

LIBERTY UNIVERSITY

DEPARTMENT *of*
SOCIAL WORK

Master of Social Work

Field Manual



Liberty University
Department of Social Work

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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 (CSWE).
- Apply the theory and knowledge gained in the classroom to different practice settings as a student practitioner.
- Broaden exposure to a variety of applications by sharing experiences with peers in the field seminar.
- Receive support and mentoring during this early professional experience from experienced social workers, including a Field Instructor, Field Faculty Liaison, and peers.

This manual provides an overview of Liberty University's Department of Social Work field education policies, procedures, and requirements for the Master of 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.

This manual also 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; the Code of Ethics for the National Association of Social Workers (NASW) and the North American Association of Christians in Social Work (NACSW); and the 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.

Written inquiries and/or comments may also be sent by postal mail to:

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II. MISSION STATEMENT, GOALS, AND LEARNING OUTCOMES

A. Mission Statement

The mission of the Liberty University Social Work MSW 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 of the MSW program 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; and
- 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, and influencing “*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 cognate options to increase access to social work education.

C. Program Learning Outcomes

Upon completion of the MSW program, 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 Advance human rights and social, racial, economic, and environmental justice;
- 3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice;

- 4 Engage in practice-informed research and 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; and
- 9 Evaluate practice with individuals, families, groups, organizations, and communities.

III. 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 applicable 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](#) serves six purposes. The *Code*:

1. Identifies core values at the foundation of the social work mission.
2. 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. Helps social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. Provides ethical standards which the general public can use to hold the social work profession accountable.
5. Socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. Articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

B. NACSW Statement of Faith and Practice

The NACSW is a membership association that seeks to equip its members to integrate Christian faith and professional social work practice. To this end, the NACSW has 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](#) guides the practice of faculty, staff, and students at Liberty University's Department of Social Work.

C. CSWE Educational Policy and Accreditation Standards AL

The CSWE uses the EPAS to accredit baccalaureate- and master's-level social work programs. On their [website](#), the 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 standards outlined in the EPAS and has secured accreditation for its MSW and Bachelor of Science in Social Work (BSSW) programs. Accreditation 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 provides high standards of quality. Accreditation is required for graduates to pursue licensure and/or Advanced Standing eligibility for graduate social work education.

IV. SOCIAL WORK COMPETENCIES AND BEHAVIORS

The table below describes the nine social work competencies and the behaviors that relate to each competency. As a program accredited by the CSWE, Liberty University’s MSW program reflects these competencies as defined in the Council’s EPAS. The social work curriculum, including field education, is generalist-focused and prepares students to master each competency through demonstration of knowledge, values, skills, and cognitive and affective processes, as well as each of the associated behaviors by providing a real-life practice setting. Students are prepared in a generalist approach that facilitates the development of competencies that can be applied to a variety of clients and populations at the micro, mezzo, and macro levels across a broad spectrum of settings.

<i>SOCIAL WORK COMPETENCIES</i>	<i>SOCIAL WORK BEHAVIORS</i>
<i>Demonstrate Ethical and Professional Behavior</i>	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. The Nine Social Work Competencies • Demonstrate professional behavior; appearance; and oral, written, and electronic communication. • Use technology ethically and appropriately to facilitate practice outcomes.

	<ul style="list-style-type: none"> • Use supervision and consultation to guide professional judgment and behavior.
<p><i>Advance Human Rights and Social, Racial, Economic, and Environmental Justice</i></p>	<ul style="list-style-type: none"> • Advocate for human rights at the individual, family, group, organizational, and community system levels. • Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
<p><i>Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i></p>	<ul style="list-style-type: none"> • Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. • Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
<p><i>Engage in Practice-Informed Research and Research-Informed Practice</i></p>	<ul style="list-style-type: none"> • Apply research findings to inform and improve practice, policy, and programs. • Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
<p><i>Engage in Policy Practice</i></p>	<ul style="list-style-type: none"> • Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
<p><i>Engage with Individuals, Families, Groups, Organizations, and Communities</i></p>	<ul style="list-style-type: none"> • Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. • Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

<i>Assess Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. • Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
<i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. • Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
<i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>	<ul style="list-style-type: none"> • Select and use culturally responsive methods for evaluation of outcomes. • Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

V. Cognate Specific Field Requirements

During the field enrollment process, a student’s proposed field experience will be evaluated according to their specific program cognate. A student should evaluate the requirements of each cognate, especially within the advanced generalist level, to ensure the tasks can be met at the proposed agency.

The General Cognate prepares for advanced generalist practice with students selecting from a wide range of electives and field experiences. These experiences may occur in a variety of settings, not limited to: school settings, community centers, state departments, etc.

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 Advanced Field Placement focused on clinical tasks within their field experience. Students pursuing the clinical cognate should propose a placement focused on “clinical tasks”, with opportunities to engage, assess, intervene, and evaluate clients in a clinical setting under proper supervision.

Liberty University’s Department of Social Work defines clinical tasks as the application of social work theory and methods for the purpose of assessment, diagnosis, and treatment of emotional and mental disorders to individuals, families and groups.

A. Advanced Field Placement in the Clinical Cognate

Advanced Field Experiences for the Clinical cognate may occur in a variety of settings, although they are most often in community mental health agencies, behavioral health, psychiatric treatment facilities, private psychotherapy practices, and substance abuse treatment facilities.

