meetings).

Students will collaborate with the agency to identify tasks that develop and demonstrate skill in each of the Social Work competencies.

As the purpose of field experience is the preparation for a master’s Level Social Worker, it is essential that learning activities provide opportunities that extend beyond observation to include responsibilities in advanced generalist practice with clients and constituencies.

**Central Virginia Area (CVA) Partners**

The Field Team has established partnerships with several local agencies within one hour of Liberty University. The Field Team works closely with each agency to ensure consistent, quality placements for students. Students hoping to complete a CVA placement will be matched and assigned to interview with CVA agencies based on interests, skills, and a variety of other factors.

The Field Team meets with both students and agencies prior to matching students to an agency. Agencies provide input on what type of student would be the best potential fit with their specific population, needs, and resources. Students also identify their areas of interest, abilities, past experience, strengths and areas of needed growth, and other factors to consider for placement matching in the Field Enrollment class. This combined information guides the Field Team in making placement decisions. After the Field Team determines preliminary matches, they inform both the agency and student.

The agency and student are then given an opportunity to confirm the placement through an interview. Unless one of the parties is not comfortable proceeding, the student is committed to completing their placement at this agency.

**Distance Partners – Outside Central Virginia Area (OCVA) Partners**

The Field Team has also developed partnerships with agencies outside the one-hour radius of the University. OCVA placements are typically utilized by online students. As is the case with local Central Virginia Area (CVA) students, the Field Team will discuss their interests with OCVA students. A list of previously utilized agencies in a student’s area is made available to students as potential options. The department does not guarantee these agencies would have available and approvable placements.

Due to the wide geographical region represented by online students, it is most common that OCVA students will wish to pursue placement at an agency that does not yet have an approved partnership with the Social Work department of the University. In this case, the Field Team will support the student in communicating with that agency to ensure that it meets all educational requirements and to execute the required legal documentation to become a partner.

Proposed placements are assessed according to the demonstration of sufficient opportunity for students to gain experience and learning of each social work competency, meet direct client contact requirements, have adequate qualified supervision, and ability to meet hour requirements.

The Department of Social Work has partnered with numerous organizations throughout the United States and around the world. The Department is eager to be of service to these agencies by providing well-prepared interns who can assist in expanding the agency’s capacity to serve clients. This is also an excellent opportunity for our students to be mentored by professionals in their local area.

**On-boarding New Agencies**

On-boarding an agency is the process of completing the appropriate documentation to secure a relationship between Liberty University and the agency for Field Experience. While the Department of Social Work has on-boarded agencies in the local Lynchburg area and across the nation, many students will be responsible for on-boarding new agencies in their community or in the location in which they intend to complete their Field Experience. There are two of the six forms that have specific information pertaining to the student’s proposed agency for Field Experience: Form 2: MSW Placement Proposal and Form 4: Affiliation Agreement.

**Form 2: MSW Placement Proposal Form: Site Prospector**

Students will use the ‘Site Prospector’ function of the CORE program to complete their Placement Proposal Form. This form details information about the proposed Field Experience, including information about the agency, tasks, schedule, and supervision. It includes agency contact information, services rendered, proposed tasks for the intern, and relevant staff information. Additionally, this form details the educational and vocational qualifications of the on-site Field Instructor. If there is no on-site Field Instructor, the Field Instructor information on this form should be left blank. The Field Team will review the form to verify that the placement agency, tasks, supervision, and schedule all meet the requirements and standards set forth by the University and the Council on Social Work Education.

 **Form 4: Affiliation Agreement**

The University requires that all agencies partnering with the Department for Field Experiences sign a Liberty University Affiliation Agreement or submit an equal counterpart for review. This formal contract, signed by the agency and Liberty University, outlines the legal obligations to which both parties agree. This agreement must be signed by a qualified individual from the agency who is authorized to sign legal agreements. Once signed by the agency, the Field Team submits it to the University Contracts Department for final execution. If an agency requires the Department to sign an agreement, Memorandum of Understanding, or similar contract, prior to the student’s field placement, the Contracts Department will review the contract and request any changes needed.

**Field Orientation Training for Students and Agency Staff**

The Field Orientation Training for CVA and OCVA students and agencies is held at the start of Fall and Spring semesters as a requirement for the student, Agency Task Supervisor and Field Instructor. The Department Field Staff holds the training on campus and/or video conferencing, where the staff review details of field expectations and procedures. Agencies can ask pertinent questions and connect with the interning student(s). Once this training has been completed, the student may officially begin accruing field hours at their placements.

## VII. MUTUAL ROLES AND RESPONSIBILITIES

Field education requires the ongoing cooperation and involvement of various professionals to provide students with a comprehensive and quality learning experience in the social work field. The various roles and responsibilities of each key player are described below.

**Agency Task Supervisor (ATS):** The on-site individual appointed or designated by the Agency to oversee the daily tasks of the student. They also supervise and facilitate student learning. *The Field Instructor may perform this role as well if onsite.* In addition, the ATS has the following roles:

* Complete agency onboarding process by communicating with the Field Team and completing needed documentation such as Form 2: MSW Placement Proposal Form, Form 4: Affiliation Agreement.
* Interview potential students and confirm the acceptance or denial of the interviewees.
* Ensure that all of the agency’s required onboarding procedures and documentation for the student(s) to begin their hours at the agency are completed.
* Attend the Field Orientation Training hosted by the Department of Social Work in person or virtually.
* Ensure that the student receives an orientation to the agency and is professionally trained on their responsibilities as an intern.
* Supervise daily tasks, collaborate on assignments, and coordinate activities and learning opportunities.
* Provide regular feedback and conduct regular supervision.
* Verify and sign Weekly Timesheets presented by student(s).
* Participate in a Learning Contract meeting or call (online/phone conference/in-person) with student(s), Field Liaison, and the Field Instructor. Approve and sign the Learning Contract.
* Collaborate with the student(s) to develop and structure assignments and activities to assist them in learning a broad range of social work interventions common to generalist social work practice and engaging in activities that allow students to demonstrate the social work competencies.
* Collaborate with the Field Instructor to review a Mid-Semester Evaluation of the students’ progress in completing the Learning Contract goals and students’ performance in applying the behaviors associated with the core competencies. Participate in a site visit/conference call with the Field Liaison, the student, and Field Instructor as a part of this Evaluation.
* Collaborate with the Field Instructor to complete a Final Field Evaluation of student performance and review this with the student in-person or as a part of a conference call.
* Notify Field Liaison promptly if problems arise with student(s) during placement or in the case of an unanticipated, extended leave of absence. Work with the faculty member to explore alternative plans for supervision of students.
* Notify the Faculty Field Liaison of any concerns as soon as they become evident. Notify Field Liaison promptly in the case of an unanticipated, extended leave of absence. Work with the Field Liaison to explore alternative plans for supervision of students.