Regardless of the setting, services provided must be focused on mental and behavioral health and/or substance-use assessment, diagnosis, and treatment- meeting the definition of clinical tasks.

A.1 Clinical Cognate Task Requirements and Definitions

Within the Clinical Cognate, students will be required to ensure an increased number of client contact hours, as their work should have a strong focus on these tasks. There is a distinct division of direct client contact, which requires a minimum of 40% of the total 600 hours (i.e. 240 hours) focused on clinical social work tasks as defined above.

<p>Clinical Cognate Division of Hours within Advanced Field Placement (600 total hours)</p>
<p>Client Contact:</p> <p>A minimum requirement of 240 hours total (40% minimum) should be direct client which meets the definition of clinical tasks. (It is the recommendation that students of clinical cognate strive for up to 50% direct client contact with a clinical task focus as is the requirement of some state boards).</p> <p style="padding-left: 40px;">NOTE: Constituent contact cannot be placed within client contact, as they will be distinct during the Advanced Field Placement.</p> <p>Students are highly encouraged to review their individual state boards of Social Work to determine their state’s minimum number of direct clinical client contact hours required for licensure.</p>
<p>Macro Focus:</p> <p>A minimum of 120 hours (20% of total hours) should be macro-based tasks (i.e. communities/organizations, advocacy, policy, constituent contact, interprofessional collaboration, community events, etc.).</p>
<p>Supervision:</p>

A minimum of one hour per each week that a student is within their Advanced Field Placement with a Licensed Clinical Social Worker. (See supervision definition requirements)

Other Tasks:

Up to 240 hours (40% maximum) including tasks such as: training, staff meetings, documentation, consultation, planning, orientation, etc..

Within the Advanced Clinical Field Experience, students are required to demonstrate active engagement with all five social work system levels: individuals, families, groups, organizations, and communities.

Below are examples of potential tasks, roles, and/or opportunities to practice with relevant system levels in social work field settings:

<p style="text-align: center;">Individuals</p>	<p>Engage in individual clinical sessions with clients for the purpose of providing diagnostic assessments, treatment planning, and interventions related to mental health and substance use disorders. These services may also include risk assessments, crisis intervention, and one-on-one counseling to address psychological, emotional, or behavioral concerns. Services may focus on exploring thoughts, feelings, and experiences, building coping skills, and supporting personal growth, healing, and improved mental health functioning.</p>
<p style="text-align: center;">Families and Couples</p>	<p>Engage in family clinical sessions for the purpose of assessment, diagnosis and treatment that are interconnected with family dynamics, communication styles and roles within the family system. These services focus on improving the emotional, relational, and behavioral functioning of families. Services are targeted to help families address specific mental health concerns, reduce conflict, strengthen relationships, and develop healthier ways of coping and supporting one another.</p>

<p style="text-align: center;">Groups</p>	<p>Facilitate therapeutic groups for the purpose of treating individuals within a group setting that share similar mental health and/or substance use disorders. Services focus on symptom improvement through discussion, support, and feedback offered by group members and the trained mental health professional(s). Therapeutic group interventions occur to foster connection, reduce isolation, improve coping skills to manage diagnoses, and help participants develop healthier ways of thinking, feeling, and relating to others.</p>
<p style="text-align: center;">Organizations and Communities</p>	<p>To meet CSWE Accreditation Standards, students must complete 20% of their hours at the community and organizational level. These macro-level social work tasks include but not limited to: grant writing, fundraising, program development, participation in organization and community meetings, organization and community assessment, policy analysis and policy action, research, and creation or disbursement of informational materials and resources for clients and/or communities. *Note these hours are separate than the clinically focused hours, as described above.</p>

A.2 Supervision Requirements

Supervision requirements for Advanced Field Placement within the Clinical Cognate require the student to have a supervisor who holds the credentials of Licensed Clinical Social Worker (LCSW) or that state’s equivalent name for clinical social worker at an advanced level.

This LCSW supervisor can serve within the role of an Agency Task Supervisor or solely as a Field Instructor for the student. Supervisors that meet the LCSW requirement should be aware that documentation of license verification will be required within the field enrollment process.

Students should be aware that at times, due to the advanced clinical nature of their credentialing, LCSWs do require payment as part of external supervision. This external cost is something that Liberty Social Work is not responsible for or involved in the negotiations between the supervisor and student. The student must recognize it is their responsibility to ensure the proper supervision

(whether internally provided by the agency or externally found elsewhere) and Liberty Social Work will not be able to provide connections with supervisors as part of the Field Enrollment process.

VI. OVERVIEW OF FIELD EDUCATIONField education is a central component of social work instruction and training, designed to prepare students for professional practice. Through fieldwork, students are provided with structured opportunities to integrate academic knowledge with practical application in real-world settings.

Field education enables students to:

- Develop and demonstrate competencies as a professional social worker, as defined by the Council on Social Work Education (CSWE).
- Apply theory and knowledge gained in the classroom to a variety of practice settings as a master's-level practitioner.
- Broaden their understanding of social work practice by engaging in shared learning experiences with peers placed in diverse settings. Through seminar and practice courses, students discuss field experiences, participate in role-plays, and provide feedback to one another.
- Receive support, supervision, and mentoring from an experienced Field Instructor, a Faculty Liaison, and fellow students during this formative professional experience.

To graduate with a Master of Social Work (MSW) degree from Liberty University, students must successfully complete two distinct field education experiences (only one, Advanced field experience is required at the Advanced Standing level):

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

In both the Generalist and Advanced Generalist Field Experience and Seminar courses, students engage in supervised practice within an agency setting while concurrently participating in a seminar course designed to support reflection, discussion, and integration of field experiences. The integration of classroom instruction and field practice provides a comprehensive and developmentally sequenced learning experience.

The Generalist Field Experience must be completed prior to the Advanced Generalist Field Experience. Each placement must provide a distinct learning opportunity involving different populations, tasks, supervision, and/or practice settings. *While the Social Work program acknowledges the value of prior work and life experience, academic credit is not awarded for previous employment or life experiences.*

Students enrolled in the **Individual and Family Clinical Cognate** complete designated electives that prepare them for advanced generalist clinical practice. Students selecting this cognate are required to complete a **600-hour clinical field experience**.

Liberty University's Department of Social Work defines clinical social work tasks as the application of social work theory and methods for the purpose of assessment, diagnosis, and treatment of emotional and mental disorders to individuals, families and groups.

The **General Cognate** prepares students for advanced generalist practice through a broad selection of electives and field placement opportunities.

During the field enrollment process, all proposed placements are evaluated to ensure alignment with the student's declared cognate. Students pursuing the clinical cognate must propose a placement that is clinical in nature and offers opportunities for assessment, diagnosis, and treatment of emotional and mental disorders to individuals, families and groups within a clinical setting under appropriate supervision. Prior to eligibility for Field Experience, students must receive departmental approval of their placement through the Field Enrollment process. Field Enrollment courses are asynchronous, online, zero-credit, semester-long Canvas courses in which students complete required steps to secure an approved field placement. Students must successfully complete the appropriate Field Enrollment courses in the semester immediately preceding the start of their corresponding field placement.

- **Generalist Field Experience:** Students must successfully complete **SOWK 544 and SOWK 545: Generalist Field Enrollment Parts I and II** during the semester immediately prior to beginning the Generalist Field Experience and Seminar. Students in the Advanced Standing program are not required to complete SOWK 544 or 545 or the Generalist Field Experience.
- **Advanced Generalist Field Experience:** Students must successfully complete **SOWK 664 and SOWK 665: Advanced Generalist Field Enrollment Parts I and II** during the semester immediately prior to beginning the Advanced Generalist Field Experience and Seminar.

Re-enrollment in these Field Enrollment courses will be necessary in the event a student, agency, or faculty member elects to terminate or delay a student's placement for any reason.

Students may complete approved field experiences across a wide range of practice settings and client populations in both public and private agencies. Field placements may involve various levels of social work practice, including:

- **Micro-level practice** (individuals),
- **Mezzo-level practice** (families and groups), and
- **Macro-level practice** (communities, policy analysis, organizations, and research).

Field experiences may be completed in diverse geographical locations, including international settings, provided all program requirements are met.

The Liberty University Department of Social Work does not permit remote field experiences. We do recognize that telehealth and virtual sessions are a routine part of social work agencies. Students are able to participate in telehealth sessions within the onsite placement, but these should not be only form of client contact. It is the expectation that placement settings allow for a balance of client contact, with face-to-face client contact prioritized. The balance of client contact will be discussed within Initial Learning Contract Call meeting with student, supervisor(s), and Field Faculty Liaison.

VII. ROLES AND RESPONSIBILITIES

Field education requires ongoing collaboration among students, faculty, and agency personnel to ensure a comprehensive and high-quality learning experience. The roles and responsibilities of each key participant are outlined below.

A. Student Roles and Responsibilities

Students are expected to communicate in a timely, professional, and respectful manner with Department of Social Work faculty and staff, as well as with agency supervisors, staff, and community members.

A.1 Responsibilities During Field Enrollment Course

During the Field Enrollment process, students are responsible for the following:

-
- Completing all required field proposal assignments in Canvas and CORE by established course deadlines.
- Submitting written requests for extensions to their assigned Field Advisor prior to the stated deadline.
- Completing and submitting any required exception requests related to unique placement circumstances.
- With support from the field team, students must identify and interview with potential placement agencies.
 - Students are strongly encouraged to begin this process prior to enrolling in the appropriate Field Enrollment course.
- Completing all agency onboarding requirements by deadlines established by the agency, including but not limited to drug testing, agency-specific paperwork, drug screenings, training modules, and additional background checks.

The Liberty University Department of Social Work is not responsible for a student's successful completion of agency-specific onboarding requirements. It is the sole responsibility of the student to understand, comply with, and complete all agency requirements.