**Field Instructor:** The Field Instructor will provide a social work perspective and ongoing feedback through a minimum of one (1) hour of weekly supervision with the student. If the Agency Task Supervisor meets the qualifications of Field Instructor, the two functions of Agency Task Supervisor and Field Instructor are combined. If the on-site Agency Task Supervisor does not meet the qualifications of a Field Instructor, supplemental supervision will be provided by an External Field Instructor or another individual onsite at the agency. An onsite or External Field Instructor is proposed by the student in an associated form included in the field enrollment process. The Field Instructor’s roles and responsibilities include the following:

* Complete the Form 2: MSW Placement Proposal Form: Site Prospector if employed by the proposed agency or the Form 5: External Field Instructor Proposal Form if not employed at the proposed agency. This is to verify that the individual meets the educational and vocational requirements and standards set by the Council on Social Work Education.
* External Field Instructors who are not employed by the agency will need to sign an Independent Contractor Agreement prior to the start of the student’s Field Experience. Although this is a volunteer position, the agreement defines the legal partnership between the external Field Instructor and the University which outlines the requirements of this supervisory position.
* Collaborate with the student(s) and Agency Task Supervisor to develop a Learning Contract ensuring that the student has assignments and activities to help them learn a broad range of social work interventions common to generalist social work practice and engage in activities that allow students to demonstrate the social work competencies.
* Participate in a Learning Contract call (online/phone conference/in-person) meeting with student(s), Field Liaison, and the Agency Task Supervisor. Approve and sign the Learning Contract.
* Provide a minimum of one (1) hour a week in supervisory conference with student(s) in order to provide feedback and fulfill the following:
	+ Process the Field Experience with the student.
	+ Aid the student(s) in developing self-awareness and self-correction.
	+ Provide discussion to supplement student(s) learning and development of skills and competencies.
	+ Evaluate agency assignments and activities to ensure student(s) learn a broad range of social work interventions common to generalist social work practice and engage in behaviors associated with the social work competencies.
	+ Evaluate the students' progress toward fulfilling the requirements of the Learning Contract.
* Collaborate with the Agency Task Supervisor to review a Mid-Semester Evaluation of the students’ progress in completing the Learning Contract goals and students’ performance in applying the behaviors associated with the core competencies. Participate in a site visit/conference call with the Field Liaison, the student, and Agency Task as a part of this Evaluation.
* Collaborate with the Agency Task Supervisor to complete a Final Field Evaluation of student performance and review this with the student in-person or as a part of a conference call.
* Notify the Faculty Field Liaison of any concerns as soon as they become evident. Notify Field Liaison promptly in the case of an unanticipated, extended leave of absence. Work with the Field Liaison to explore alternative plans for supervision of students.

**Student Roles and Responsibilities**

* Communicate in a timely and professional manner with faculty and staff in the department as well as agency and community members.
* During Field Enrollment Course
	+ Complete all required field proposal assignments in Canvas and CORE by the set deadlines in the course.
	+ Submit written requests for any extension by emailing their field advisor ahead of the deadline.
	+ Complete any exception requests needed for unique placements or requests.
	+ CVA students interview with assigned agencies at the Interview Day or on-site at the potential placement.
	+ OCVA students will, with the support of the field team, identify and interview with potential agencies.
	+ Onboarding: Complete any agency on-boarding requirements (e.g., drug test, agency specific paperwork, additional background check, etc.) by the deadlines set by the agency.
* During Field Experience and Seminar Course
* Participate in frequent supervision with the Agency Task Supervisor
* Participate in weekly, one (1) hour supervisory meetings with the Field Instructor.
* Arrange and participate in required meetings and phone conferences during the field experience as assigned with the Faculty Field Liaison, Agency Task Supervisor, and Field Instructor.
* Learning Contract: Collaborate, by phone or in person, with the Agency Task Supervisor, Faculty Field Liaison, and Field Instructor to develop a Learning Contract.
* Site Visit/Mid-Semester or Mid-Placement Evaluation: Arrange and participate in an in-person or remote site visit with the Faculty Field Liaison, the Agency Task Supervisor, and the Field Instructor.
* Be teachable and receptive to feedback given by the Faculty Field Liaison, Agency Task Supervisor, Field Instructor, and any other agency personnel.
* Complete tasks assigned by the agency and all field experience requirements by assigned deadlines to satisfactorily complete the course.
* Seek opportunities to engage in activities that relate to social work competencies.
* Final Evaluation: Complete a self-evaluation of their performance in applying the practice behaviors associated with the core competencies.
* Attend field seminar class weekly and actively participate in class activities and discussions.
* Complete all seminar assignments by assigned due dates, including weekly timesheets and supervisory agendas, Learning Contract, Evaluations, and others as assigned
* Perform in a responsible and professional manner. Conduct should reflect those of the social work profession and be in accordance with agency policies and procedures.
* Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through periodic self-evaluation.
* Apply principles according to the Code of Ethics of the social work profession in their field experience.
* Keep commitments to the agency, the clients, and the Department of Social Work.
* Abide by both the agency and Liberty University’s policies around sexual harassment and discrimination while at their field placement and any other location performing field activities.
* In accordance with the Social Work Student Handbook, uphold the following Professional Performance Skills and Expectations. These standards apply to class and field placement.
	+ Adherence to the Department Attendance Policy both in class and field
	+ Adhere to Department and class or program-specific policies regarding dress code and professional dress.
	+ Punctuality.
	+ Come to seminar class and/or field responsibilities prepared (readings and assignments completed).
	+ Complete all assignments on time and to Liberty University level standards.
	+ Actively participate in class discussions and activities, and field work.
	+ Demonstrate knowledge of and commitment to the essential values and ethical.

standards of social work specified in the NASW Code of Ethics and the NACSW Statement of Faith and Practice

* + Demonstrate use of critical thinking skills.
	+ Exhibit knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships.
	+ Use self-disclosure appropriately.
	+ Demonstrate ability to assess own strengths, limitations, and suitability for professional practice.
	+ Clearly articulate ideas, thoughts, and concepts through effective oral communication.
	+ Manage constructive feedback.
	+ Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation.
	+ Advocate for yourself through the proper channels of authority.
	+ Work collaboratively and cooperatively with others.
	+ Demonstrate respect for others’ opinions.
	+ Communicate with the Department faculty, staff, and classmates in a professional and respectful manner.
	+ Communicate with community members in a professional and respectful manner.
* Recommended Liability Insurance
* All students are highly encouraged to have professional liability insurance while engaging in field work. Students who complete employment-site placements are required to show proof of professional liability insurance in their Learning Contract meeting. Professional liability insurance provides legal defense and coverage for settlements or damages from legal action brought against students due to negligent acts, omissions, and errors while practicing at their field placement setting. Although it is not common for students to have legal action brought against them, it is still important to have this protection in place.
* Liberty University provides insurance coverage of a minimum of $1 million per occurrence and $3 million aggregate for students. The Department also recommends that students purchase additional professional liability insurance. The coverage for liability insurance typically lasts 1 full year from the date of purchase.
* Students may be able to obtain this insurance through: 1) the National Association of Social Workers (NASW) or 2) American Professional Agency Inc., the organization recommended by the North American Association of Christians in Social Work (NACSW) or 3) an organization recommended by the specific agency where they are completing their placement.
	+ **NASW:** Students can purchase liability insurance through the NASW Insurance Company at https://getinsured.naswassurance.org/professional-liability-insurance-nasw/ or 888-278-0038. The cost of the insurance that meets the minimum requirements of the Department is less than $50 for one year. Please be aware that NASW requires that students become NASW members prior to purchasing the insurance. Students can purchase NASW membership at [NASW Student Membership](https://www.socialworkers.org/nasw/join).
	+ **American Professional Agency Inc.:** Students can purchase liability insurance through American Professional Agency Inc. by going to the following link: [Professional Liability Insurance for Students](http://www.americanprofessional.com/wp-content/uploads/STUDENT_BROCHURE.pdf). The cost of the insurance that meets the minimum requirements of the Department is less than $50 for one year. Students do not have to become a member of NACSW in order to purchase this insurance.