A.2 Responsibilities During Field Experience and Seminar Course

During the Field Experience and Seminar courses, students are expected to:

-
- Participate in ongoing supervision with the Agency Task Supervisor, as applicable.
- Participate in weekly, one (1) hour supervisory meetings with the assigned Field Instructor.
- Arrange and participate in required meetings and phone conferences with the Faculty Field Liaison, Agency Task Supervisor, and Field Instructor, as assigned.
- **Learning Contract:** Collaborate with the Field Instructor, Agency Task Supervisor, and Faculty Field Liaison, either in person or by phone, to develop and finalize the Learning Contract.
- Complete field placement tasks as proposed and approved during the Field Enrollment courses.
- **Site Visit/Mid-Semester or Mid-Placement Evaluation:** Arrange and participate in an in-person or remote site visit with the Faculty Field Liaison, Field Instructor, and Agency Task Supervisor.
- Demonstrate openness to instruction and receptivity to feedback from supervisors, faculty, and agency personnel.
- Complete all assigned agency tasks and field course requirements by established deadlines.
- Actively seek opportunities to engage in activities that support the development of social work competencies.

Final Evaluation: Complete a self-evaluation assessing performance related to the practice behaviors and core competencies.

A.3 Seminar

Students enrolled in field seminar courses are required to:

- 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
- Throughout the duration of their weekly field seminar course, students are required to have their video and microphone on at all times.
- Attendance for the duration of the seminar course is required weekly. In order to receive credit for their seminar attendance, students must be present in a professional setting with both audio and video on for the duration of the class time.

A.4 Student Performance in Field

Students are expected to perform in a responsible, ethical, and professional manner consistent with the standards of the social work profession and agency policies.

Expectations include:

- Adhering to agency policies and procedures while representing Liberty University professionally.
- Applying social work principles learned in the classroom to field practice and engaging in ongoing self-evaluation to improve professional skills.
- Practicing in accordance with the NASW Code of Ethics and the NACSW Statement of Faith and Practice, as applicable.
- Maintaining commitments to clients, agencies, and the Department of Social Work.
- Complying with Liberty University and agency policies related to sexual harassment and discrimination while engaged in field-related activities.
- Adhering to the Department Attendance Policy for both class and field responsibilities.
- Following Departmental and course-specific professional dress standards.
- Demonstrating punctuality and preparedness for all class, seminar, and field responsibilities.
- Completing assignments on time and meeting Liberty University academic standards.
- Actively participating in seminar discussions, class activities, and field work.
- Demonstrating critical thinking skills and professional judgment.
- Exhibiting self-awareness regarding how personal values, beliefs, emotions, and past experiences influence professional behavior.
- Using self-disclosure appropriately.
- Assessing personal strengths, limitations, and suitability for professional practice.
- Communicating ideas clearly and effectively in oral and written formats.
- Managing and incorporating constructive feedback appropriately.
- Demonstrating respect for diversity related to race, gender, age, religion, ethnicity, disability, and sexual orientation.
- Advocating for oneself through appropriate channels of authority.
- Working collaboratively and cooperatively with peers, faculty, supervisors, and agency staff.
- Communicating professionally and respectfully with faculty, staff, classmates, and community members.

Professional Liability Insurance

All students are strongly encouraged to obtain professional liability insurance while engaged in field education. Students completing employment-site placements are required to provide proof of professional liability insurance during the Learning Contract meeting.

Professional liability insurance provides legal defense and coverage for settlements or damages resulting from claims related to negligent acts, omissions, or errors while practicing in a field placement setting. Although legal action against students is uncommon, maintaining appropriate coverage is strongly recommended.

Liberty University provides liability coverage of \$1 million per occurrence and \$3 million aggregate for students. The Department of Social Work also recommends that students obtain additional individual professional liability insurance. Coverage typically lasts for one (1) year from the date of purchase.

Students are recommended to obtain professional liability insurance through one of the following options, though they are not limited to these options:

1. **National Association of Social Workers (NASW)**

Students may purchase insurance through the NASW Insurance Company. Coverage meeting Department requirements typically costs less than \$50 per year. NASW membership is required prior to purchasing insurance.

Website: <https://getinsured.naswassurance.org/professional-liability-insurance-nasw/>

Phone: 888-278-0038

2. **American Professional Agency, Inc.**

Students may also purchase insurance through American Professional Agency, Inc., which is recommended by the North American Association of Christians in Social Work (NACSW). NACSW membership is not required. Coverage typically costs less than \$50 per year.

3. **Agency-Recommended Providers**

Students may obtain insurance through an organization recommended by their specific placement agency, provided coverage meets Department requirements.

B. Agency Task Supervisor (ATS):

The Agency Task Supervisor (ATS) is the on-site individual appointed or designated by the agency to oversee the student's daily activities and facilitate learning within the placement setting. The ATS provides day-to-day supervision, guidance, and support to the student. When the Field Instructor is physically onsite, the Field Instructor may also serve in the ATS role.

In addition to daily supervision responsibilities, the Agency Task Supervisor is responsible for the following:

-
- Completing the agency onboarding process alongside the student by communicating with the Field Team and submitting required documentation, including but not limited to Form 2: MSW Placement Proposal Form and Form 4: Affiliation Agreement.