**Faculty Field Liaisons** teach the Field Experience and Seminar courses and work directly with students and agencies during the internship. Their roles and responsibilities include the following:

* Teach weekly field seminar course for students engaged in field experience.
* Keep records of students’ time spent in field through the receipt and review of weekly timesheets.
* Keep records of students’ supervision experiences through the receipt and review of completed supervisory agenda forms.
* Conduct a Learning Contract conference call with each student, Agency Task Supervisor and Field Instructor to discuss the Learning Contract draft, tasks, and assignments.
* Conduct a mid-semester evaluation visit, either on-site or by conference call, to discuss with the student, the Agency Task Supervisor, and Field Instructor, the student’s progress in Learning Contract tasks, goals, and development of competencies.
* Provide consultation and assistance to students, Agency Task Supervisors, Field Instructors, and other agency personnel, as necessary.
* Monitor and evaluate students’ field experiences to ensure optimal learning and professional development through conference calls, on-site visits or conference calls, assignment submissions.
* Review and ensure completion and accuracy of evaluation forms: Student Self-Evaluation, Field Instructor Evaluation of Student, and Student Evaluation of Field Experience.
* Provide guidance to agency staff as they work with students on-site at international field placement settings that are not affiliated with a specific study-abroad program.
* Promptly notify the MSW Director of Field Education of any problems that arise with field students or field placement staff.

**Field Staff** exist to support both residential and hybrid students throughout the field proposal process. All field proposal documents are processed through the field staff, who review and approve placement proposals. Tasks include:

* Develop relationships with community agencies locally, across the United States and overseas to enlist their support in serving as potential field placements.
* Confirm eligibility of agencies to serve as field placements by evaluating placement opportunities according to CSWE and departmental standards.
* Evaluate, assess, and approve or deny proposed exceptions such as Employment-Site placements, modified schedules, repeat placements, and/or remote tasks.
* Assist OCVA students in the field proposal process of securing a placement.
* Match CVA students with CVA collaborating agencies based on interests and skills.
* Confirm eligibility of individual professionals to serve as Agency Task Supervisors, Field Instructors or External Field Instructors for social work students.
* Connect agency representation to University Contracts Department who will negotiate and facilitate the execution of legal agreements between the agencies and the University.

**Director of MSW Field Education:** The roles and responsibilities of the MSW Director of Field Education, with the support of the other field staff, include the following:

* Development, oversight, and continuity of the field education programs and policies.
* Lead Field Orientation Trainings for students, Agency Task Supervisors, and Field Instructors as well as workshops on field-related topics.
* Monitor the performance of Agency Task Supervisors, Field Instructors and collaborating agencies for quality assurance and program improvement purposes.
* Provide training and ongoing support to Faculty Field Liaisons.
* Disseminate field-related literature and materials to Field Instructors to facilitate continued education.
* Develop relationships with community agencies locally, across the United States and overseas to enlist their support in serving as potential field placements.
* Confirm eligibility of agencies to serve as field placements.
* Confirm eligibility of individual professionals to serve as Field Instructors for social work students.
* Negotiate and facilitate the execution of legal agreements between the agencies and the University.
* Review and approve waiver requests and unique placement proposals.
* Serve as the contact for reporting incidents of discrimination, harassment, assault, and/or other safety issues.

**Liberty University** isresponsible for the following:

* Maintain CSWE standards and a continual quality improvement process to ensure continued accreditation from the Council on Social Work Education for the university’s BSSW program and continue to seek accreditation for the MSW program.
* Employ leadership that have graduate degrees in social work to oversee the administration of the Department of Social Work and Field Education.
* Employ faculty who have graduate degrees in social work and the practice experience essential for facilitating learning of social work theory, skills, and values.
* Oversee faculty and staff adherence to the NASW and NACSW Codes of Ethics and CSWE Education and Policy Accreditation Standards.
* Provide liability insurance coverage of a minimum of $1 million per occurrence and $3 million aggregate for students.

## VIII. FIELD HOURS

Traditional MSW students complete 1,000 hours of field experience during their plan of study by completing two placements – one for 400 hours and an additional one for 600 hours. Advanced Standing students complete a minimum of 600 hours of field education.

Generalist Field students are required to complete a minimum of 400 hours in the field in addition to a weekly synchronous seminar. *This is true across all programs and all program options.*

The student may select one of two formats:

* 25 - 29 hours per week over the course of one semester (number dependent on length of semester)
* 12 - 15 hours per week over the course of two semesters (number dependent on length of semester)

Advanced Generalist Field students are required to complete 600 hours in the field in addition to a weekly synchronous seminar. *This is true across all programs and all program options.*

These students may select one of the following formats:

* 37 – 40 hours per week over the course of one semester (number dependent on length of semester) *Students have the opportunity to complete all 600 hours during one semester during the Fall or Spring semesters only.*
* 18 - 22 hours per week over the course of two semesters (number dependent on length of semester)

**Scheduling hours: Students** will collaborate with their Agency Task Supervisor to develop a schedule for field hours. These hours must take place during regular business hours of the agency for the student to experience the full workings of the organization, maximize client interaction, and receive appropriate supervision.

Students should arrange their academic course load to allow field experience to be scheduled in half-day/full-day segments. Students have the flexibility to determine with their agency which days they complete their full and/or half day segments, provided they complete the minimum hours per week. Students should not complete shifts for any less than four hours at a time. In some circumstances, a specific agency event or service allows for an exception to this. Students should communicate those circumstances with their field advisor for them to make an approval decision.

Students must schedule their field hours around their field seminar class time. The field seminar class time does not count toward student’s required field hours. Students must ensure that their field placement schedule does not conflict with othercourse requirements.

Students may want to attend educational events during field placement hours, such as workshops and conferences. Students must request prior approval from their Agency Task Supervisor to attend these events. The ATS will determine whether attending the event aligns with the student’s Learning Contract.

If there is an unexpected delay in the start of field experience, or a subsequent interruption, it is the student’s responsibility to increase their number of hours per week to complete the required minimum hours by the end of the semester. Any permanent change to the schedule once students are enrolled in the field experience and seminar must be approved by the agency and Field Liaison.

**Holidays and Inclement Weather:** Students are responsible for collaborating with their Agency Task Supervisor to coordinate schedules and vacation plans. This should be handled in a professional manner similar to the process with an employer, with consideration given to the impact on the clients and agency. The Department of Social Work does not require students to complete field hours during breaks (e.g., University holidays, spring break, and reading days). However, depending on the nature of the work, an Agency Task Supervisor may request that a student work during these times. Students should clarify these expectations during their agency interviews. Students will propose a modified schedule exception to document the change in schedule and hours. The form will document the agreed upon conclusions of the student and Agency Task Supervisor for how hours will be adjusted accordingly.

*Students must**make up all missed hours regardless of the reason, including illness, inclement weather, vacation, holidays, University, or agency-sanction absences. In all cases, the student must ensure the total number of required hours is completed.*

**Personal or Medical Leave****:** In addition to following all agency procedures, students are expected to notify their Agency Task Supervisor and Faculty Field Liaison in advance of any absence or late arrival. This should be handled in a professional manner similar to the process with an employer, with consideration given to the impact on the clients and agency. If students miss scheduled hours in field for any reason, including illness or other exceptional circumstances, they must make up the hours within the confines of the academic semester.

**Completing Field Hours Past the Deadline:** There may be some extenuating circumstances such as an athletic schedule or a personal matter that hinder students from completing their hours by the end of their field seminar course. If extenuating circumstances occur, students may contact the Faculty Field Liaison to request approval to receive additional time to complete their required field hours. Students must receive approval prior to continuing to complete field hours beyond the current semester. An Incomplete will be assigned to the student and a contract developed to complete the field hours.

This accommodation will require the establishment of a written contract that includes the following: 1) the number of remaining hours to be completed, 2) the anticipated date by which the hours will be completed, 3) the day established for weekly agency supervision, and 4) the day and time to meet with the Faculty Field Liaison (or other assigned faculty member) to turn in weekly paperwork and to discuss any field issues.