- Interviewing prospective students and confirming acceptance or denial of placement candidates.
- Ensuring all agency-specific onboarding requirements and documentation are completed prior to the student beginning field hours.
- Attending the Field Orientation Training hosted by the Liberty University Department of Social Work, either in person or virtually.
- Providing the student with a comprehensive agency orientation and training related to intern roles, responsibilities, expectations, and safety procedures.
- Supervising daily tasks, collaborating on assignments, and coordinating activities and learning opportunities appropriate to the student's level of practice.
- Providing regular feedback and engaging in ongoing supervision related to student performance and professional development.
- Reviewing, verifying, and confirming weekly time submissions by the student in CORE.
- Participating in a Learning Contract meeting (in person, by phone, or virtually) with the student, Faculty Field Liaison, and Field Instructor; reviewing, approving, and signing the Learning Contract.
- Collaborating with the student to develop and structure assignments and learning activities that support exposure to a broad range of social work interventions and allow demonstration of CSWE core competencies.
- Collaborating with the Field Instructor to complete the Mid-Semester (or Mid-Placement) Evaluation, reviewing the student's progress toward Learning Contract goals and performance related to core competency behaviors; participating in a site visit or conference call with the Faculty Field Liaison, student, and Field Instructor as part of this evaluation process.
- Collaborating with the Field Instructor to complete the Final Field Evaluation of student performance and reviewing the evaluation with the student in person or via conference call.
- Notifying the Faculty Field Liaison promptly if concerns arise regarding student performance, professional conduct, or placement-related issues.

Immediately informing the Faculty Field Liaison in the event of an unanticipated or extended leave of absence and collaborating with the Department to explore alternative supervision arrangements as needed.

C. Field Instructor (FI):

The Field Instructor (FI) provides a professional social work perspective and ongoing evaluative feedback through a minimum of one (1) hour of individual supervision per week with the student. The Field Instructor is responsible for supporting the student's professional development, facilitating integration of theory and practice, and evaluating competency-based learning outcomes.

If the on-site Agency Task Supervisor (ATS) meets the qualifications required of a Field Instructor, the roles of ATS and FI may be combined. If the on-site ATS does not meet these

qualifications, supplemental supervision must be provided by an External Field Instructor or another qualified individual affiliated with the agency. On-site or External Field Instructors are proposed by the student through required forms as part of the Field Enrollment process.

The Field Instructor's roles and responsibilities include the following:

- Completing required verification documentation to confirm eligibility as a Field Instructor:
- Form 2: MSW Placement Proposal Form (Site Prospector) if employed by the proposed agency, or
- Form 5: External Field Instructor Proposal Form if not employed by the proposed agency.
 - These forms verify that the individual meets the educational and professional requirements established by Liberty University's Department of Social Work and the Council on Social Work Education (CSWE).
- External Field Instructors who are not employed by the placement agency must sign an Independent Contractor Agreement prior to the start of the student's Field Experience. While the position is voluntary, this agreement defines the legal relationship between the Field Instructor and Liberty University and outlines supervisory responsibilities.
- Collaborating with the student and Agency Task Supervisor to develop a Learning Contract that includes assignments and activities designed to expose the student to a broad range of social work interventions and to demonstrate mastery of CSWE core competencies.
- Participating in a Learning Contract meeting (in person, by phone, or virtually) with the student, Agency Task Supervisor, and Faculty Field Liaison; reviewing, approving, and signing the Learning Contract.
- Providing a minimum of one (1) hour per week of structured supervision with the student to:
 - Process the student's field experience;
 - Promote self-awareness, professional growth, and self-correction;
 - Supplement learning through discussion, reflection, and skill development;
 - Review and evaluate agency assignments and learning activities to ensure exposure to generalist social work practice and competency-based behaviors;
 - Monitor and assess student progress toward meeting Learning Contract goals.
- Collaborating with the Agency Task Supervisor to complete the Mid-Semester (or Mid-Placement) Evaluation, including reviewing the student's progress toward Learning Contract objectives and application of competency-related behaviors; participating in a site visit or conference call with the Faculty Field Liaison, student, and Agency Task Supervisor as part of this evaluation.
- Collaborating with the Agency Task Supervisor to complete the Final Field Evaluation of student performance and reviewing the evaluation with the student in person or via conference call.
- Promptly notifying the Faculty Field Liaison of any concerns related to student performance, professional conduct, or placement-related issues.

- Immediately notifying the Faculty Field Liaison in the event of an unanticipated or extended leave of absence and collaborating with the Department to explore alternative supervision arrangements as needed.

D. Faculty Field Liaisons:

Faculty Field Liaisons are responsible for teaching the Field Experience and Seminar courses and serving as the primary point of contact between the University, students, and placement agencies. Faculty Field Liaisons support student learning, monitor field placement quality, and ensure alignment with program and accreditation standards.

The roles and responsibilities of Faculty Field Liaisons include the following:

- Teaching the weekly Field Seminar course for students enrolled in a Field Experience.
- Maintaining accurate records of student field hours through the receipt and review of weekly timesheets.
- Maintaining records of students' supervision experiences through the receipt and review of completed supervisory agenda forms.
- Conducting a Learning Contract conference call or meeting with each student, Agency Task Supervisor, and Field Instructor to review the Learning Contract draft, assignments, and learning objectives.
- Conducting a mid-semester (or mid-placement) evaluation visit, either on-site or via conference call, with the student, Agency Task Supervisor, and Field Instructor to assess progress toward Learning Contract goals and development of social work competencies.
- Providing consultation, guidance, and support to students, Agency Task Supervisors, Field Instructors, and other agency personnel, as needed.
- Monitoring and evaluating student field experiences through ongoing communication, on-site visits or conference calls, and review of submitted assignments to ensure high-quality learning and professional development.
- Reviewing and ensuring the completion, accuracy, and submission of all required evaluation documents, including:
 - Student Self-Evaluation
 - Field Instructor Evaluation of Student
 - Student Evaluation of Field Experience
- Providing guidance and oversight to agency personnel supervising students in international field placement settings that are not affiliated with a Liberty University study-abroad program.
- Promptly notifying the **MSW Director of Field Education** of any concerns or issues related to student performance, placement quality, or agency supervision.