**Additional Hours:** Students are welcome to work more than the minimum recommended hours per week, but in all cases will need to continue engaging in fieldwork for the specified number of weeks until the designated end date noted for the Field Experience and Seminar course. If students have completed their internship and would like to continue at the agency in a volunteer capacity, they are welcome to do so.

Any additional hours accumulated after students reach the minimum hours required for their Generalist Field Experience may not be used toward the hours required for their Advanced Generalist Field Experience hours. Students who choose the split-semester option to complete their hours should note that they may not carry extra hours over towards their second semester. For example, students completing the split-semester option for Generalist field experience must complete 200 hours minimum during the first semester and 200 hours minimum the second semester. They must remain in placement for the entirety of both semesters. Students must also keep in mind that they must satisfy any agency-specific requirements prior to ending their fieldwork.

## IX. EMPLOYMENT-SITE FIELD EXPERIENCE

**Form 3: Special Circumstances**

This Form is for students who are hoping to complete an Employment-Site Field Experience. Students who are planning to complete their Field Experience hours at their place of employment must complete their Field Experience hours separately from their employment hours and in a separate division/department than the one they work in. Students cannot count their employment hours toward their Field Experience hours. They must also have a different supervisor for their Field Experience than the one they complete their work hours under.

If students wish to propose a placement at their site of employment, they will submit an Employment-Site Exception Form during the field enrollment process. In order for this form to be approved, students must complete the form in its entirety and clearly demonstrate that they will have different hours, tasks, and supervision during their Field Experience to ensure that their experience would be a new learning opportunity. The Form must be signed by their employment supervisor and their proposed Agency Task Supervisor.

The student’s employment supervisor will attend the Learning Contract call to discuss the separation of internship and employment. At the Learning Contract call, the student will be required to show proof of Professional Liability insurance. Additionally, the student will complete a Liability and Risks Disclaimer Form.

## X. STUDENT ELIGIBILITY FOR FIELD

Students must meet the following eligibility requirements prior to engaging in fieldwork:

1. Successfully complete the associated Field Enrollment (zero-credit) Course and receive full approval by the Field Team to move forward with placement. This includes authorizing disclosure of information regarding preparedness for field.
2. Be in good standing with the Department, which includes the following:
	1. Have a minimum of 3.0 GPA, confirmed prior to a student entering their Advanced Generalist field placement.
	2. Have a “B” or higher in social work classes. Two ‘C+/C/C-’ are permitted.
	3. Maintain satisfactory professional and ethical behavior.
	4. Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, and social justice.
3. Complete all required prerequisite courses as identified on the Degree Completion Plan.
4. For approval to proceed with Advanced Generalist Field Experience, successful completion of Generalist Field Experience OR admission to LU’s Advanced Standing MSW program.
5. Recommendations for placement by supervisors and faculty overseeing Generalist Field Experience. This includes the faculty field liaison, the Agency Task Supervisor, and Field Instructor. Alternately, for Advanced Standing students, similar recommendations from supervisors of BSW Field Experience.
6. Background check consistent with disclosure during admissions process. For students who completed this departmental requirement previously, students will complete a disclaimer form indicating there being no change in their criminal record.
7. Satisfactory background check results as well as any other agency-specific requirements or onboarding tasks or training (background checks, vaccinations, TB tests, etc.).
8. Disclosure Statement Form: All students must also complete a Release of Information and Disclosure Statement Form. For students to be matched appropriately to a field placement and to fully benefit from the field experience and achieve academic success, the department faculty and staff may share necessary student information and field application forms with potential agencies and supervisors. These materials are meant to establish and maintain relationships with collaborating agencies and facilitate optimum student learning and placement outcomes. This information may include prior placement evaluations, faculty/staff assessment of student’s strengths and areas of improvement, overall student performance, student resumes, reference letters, professional liability insurance information, information regarding accommodations that the student may require to perform essential job tasks/functions. The form requests disclosure of any information charges or convictions of any misdemeanor or felony charge and disclosure of being named as a perpetrator of a founded report of child abuse or neglect. Answering in the affirmative will not necessarily prevent students from being able to secure a field placement but may limit the options for field placement as well as affect the ability of students to secure personal liability insurance. Ultimately, field agencies must give approval for students to be placed at their agency, and those agencies may have their own criteria and process for making such determinations.

The form also requests disclosure of any personal or family issues, illnesses or addictions that could impair students’ abilities to function well in a social work capacity for a particular agency or with a particular population. Depending on the nature and severity of the issue, the field staff can assist students in determining whether certain field placements would not be suitable for them. The goal of this effort is to secure field placements for students that would not compromise the well-being of the students and their potential clients.

If students fail to disclose any of the information requested, it cannot be guaranteed that they will be placed in a field setting or complete the field education requirements for the MSW degree. In certain circumstances, it may also result in administrative dismissal from the program.

Signing the Disclosure Form also indicates that students agree to immediately inform their Faculty Field Liaison if they are charged with a felony or a misdemeanor during their generalist or advanced practice field internship. The Faculty Field Liaison will consult with the MSW Director of Field Education upon notification of this information.

**Expectations of Professionalism**

As emerging professionals, students will be held to a standard of professionalism that reflects the values of social work and are expected to conduct themselves accordingly. All communication with faculty, university staff and agency staff should be conducted in an ethical manner, demonstrating professional demeanor in behavior, appearance, oral, written, and electronic communication. Additionally, they will use reflection and self-regulation to manage personal values and maintain professionalism in all agency and University matters.

Students are expected to conduct themselves in a professional manner throughout all interactions with Department faculty, staff, and peers, as well as with all agency staff members and clients. Although this is not an exhaustive list, professional conduct in class and during one’s internship should reflect excellence in all of the following areas:

**Integrity**

Students are expected to provide high quality work that reflects their best efforts. They must exhibit positive, proactive behavior and always adhere to class, Department, and University academic honesty policies.

**Respect**

Students maintain professional demeanor even when stressed and are not verbally hostile, abusive, dismissive, or inappropriately angry. They are careful not to distract others through socializing, sleeping, leaving class/internship early, reading unrelated material during class, doing homework for another class, or wearing inappropriate attire to class or internships. Students are not to use unapproved electronic devices in class. Students are respectful toward peers and adults and of learning environments both in and out of class.

**Communication**

All student communication through email, Canvas, CORE, phone calls, etc. must follow appropriate lines of communication and convey respect to the recipient in tone and verbiage. Students are responsible for considering grammar, punctuation, and time of day when sending correspondence. Professional response time for communication is 24-48 business hours. To make communication more efficient, students should send communication to only necessary recipients rather than sending multiple copies of the same or similar message to multiple recipients.

Students are to resolve conflict with others (student, colleague, professor, staff, etc.) by addressing the issue directly with the person first, rather than gossiping or complaining unproductively.

**Time Management**

Students are expected to submit projects, assignments, or other documentation on or before the deadline. They should always take responsibility for missing work or deadlines. Punctuality and providing advance notice, when possible, for absences or tardiness is expected.

**Professional Interactions**

Students are expected to regularly participate in class and internship discussions and reflect good preparation. Students assume and complete professional responsibilities conscientiously. This includes responsibly presenting oneself on social networking sites and maintaining appropriate boundaries in accordance with professional ethical guidelines. Students must refrain from posts that address someone with whom they have an issue. It is important to recognize that actions and content posted online may negatively affect their reputations among instructors, colleagues, future employers, and clients, and may have consequences for their social work careers.

**Attire**

Students must adhere to agency guidelines for attire during field experiences and University guidelines when in class. It is expected that students dress in business casual for all agency interactions, including interviews.

## XI. FIELD ENROLLMENT

**Enrolling in Field Enrollment Courses**

Students must be approved for Field Experience by the Department of Social Work before they may begin accruing hours toward their field placement. Students are approved through Field Enrollment courses. These are 0-credit, non-academic courses in which students will submit their Placement Proposal documents for approval by the Field Team.

SOWK 545: Generalist Field Enrollment must be taken the semester before students intend to complete SOWK 560/565: Generalist Field Experience and Seminar A & B if students chose the two-semester option, or SOWK 590: Generalist Field Experience and Seminar if they chose the one-semester option. There are no pre-requisite courses required before students can register for SOWK 545. Students will be responsible for registering themselves for this course. There are prerequisite courses for generalist field seminar, and students will be informed of their eligibility requirements for field placement prior to completing the field enrollment process.

SOWK 665: Advanced Generalist Field Enrollment must be taken the semester before students intend to complete SOWK 675/677: Advanced Generalist Field Experience and Seminar A & B if students chose the two-semester option, or SOWK 670: Advanced Generalist Field Experience and Seminar if they chose the two-semester option. Students must successfully pass SOWK 545 and SOWK 560/565 or SOWK 590 before they can register for SOWK 665. If these prerequisite requirements have been met, students are responsible to self-register for this course.

If students are dropped from the course due to ineligibility, inactivity or because they have decided to defer their field experience to a later semester, they must re-enroll in the course in a later semester.

**Field Enrollment Course Requirements**

The Field Enrollment course content is meant to be informative and process-based and is not necessarily academic focused. There will be reading materials and quizzes or assignments each week. As a part of the SOWK 545 course, students are ***required*** to purchase and submit a Background Check and Fingerprints search through Castle Branch. Both field enrollment courses have six ***required***Forms that are referred to as Placement Proposal Documents and must be submitted and approved by your Field Advisor in order to successfully pass the course. Please note: All Forms must be completed and submitted within the Field Enrollment course. No Forms will be accepted outside of a Field Enrollment course. The required Placement Proposal Documents are as follows:

### **Form 1: Acknowledgement of Requirements and Release of Information**

This form is a Quiz which confirms that the student has submitted the appropriate form in CORE where students read and agree to the terms of the Field Enrollment process as well as future Field Experience requirements. It also includes a Release of Information that allows Field Advisors to discuss student information pertaining to the Field Enrollment process with proposed or potential Field Agencies.

### **Form 2: MSW Placement Proposal**

This form is a quiz which confirms that the student has completed their placement proposal in the CORE function “Site Prospector,” which details information about the proposed Field Experience, including information about the agency, tasks, schedule, and supervision. It includes agency contact information, services rendered, proposed tasks for the intern, and relevant staff information. Additionally, this form details the educational and vocational qualifications of the on-site Field Instructor. If there is no on-site Field Instructor, the Field Instructor information on this form should be left blank. The Field Team will review the form to verify that the placement agency, tasks, supervision, and schedule all meet the requirements and standards set forth by the University and the Council on Social Work Education.

### **Form 3: Exception Request Forms**

These forms apply to students who are hoping to complete an Employment-Site Field Experience, repeat placements, modified schedules, or remote tasks. Students who are planning to complete their Field Experience hours at their place of employment must complete their Field Experience hours separately from their employment hours and in a separate division/department than the one they work in. Students cannot count their employment hours toward their Field Experience hours. They must also have a different supervisor for their Field Experience than the one they complete their work hours under.

Students who wish to propose an Employment-Site Placement, repeat placement, modified schedule, or remote tasks should submit a Form 3: Exception Request Form. In order for this Employment-Site or repeat placement exception request to be approved, students must complete the form in its entirety and clearly demonstrate that they will have different hours, tasks, and supervision during their Field Experience as compared to their previous field experience and/or employment.

### **Form 4: Affiliation Agreement**

This form is a legal contract between Liberty University and the agency that you will be completing your Field Experience at. This contract must be signed and submitted by Module 9: Week 9 in the Field Enrollment course to allow sufficient time for Liberty University's Contracts Department to be able to process and approve the contract.

We encourage students to present the proposed agency with a Form 4: Affiliation Agreement once they have stated that they would like to have them as an intern. An agency representative who is authorized to sign legal documents for the agency must sign the Affiliation Agreement. Depending on the size of the agency, it might take a few weeks to get the form signed so please plan accordingly.

Should an agency request a different Affiliation Agreement document instead of the standard document provided by the department, the student will share this document with their field advisor who will submit an Affiliation request with the University’s Contract Department. Students are encouraged to inquire about this early in the process to allow as much time as possible for negotiations.

### **Form 5: External Field Instructor**

This form indicates that a student has located and secured an External Field Instructor. A Field Instructor is an individual who has an MSW and 2+ years of practice experience who is willing to provide weekly supervision to students while they are completing their Field Experience hours. This supervision will focus on furthering the student's social work perspective, development of CSWE competencies, self-awareness and self-correction, knowledge, values and skills of the profession.

Agencies do not always have employees who meet the criteria to serve as a Field Instructor. In these instances, students must find a social worker outside of the agency who meets the criteria and is willing to serve as their Field Instructor. Students are responsible for locating an External Field Instructor if their proposed agency does not have someone on staff who meets the criteria.

The Form 5: External Field Instructor Form and Independent Contract Agreement- External Field Instructor Contract must be filled out and submitted for the Field Advisor to review the proposed External Field Instructor

### **Form 6: Field Commitment and Registration Request**

This form is an online survey which confirms that a student has completed the Form 6: Commitment and Registration Request Smartsheet form. Using a Smartsheet form allows for the MSW Field Team to collect student and placement information in a singular location.

This form has students fill out information on the following information:

* Student Information
* Agency Information
* Supervision
* Registration preference for seminar
* Placement Schedule
* Placement Hours
* Field Commitment

Students ***must*** fill out the Form 6 Smartsheet before they can complete the Field Enrollment Process and be registered for their Field Experience Course.

## XII. FIELD EXPERIENCE AND SEMINAR COURSE

**Enrolling in Field Experience and Seminar Courses**

The Field Team registers all students for both Generalist and Advanced Generalist Field Experience and Seminar courses (SOWK 560 or SOWK 590 and SOWK 670 or SOWK 675). Students cannot register independently for these Field Education courses.

Each section will correspond with a designated seminar time that students will be required to attend weekly. Students will be given the opportunity to indicate a preferred seminar time; however, these are processed on a first come, first-serve basis. Once agency placements are finalized and all Placement Proposal Documents have been submitted and approved, the Field Team will inform the student that they are cleared for registration and will proceed with providing the student’s information to Liberty University’s Registrar office. This process can take 3-4 business days or longer, based on the Registrar’s load, before it appears in the student’s ASIST account. Please keep in mind that the Registrar will not enroll students with any holds on their accounts.

**Field Experience and Seminar Courses**

**Confirmation of Field Experience as Proposed**

This quiz is intended to confirm that agency, tasks, supervision, and schedule for the placement will be consistent with that submitted and approved during the Placement Proposal process. Students may only receive credit for a placement as proposed and approved.  *It is important to alert the Faculty Field Liaison if any changes have occurred since the first submission.* Please note that permission from the Director of Field Education must be obtained for any deviation from the original plan regarding hours or duration of the placement, and proposal forms will need to be updated and approved by the Field Team.

**Weekly Synchronous Seminar**

The primary purpose of the seminar is for students to have the opportunity to share their Field Experiences, receive support and challenge from their peers and faculty, and discuss how these experiences relate to the theories and practices learned in the classroom. Students should come to class prepared to learn from others and share their own experiences to foster a climate that encourages mutual growth.