E. Field Staff:Field Staff support both residential and hybrid students throughout the field proposal and placement approval process. All field proposal documentation is submitted to, reviewed by, and processed through Field Staff to ensure compliance with departmental, University, and accreditation standards.

The roles and responsibilities of Field Staff include the following:

- Developing and maintaining relationships with community agencies locally, nationally, and internationally to establish and expand potential field placement opportunities.
- Confirming agency eligibility to serve as field placement sites by evaluating proposed placements in accordance with Council on Social Work Education (CSWE) standards and Department of Social Work requirements.
- Evaluating, reviewing, and approving or denying exception requests, including but not limited to employment-site placements, modified schedules, repeat placements, and remote task requests.
- Assisting distance and residential **students** throughout the field proposal process, including guidance in identifying and securing appropriate placement agencies.
 - Please note, while the field support staff exist to support the student in the identification and proposal of agency placements, it is ultimately the student's responsibility to identify and propose agency placements in accordance with University, Department, and accreditation standards.
- Verifying the eligibility and qualifications of individuals proposed to serve as Agency Task Supervisors, Field Instructors, or External Field Instructors.
- Coordinating with the University Contracts Department to connect agency representatives and facilitate the negotiation and execution of required legal agreements between placement agencies and Liberty University.

F. Director of MSW Field Education:

The Director of MSW Field Education, in collaboration with Field Staff and Department leadership, is responsible for the development, oversight, and continuous improvement of the MSW Field Education program. The Director ensures that field education policies, procedures, and practices align with institutional requirements, accreditation standards, and professional expectations.

The roles and responsibilities of the Director of MSW Field Education include the following:

- Providing leadership for the development, implementation, oversight, and continuity of MSW field education programs, policies, and procedures.

- Leading Field Orientation Trainings for students, Agency Task Supervisors, and Field Instructors, as well as facilitating workshops on field-related topics.
- Monitoring the performance and effectiveness of Agency Task Supervisors, Field Instructors, and collaborating agencies to support quality assurance and program improvement.
- Providing training, consultation, and ongoing support to Faculty Field Liaisons.
- Disseminating field-related resources, guidance, and educational materials to Field Instructors to support continued professional development.
- Developing and maintaining relationships with community agencies at the local, national, and international levels to expand and sustain field placement opportunities.
- Confirming the eligibility of agencies to serve as approved field placement sites.
- Confirming the eligibility and qualifications of individual professionals to serve as Field Instructors for social work students.
- Collaborating with the University Contracts Department to negotiate and facilitate the execution of required legal agreements between placement agencies and Liberty University.
- Reviewing and approving waiver requests, exception requests, and unique or nontraditional placement proposals.
- Serving as the primary point of contact for reporting and responding to incidents involving discrimination, harassment, assault, and/or other safety-related concerns arising within field placement settings.

G. Liberty University:

Liberty University holds institutional responsibility for ensuring that social work education and field instruction are delivered in accordance with accreditation standards, ethical guidelines, and professional expectations.

The responsibilities of Liberty University include the following:

- Maintaining compliance with Council on Social Work Education (CSWE) accreditation standards and implementing a continuous quality improvement process to support ongoing accreditation of the BSSW program and MSW programs.
- Employing qualified leadership with graduate degrees in social work to oversee the administration of the Department of Social Work and the Field Education program.
- Employing faculty members who hold graduate degrees in social work and possess the professional practice experience necessary to facilitate student learning of social work theory, skills, values, and ethical practice.
- Overseeing faculty and staff adherence to professional ethical standards, including the NASW Code of Ethics, the NACSW Code of Ethics and Statement of Faith and Practice, and the CSWE Educational Policy and Accreditation Standards (EPAS).

- Providing student professional liability insurance coverage of at least \$1 million per occurrence and \$3 million aggregate for students engaged in field education activities.

VII. 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) Courses 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
 - a. Have a minimum of 3.0 GPA, confirmed prior to a student entering their Advanced Generalist field placement
 - b. Have a “B” or higher in social work classes. Two ‘C+/C/C-’ are permitted
 - c. Maintain satisfactory professional and ethical behavior
 - d. 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. Alternatively, 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' ability 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.

A. 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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. Attire

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

VIII. FIELD ENROLLMENT AND AGENCY ONBOARDING

A. 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 544 and SOWK 545: Generalist Field Enrollment I and Generalist Field Enrollment II must be taken the semester before students intend to complete SOWK 575/577: 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 is no prerequisite courses required before students can register for SOWK 544 and 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 664 and SOWK 665: Advanced Generalist Field Enrollment I and Advanced Generalist Field Enrollment II 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 690: Advanced Generalist Field Experience and Seminar if they chose the one-semester option. Students must successfully pass SOWK 545 and SOWK 545 and SOWK 575/577 or SOWK 590 before they can register for SOWK 664 and 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 to successfully process a placement proposal.