Students are required to attend all weekly seminars as scheduled. Students in placement in the Central Virginia area will participate in person during scheduled class time as assigned. Students outside the Central Virginia area will attend all weekly synchronous seminars through Microsoft Teams. As a vital part of the learning process, attendance is required at ALL seminars. Only ONE elective absence is permitted. Unexcused and/or excessive tardiness or absences from the seminar sessions will negatively impact the student’s final grade in field. Each absence after the first will result in a loss of 100 points.

Professional presentation and behaviors are expected during all seminars. An active participant is one who actively listens, responds to information, asks pertinent questions, shows signs of understanding, shares relevant insights, and contributes to the general learning of the class.

Both video and audio participation during the entire seminar is required for online students. It is the online student’s responsibility to select a location that provides adequate internet connectivity, and that visual and auditory distractions are kept to a minimum. As client information may be discussed, it is also essential that privacy is sufficient and that student contributions cannot be overheard by someone outside the class.

To maintain client confidentiality, students should refrain from disclosing names or other identifying information about clients during discussions and on any written assignments. To help facilitate the discussion, students should be aware of guidelines in the *NASW Code of Ethics.* Professional presentation and behaviors are expected during all seminars.

**Seminar Participation Quiz**

Every week, students must complete a participation quiz which includes submitting a paragraph describing the extent of their seminar participation (active, inactive, level of contribution to discussion, etc.), one "takeaway" from the seminar discussion (i.e. an insight or practical skill that will be helpful to you in your future social work practice) and confirming that they were on time and present for the entire length of the seminar class. Students in online seminars must also confirm that they had video and audio on during the entire seminar time, while observing appropriate web etiquette and minimal distractions.

**Weekly/Bi-weekly Timesheet of Field Experience**

Students will document the hours completed during their Field Experience by completing the Field Experience Timesheet (weekly/bi-weekly) and securing the appropriate signature from their Agency Task Supervisor prior to submission. Students must document all activities, including the required one hour of supervision from their Field Instructor each week/ or bi-weekly.

**Weekly/Bi-weekly Supervisory Agenda**

Students will complete the Supervisory Agenda form each week or bi-weekly as required in the course to document the supervision session with their Field Instructor. The Supervisory Agenda Form is meant to serve as a guide for the weekly/bi-weekly, hour-long supervision time between students and their Field Instructor. Students will prepare a minimum of three agenda items prior to the supervisory meeting. This facilitates a substantive meeting with maximum learning potential. Items could include ethical decision-making, problem-solving, client interactions, learning objectives from previous supervision, specific questions/topics for discussion about policy or practice, etc. Students may desire to include case studies or process recordings to aid in the development of behaviors and competency. Students will document the discussion of agenda items and any additional aspects indicated by their Field Instructor or Agency Task Supervisor. Students should include behaviors associated with core competencies in their discussion.

Since students will be evaluated at the end of their Field Experience on how well they demonstrated the behaviors associated with the core competencies, it is recommended that these behaviors be incorporated into the discussion during the supervisory time.

**Field Experience Journals**

The students will complete journals throughout the semester that will provide them the opportunity to reflect on the Field activities in which they participated, their experience and learning, and how they observed or applied the core competencies. They also offer students the opportunity to engage in the process of self-assessment and self-correction and support the integration of theory and practice, as students are encouraged to reference previous learning, courses, and texts in specified prompts. Students should use the journal template provided in the course. To receive full credit, a complete response must be made for each prompt.

**Agency Orientation Checklist**

Students will cover the items in the Agency Orientation Checklist with their Agency Task Supervisor as part of the student’s orientation to the agency.

**Learning Contract for Field Experience**

Students develop a Learning Contract in collaboration with the Agency Task Supervisor and the Field Instructor that will identify tasks and projects to complete during placement corresponding to the Social Work Competencies and behaviors as specified by the Council on Social Work Education to equip students for the profession. The student will review the Learning Contract template with his/her Agency Task Supervisor, Field Instructor, and/or Field Liaison, selecting the practice behavior tasks that will be completed for each competency area.

The student will arrange and participate in a videoconference with his/her Agency Task Supervisor, Field Instructor, and Field Liaison to discuss the Learning Contract draft.The student will make revisions according to input received at the meeting, secure the appropriate signatures on the form prior to submission, and submit their Learning Contract finalized document.

**Agency or Case Presentation**

Students will make a professional presentation to the seminar class that facilitates application of key social work competencies. This presentation will provide the substance for a significant portion of the designated class time. Students will prepare a PowerPoint presentation according to the format provided in the course and will be responsible for facilitating class discussion addressing pertinent issues. Professional attire is required. To support the integration of theory and practice, students will incorporate into each presentation at least one academic reference. As presenters, students must be prepared to offer additional insight or information on those areas as the discussion unfolds.

Please note that this differs from the sharing that students might typically do in the seminar which is often geared towards gaining support or insight into your experience, or to that of others.

**Mid-Placement or Mid-Semester Evaluation**

Students will schedule and participate in an onsite or virtual meeting with the Agency Task Supervisor, Field Instructor, and Field Liaison to discuss their progress at their Field Placement sites. If the student is completing the field experience outside of Central Virginia, the site visit will occur by videoconference. The student will prepare for the meeting by reviewing the Learning Contract and will supply a copy of it to all parties for review. The evaluation will be complete prior to the meeting and the student will come prepared to share responses to each item on the Mid-Semester or Mid-Placement Evaluation form. The meeting will include the Field Instructor, Agency Task Supervisor, and Field Liaison to address tasks, responsibilities, supervision, and development of competencies in all areas included in the Learning Contract

Students will participate in this discussion, reviewing past and current tasks/responsibilities, strengths and areas for growth, progress towards Learning Contract goals, and soliciting feedback from the supervisor(s) and faculty liaison. Student strengths and areas for growth will be discussed. Additions or adjustments to responsibilities should also be discussed to address any need for additional breadth or depth of experience and to address areas for growth.

The Learning Contract should be carefully reviewed, and revisions made, in order to fulfill the Contract and provide additional breadth or depth of experience to address all competencies. The Director of Field Education will be notified, and a corrective action plan will be discussed as needed for any significant areas of concern identified during the meeting.

**Final Field Evaluation**

Two Final Field Evaluation Forms are to be filled out in the last few weeks of a student’s placement. The student will complete one a self-evaluation and the Agency Task Supervisor and Field Instructor will collaborate to complete a separate evaluation of the student’s performance in the Field.

The student’s Agency Task Supervisor and Field Instructor will set up a meeting to discuss their Evaluation with the student. They will review completed tasks/responsibilities, strengths, and areas for growth, as well as the student’s overall performance in Field. Each participant will sign the evaluation prior to submission. The student self-evaluation as well as the supervisors’ evaluation will be submitted in the Field Experience course for review by the Field Liaison.

XIII. EVALUATION OF FIELD

**Professional Behavior and Adherence to Field Manual Policies/Procedures**

As emerging professionals, students are expected to conduct themselves accordingly. All communication with faculty, University staff and agency staff should be conducted in an ethical manner, demonstrating professional demeanor in behavior, appearance, oral, written, and electronic communication. Additionally, they will use reflection and self-regulation to manage personal values and maintain professionalism in all agency and university matters.

**Final Field Evaluation of Learning and Performance in the Field**

The field evaluation is a highly valuable exercise in each student’s education. It provides critical feedback to individual students to assist in their development as professionals. It also provides helpful information for the Social Work Department as we serve students individually and as we seek to continually improve our program content and methods to equip our students to become excellent, compassionate social workers.

**Final Student Self-Evaluation of Learning and Performance in the Field**

Students will complete a self-evaluation of their performance of practice behaviors associated with the social work core competencies. As an opportunity for self-reflection and self-correction, the student will complete this evaluation, identifying both strengths and areas for future development. A completed evaluation is one that has a rating for each practice behavior and includes justification of student ratings. To receive full credit this should demonstrate thoughtful consideration and differentiation between strengths and concerns.

**Final Field Instructor Evaluation of Student Learning and Performance in the Field**

The Agency Task Supervisor and Field Instructor will collaborate and complete a final field evaluation to assess the student’s demonstration of the practice behaviors associated with the core competencies identified by the Council on Social Work Education as essential to generalist social work practice, to determine whether the student has met their learning contract goals, and to provide a suggested grade for the field experience part of the course.

Once complete, the ATS and/or FI will meet with the student in person (or via videoconference) to provide verbal feedback on their evaluation of student performance and discuss the student’s progress, highlighting both strengths and areas for improvement as well as recommendations for further development. The Faculty Field Liaison will review the evaluation, participate in the meeting as needed, and will assign a grade based on the evaluation.

**Rating Scales**

**Generalist Field Experience Students** should be rated according to expectations of an undergraduate student intern completing their generalist field placement and preparing for an intensive advanced practice field placement experience.

**Advanced Generalist Field Experience Students** should be rated according to a reasonable standard of professional readiness to enter the field as master’s level social workers. This would reflect knowledge and skill desired for a social worker entering the work force and fully prepared to be trained in functions specific to a position or field of practice.

**Student Feedback on Field Agency & Experience:** Students will complete an evaluation of their placement, seminar course, and the field experience. Completing this evaluation will assist the Department in assessing the quality of the field experience provided. Field staff may follow up with agencies to develop a plan to address any concerns noted in these evaluations.

XIV. GRADE IN FIELD

**Seminar** makes up approximately 30% of the course grade. This includes Weekly Seminar Participation and the Field Application Presentation.

**Documentation and Reflection** makes up approximately 25% of the course grade. Assignments include Weekly/Bi-weekly Timesheet of Field Experience, Weekly/Bi-weekly Supervisory Agenda, Journals of Field Experience and Student Feedback on Field Agency & Experience

**Field Placement** makes up approximately 45% of the course grade. Assignments include Learning Contract, Agency Orientation Checklist, Site Visit Participation & Mid-Semester or Mid-Placement Evaluation, Final Field Evaluation of Learning and Performance in the Field, Final Student Self-Evaluation of Learning and Performance in the Field, Final Field Instructor Evaluation of Student Learning and Performance in the Field and Professional Behavior and Adherence to Field Manual Policies/Procedures.

XV. CHALLENGES IN FIELD

**Changes in Field Instructors**

Students are expected to remain with their assigned Agency Task Supervisor and Field Instructor over the course of a semester/year to complete their field hours.  However, in the case of extenuating circumstances, it may be necessary to change. The MSW Director of Field Education, Faculty Field Liaison, Agency Task Supervisor, Field Instructor, or student may initiate a change. If students feel their ATS or Field Instructor needs to be changed for any reason, they must discuss this first with their Faculty Field Liaison. The Faculty Field Liaison will consult with MSW Director of Field Education, and if approved, the Faculty Field Liaison will begin the process of changing the Field Instructor.

**Terminating a Placement**

Students are expected to remain at the assigned agency over the course of a semester/year to complete their field hours. If students are unable to complete the placement at the assigned agency for any reason, they should assume that it would be necessary to defer placement until they are able to successfully propose a field placement for a later semester.

Any placements that end prematurely must be reviewed by the Faculty Field Liaison and MSW Director of Field Education. The Faculty Field Liaison will contact the field agency to discuss the student’s performance thus far, and the circumstances, which necessitated the termination of the placement. The student’s eligibility to continue in the program will be assessed at that time. In some cases, this may result in a growth plan being established for the student, which will be required to resume field. If the student remains eligible to continue in the program, the student and field team will work together to arrange for a substitute placement for the next semester.

In rare circumstances, it may be possible to change to a different agency during the same semester. The MSW Director of Field Education, Faculty Field Liaison, Agency Task Supervisor, Field Instructor, or student may initiate a change. If students feel their placement needs to be changed for any reason, they must discuss this first with their Faculty Field Liaison. The Faculty Field Liaison will consult with MSW Director of Field Education. The same review process as described in the paragraph above will be initiated. If approved, the student and field team will work together to arrange for a substitute placement for the semester.

If a student must be removed from their field experience, no hours accrued at a previous placement will be “rolled over” into a subsequent placement or credited to students. Students who successfully complete a growth plan can retake the course. Students will need to start over in completing the minimum number of field hours as well.

Students are required to fulfill their field contract with the site. If students make the decision to withdraw from a Field Experience and Seminar course, they forfeit all field hours earned for the semester and will need to reapply for the Field Experience and Seminar course in a future semester.

**Restoration Process**

Liberty University Faculty and Field Instructors have a professional and ethical responsibility to evaluate students on the social work competencies and associated practice behaviors.

As such, there is no guarantee that the faculty of Liberty will approve program completion for students who demonstrate the need for continued growth, which may interfere with future professional competence. Instead, a growth (or restoration) plan will be formulated in conjunction with the Department, students, and Field Instructor. The purpose of the restoration plan is to assist students in obtaining competency in social work skills or personal, interpersonal, or ethical problems witnessed so that students may successfully continue in the program.

Students who interview and are denied placement at an agency due to inappropriate behaviors or demonstrating poor interviewing skills will be referred for additional support through the Career Center. Students who interview at and are denied placement at multiple agencies due to inappropriate behaviors may be given a failing grade and/or deferred placement and a plan of restoration will be implemented.

Restoration procedures can include actions such as repeating courses, obtaining personal counseling, completing additional assignments, participating in tutoring, using services at the Writing Center, and/or meeting with the Career Center. Once students have fulfilled all stipulations of the restoration plan, the Department of Social Work will meet to decide if the student is ready to continue. Depending on the severity and nature of the situation, students may be subject to academic dismissal from the Department of Social Work or Liberty University.

Students enrolled in a Field Experience and Seminar course may be given a plan of restoration or a failing grade and/or delayed in the program and if any of the following apply:

1. Unprofessional or unethical conduct either at the field agency or in an interaction with Liberty University faculty and staff.
2. If the Agency Task Supervisor, Field Instructor, and/or Liberty University faculty determines that the student’s current emotional, mental, or physical well-being compromises the integrity of the field experience or potentially places the student, or others, in harm’s way or an unduly vulnerable position.
3. The student demonstrates a failure to demonstrate growing competency in required areas, and an accompanying failure to demonstrate self-awareness and self-correction to facilitate growth in that area.

When student misconduct constitutes a violation of the University’s Honor Code, the Faculty Field Liaison will fill out an Honor Code Violation form. The Office of Student Conduct and Faculty Field Liaison will investigate the situation with support from the MSW Director of Field Education. The incident will be shared with the Department of Social Work Leadership Team. A restoration plan will be formulated in conjunction with the program, student, and Field Instructor if appropriate. Once students have fulfilled all stipulations of the restoration process, the Social Work Program Leadership will meet with the students to develop a plan for possible continuation in the program.

In cases involving the Honor Code Violation, students will have an opportunity to appeal. Students seeking to appeal should follow the protocols described in the [Student Honor Code](https://www.liberty.edu/index.cfm?PID=1417). The appeal deadlines must be observed. Written appeals are always required.

**Disciplinary Action/Termination from Field Placement**

The Agency Task Supervisor and/or Field Instructor must promptly notify the Faculty Field Liaison if it is anticipated that students will receive failing evaluations or be dismissed from their field placement. The Faculty Field Liaison will write an incident report to the MSW Director of Field Education, which will be discussed with the Department Leadership who will examine the nature and reason for the failed evaluations and/or dismissal and refer to the Restoration Committee, if warranted.