During the Field Enrollment course, students are required to indicate which field placement option they intend to pursue for the following semester (e.g., a one-semester placement or a two-semester placement). Part of this process includes the student's ability to indicate a preference for their synchronous field seminar course from a list of available options. Once a student has declared their intended placement timeline at the time they elect a synchronous field seminar preference, they may not change to an alternate option within the same enrollment semester. Substantive modifications to a student's field proposal, including changes to the placement duration, must be submitted and reviewed during a subsequent enrollment semester, necessitating re-enrollment in the field enrollment course(s) at a later date.

B. Field Enrollment Process Options

B.1 OCVA Placements

Students who are located outside of the Central Virginia region are responsible for identifying and locating their own placement opportunity. Students are encouraged to utilize their established professional networks and contact agencies where they would be interested in completing their placement to arrange an interview. When contacting agencies, students are encouraged to be familiar with their placement requirements (hours, levels of supervision, potential tasks, semester dates, etc.).

Students are encouraged to hone in their professional skills as they are interviewing for their placement. While interviewing with an agency, students should ensure the agency will be able to provide them with the proper number of hours needed for their level of placement, as well as supervision, direct client contact, and tasks that further develop the 9 Social Work Competencies.

Students are welcome to utilize the office hours Field Advisors offer each week to determine if their identified placement opportunity will be a beneficial option to pursue. If students are unsure of where to start in this process, scheduling a meeting with their Field Advisor to discuss the proposal process is highly recommended.

Students are encouraged to begin this process as soon as possible as certain aspects of the overall proposal take time to complete (e.g., Affiliation Agreement negotiations, identification and proposal of External Field Instructor, etc.). Students who meet the deadlines set by the MSW program will be given priority in processing proposals for approval and approval to register for field seminar.

Approval occurs on a "rolling basis," meaning the Field Team will review completed proposals as they are submitted and make the student aware of acceptance or requests for adjustments. Students will want to prioritize making these adjustments and communicating with their Field Advisor once they have completed the edits requested. This will ensure the proposal process is completed in a timely manner, setting them up for success in their Field Experience.

B.2 CVA Placements

MSW students who are located within the Central Virginia region are responsible for identifying and locating their own placement opportunity. Students are encouraged to utilize their established professional networks and contact agencies where they would be interested in completing their placement to arrange an interview. When contacting agencies, students are encouraged to be familiar with their placement requirements (hours, levels of supervision, potential tasks, semester dates, etc.). CVA MSW students are provided with a list of recommended agencies for placement by the Field Enrollment Team. This list is not a comprehensive list of organizations in the Lynchburg and CVA region who could host MSW interns, but a list of agencies we would *recommend* reaching out to for placement.

There are a few specific agencies students are unable to independently contact for placement opportunities, even if a professional connection is already established. These agencies are clearly indicated on the list of recommended agencies and connections **must** be facilitated by the Field Enrollment Team. In order to indicate interest in one of these agencies, students must inform

their Field Advisor at the beginning of the semester. We do not recommend relying on those opportunities as their response is not a guaranteed "yes". If students reach out to their Field Advisor regarding one of these agencies, we recommend also being intentional about pursuing alternative options while waiting for a response.

Students are encouraged to hone in their professional skills as they are interviewing for their placement. While interviewing with an agency, students should ensure the agency will be able to provide them with the proper number of hours needed for their level of placement, as well as supervision, direct client contact, and tasks that further develop the 9 Social Work Competencies.

Students are welcome to utilize the office hours Field Advisors offer each week to determine if their identified placement opportunity will be a beneficial option to pursue. If students are unsure of where to start in this process, scheduling a meeting with their Field Advisor to discuss the proposal process is highly recommended.

Students are encouraged to begin this process as soon as possible as certain aspects of the overall proposal take time to complete (e.g., Affiliation Agreement negotiations, identification and proposal of External Field Instructor, etc.). Students who meet the deadlines set by the MSW program will be given priority in processing proposals for approval and approval to register for field seminar.

Approval occurs on a "rolling basis," meaning the Field Team will review completed proposals as they are submitted and make the student aware of acceptance or requests for adjustments. Students will want to prioritize making these adjustments and communicating with their Field Advisor once they have completed the edits requested. This will ensure the proposal process is completed in a timely manner, setting them up for success in their Field Experience.

B.3 Employment Site Placements

Students are able to propose field experience(s) at their place of employment if employed at an agency or organization that provides a social, behavioral, or mental health service to a specified population. If a student is currently employed in a role that would be otherwise approved as a potential internship opportunity at the level in which a student is pursuing placement, the student is able to count up to 50% of their active employment toward their field placement hours.

For example, for a 400-hour, Generalist field placement, a student is able to count up to 200-hours of their employment to their current field experience if their current employment role would otherwise be approved as a potential internship opportunity. A total of 200-hours of new learning must be completed by the end of the student's designated field seminar course. These 200-hours of new learning will be proposed within the Employment Site Proposal Form and tracked throughout the duration of the student's placement.