At this point, the students may receive a final grade of “F” for their field experience and their progress through the program will be deferred to allow time to address the areas of needed growth. These restorative procedures can include things such as requiring students to retake certain courses and/or seek personal counseling, etc. The Restoration Committee will determine whether the students are eligible to retake the Field Education and Seminar course in the future. If, after restoration, the students are unable to reach competency in the growth areas, the Restoration Committee and the Leadership Team will meet to decide the best course of action for the students up to and including removal from the program.

If the dismissal involves a violation of the University’s Honor Code, the Faculty Field Liaison will fill out an Honor Code Violation form, which will be investigated by the Student Affairs Office and the Faculty Field Liaison with support from the MSW Director of Field Education.

The incident will be shared with the MSW Program Director and Social Work Department Chair as well as faculty and staff who are involved in the student’s educational process.

Students may appeal. The final decision regarding any accrued field hours is at the discretion of the Restoration Committee and Leadership Team based on a thorough evaluation of the incident.

XVI. SAFETY AND RESPECT IN FIELD

**Safety Policy and Procedures**

Students may experience a situation that compromises their personal safety while at their field placement agency or while performing field activities off-site. These situations may include threat or personal injury by violent clients or other persons, exposure to or contraction of infectious disease, or damage to personal property. If students or Agency Task Supervisors have questions about whether a particular incident is reportable, they may contact the MSW Director of Field Education. Students will need to follow a specific protocol if any of these situations occur:

1. Students should immediately seek safety and/or medical treatment as necessary, report the incident to their Field Instructor or Agency Task Supervisor, and follow any additional agency policies for reporting and addressing the situation.
2. Students notify their Faculty Field Liaison and should call the MSW Director of Field Education to report the incident within 24 hours of its occurrence.
3. Students are required to complete an Incident Report Form (located in the field course on Learning Platform) and submit the form [here](http://www.liberty.edu/informationservices/development/index.cfm?PID=34853) within five (5) days of the incident.

As appropriate, the MSW Director of Field Education will contact students and their Agency Task Supervisors or Field Instructors to discuss any incidents which have been filed with the Department and determine if additional action is necessary.

**Discrimination, Harassment and Assault**

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. The following persons have been designated to coordinate Liberty University’s compliance with certain anti-discrimination laws: Director of Disability Academic Support at (434) 582-2159 or odas@liberty.edu; Executive Director of Title IX at (434) 592-4999 or TitleIX@liberty.edu. If a discrimination, harassment, or assault incident occurs while the student is engaged in field placement activities or at the field site, the student should complete the Incident Report Form (located in field course on Learning Platform).

**Racial Discrimination and Harassment**

Liberty University insists that all members of the University community are entitled to and shall be afforded an environment free of racism—whether overt or subtle. Therefore, members of the University community will not tolerate racial discrimination or harassment of any kind. Behavior that constitutes racial discrimination or harassment is prohibited by Title VII of the 1964 Civil Rights Act. This includes, but is not limited to racial/ethnic slurs, coarse jesting with racial/ethnic overtones and other forms of communication resulting in disparagement or intimidation based on race or ethnicity.

It is the expectation of the Department of Social Work that each agency serving as a field placement will have racial discrimination and harassment policies in place that guide the expected conduct of agency staff and volunteers. Students are expected to abide by both the agency and Liberty University’s policies while at their field placement and any other location performing field activities.

**Reporting Process**: There is a specific protocol that students must follow if any of these situations occur:

1. Students should immediately report the incident to their Field Instructor and follow any additional agency policies for reporting and addressing the situation. If the supervisor is the perpetrator of the harassment or discrimination, students should report the incident to the alternative staff member indicated in the agency’s policy.
2. Students must call the MSW Director of Field Education to report the incident within 24 hours of its occurrence.
3. Students are required to complete an Incident Report Form (located in the Field Experience and Seminar course in Canvas) and submit the form within five (5) days of the incident.

As appropriate, the MSW Director of Field Education will contact students and their Field Instructors to discuss incidents filed with the Department and to determine if additional corrective action is necessary.

**Sexual Harassment, Discrimination, and Assault**

Liberty University is committed to providing a safe and nondiscriminatory learning, living, and working environment for all members of the University community. Liberty University expects all members of its community to treat everyone with a spirit of Christian love, mutual respect, and individual dignity.

The University does not unlawfully discriminate based on sex in any of its education or employment programs and activities, nor does Liberty University tolerate sex discrimination or sexual harassment. This policy prohibits sexual harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation, as those terms are defined in more detail below (collectively those terms are referred to in this policy as “Prohibited Conduct”). These forms of Prohibited Conduct are harmful to the well-being of the University community and its members, the learning and working environment, and collegial relationships amongst students, faculty, and employees.

All forms of Prohibited Conduct under this policy are regarded as serious University offenses, and violations of this policy will result in discipline, including potential separation from the University. Some forms of Prohibited Conduct may also violate state or federal laws, and criminal prosecution may occur independently of any disciplinary action imposed by the University.

It is the expectation of the Department of Social Work that each agency serving as a field placement will have sexual harassment and discrimination policies in place that guide the expected conduct of agency staff and volunteers. Students are expected to abide by both the agency and Liberty University’s policies around sexual harassment and discrimination while at their field placement and any other location performing field activities.

**Reporting Process**: Students who believe that they have been the subject of sexual harassment, discrimination, or assault in any form while at their field placement or while performing fieldwork at another location should take the following steps described below:

1. Students should immediately report the incident to their Agency Task Supervisor or Field Instructor and follow any additional agency policies for reporting and addressing the situation. If the Field Instructor is the perpetrator of the harassment or discrimination, students should report the incident to the alternative staff member indicated in the agency’s policy.
2. Students should immediately report the incident to the Title IX Office.

Director of Title IX

University Title IX Office

(434) 592-4999

TitleIX@liberty.edu

1. Students should call the MSW Director of Field Education to report the incident within 24 hours of its occurrence. Students will be given the option of changing their field experience placement.
2. Students are required to complete an Incident Report Form (located in the Field Experience and Seminar in Canvas) and submit the form within five (5) days of the incident.

For more information on Liberty University’s sexual harassment policies and procedures for students, please see the [Discrimination Harassment and Sexual Misconduct Policy.](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf)

**Addressing Grievances**

If students have a grievance related to their field experience, they must follow the successive steps below and thoroughly document their proceedings:

1. The student must discuss the matter with the person immediately involved unless safety concerns would dictate otherwise. Seeking support and consultation from the Faculty Field Liaison may be helpful in preparing the student for this discussion as they seek to handle it in a professional manner. Additionally, the ATS and/or Field Instructor may be helpful. If the Agency Task Supervisor or Field Instructor is the person with which the student has a grievance, students should report the incident to the alternative staff member indicated in the agency’s policy.
2. If the grievance remains unresolved or the student is dissatisfied with the resolution, they should request additional assistance of the Faculty Field Liaison, Agency Task Supervisor and/or Field Instructor. Mediation may be advisable.
3. If the issue remains unresolved, the student should then contact the MSW Director of Field Education.
4. If after all the above steps have been taken and the student is dissatisfied with the outcome of these discussions, they can then bring their grievance to the Program Director or Chair of the Social Work Department.

**Incident Reports**

The student should complete the Incident Report Form if any of the following have occurred during the field placement: sexual discrimination or harassment, racial discrimination or harassment, personal injury by violent clients or other persons, animal injury, exposure to or contraction of infectious disease, or damage to personal property. If students are unsure about completing this form, contact the MSW Director of Field Education for advisement.