B.3.a.*Employment Site Requirements

Students pursuing an employment site placement will propose their field experience within the Employment Site Proposal Form in the field enrollment course(s). There are various employment site-specific requirements that students should be mindful of when considering completing an employment site placement. These requirements include:

- Students must have either: 1) successfully completed their agency’s probationary employment period *or* 2) been employed at the agency for a minimum of 90 days at the time of initial proposal submission in order to be eligible for an employment site placement.
- Students are encouraged to secure an External Field Instructor, but not required. An External Field Instructor must not be employed or affiliated with the organization in which the student is employed and is completing their field placement with.
- The ATS for the student’s placement must be different than their direct employment supervisor.
- The ATS, employment supervisor, and External Field Instructor (if applicable) must be present at the Learning Contract Call and all applicable evaluation meetings.
- The student must demonstrate opportunities for new learning within each of the 9 Social Work Competencies.
- The student must demonstrate adequate opportunities for client contact within the identified areas for new learning (referenced above).
- Students must purchase personal professional liability insurance and upload the face sheet of their purchased policy within the Employment Site Placement Proposal form while enrolled in the field enrollment course(s). Students will not receive approval for registration or Field Approval until proof of purchase has been uploaded, demonstrating coverage throughout the duration of the student’s field placement. Please see recommendations for purchasing personal professional liability insurance in Section [X].
- Students completing an Employment Site Placement will be required to complete a special Give Back Project which will be discussed during field enrollment and proposed/completed while enrolled in their field seminar course.

B.3.b *Give Back Project

All students within an approved Employment Site Placement will be required to coordinate with their agency and supervisors to formalize a specific Give Back Project by the end of their Field Experience placement. As this is a requirement of Employment Site Placements, students should begin planning their project within the enrollment process. However, it does not have to be defined until the submission of the Final Learning Contract.

A Give Back Project is a competency-developing project that allows the student to benefit the agency and/or population served. This project should be seen as a true benefit to agency leadership in collaboration with the program mission and goals. This project is outside of the normal tasks defined within the student’s Learning Contract and should allow for the student to participate in performing this task in coordination with the community, agency leadership, or employees.

The Give Back Project should be outlined and defined within the Learning Contract Call and documented on the Final Learning Contract. Documentation on the completion of the Give Back Project should be placed within the designated area within the Final Evaluation of the placement.

The student will present one slide on their demonstrated learned competency related to the Give Back Project within the Case Presentation (see Case Presentation Template for full instruction).

An example of a Give Back Project could be the following:

A student is at an Employment Site Placement within a local Social Service agency. She meets with her placement supervisor and an agency leader during the enrollment process and begins to brainstorm options for a Give Back Project. The need is shared that leadership has on their “wish list” to develop a more in-depth training to better assist foster families that have ESL (English as a Second Language) children in their homes. This has become a more common practice within the agency and often workers are having to develop resources on the spot, instead of families having additional training.

The student is asked to prepare an additional 4-session training specific to provide families with resources and awareness of ESL children and/or cultural needs during a foster placement. This will be established as the student’s Give Back Project and will be assessed during the Mid-Semester Evaluation and given a rating of completion during the Final Evaluation.

C. 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 544 (664 for Advanced Standing MSW students) 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:

C.1 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.

C.2 Form 2: MSW Placement Proposal and MSW Employment Site Placement Proposal

This form is a quiz which confirms that the student has completed their placement proposal in the CORE function “Placement Proposal Form,” 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.

The Employment Site Placement Proposal Form is to be completed by students who wish to propose a field experience at their place of employment. This form includes all of the requirements of the standard Placement Proposal Form with additional, employment-specific distinctions.

C.3 Exception Request Forms

These forms apply to students who are hoping to complete repeat placements or propose a modified schedule.

Students who wish to propose repeat placements or modified schedules should submit an Exception Request Form. In order for this 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.

C.4 Form 3: 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.

C.5 Form 4: ATS Confirmation

To satisfy Form 4 requirements, students will email their Form 2 and any applicable exception forms to their ATS for their review and approval. An email stating they have reviewed and approved of these documents will serve as the student's Form 4 submission.

C.6 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.

Advanced Generalist Clinical MSW Students must have a Field Instructor with either an LCSW or MSW with 3+ years of postgraduate clinical social work experience.

All Field Instructors must actively be employed in a social work-type role at the time of application/placement.

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

C.7 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 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.

AGENCY TASK SUPERVISOR (ATS)	FIELD INSTRUCTOR (FI)
Agency Orientation, Intern Onboarding	n/a
Supervise daily tasks, ensuring that students engage in activities to develop all competencies	Provide feedback and assistance to ensure students engage in activities to develop all competencies
Support and mentor student, sharing 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 regular supervision and feedback	Provide weekly supervision and feedback
Approve weekly timesheets	n/a
Approve weekly supervisory agendas	Approve weekly supervisory agendas
Learning Contract – conference & approve, with FI & Faculty	Learning Contract – conference & approve, with ATS & Faculty
Site visit and mid-semester evaluation to provide feedback on performance & revisit learning contract goals, with FI	Site visit and mid-semester evaluation to provide feedback on performance & revisit learning contract goals, with ATS
Final Field Evaluation meeting with student and FI	Final Field Evaluation meeting with student and ATS

Notify faculty field liaison of any concerns

Notify faculty field liaison of any concerns

IX. STUDENT FIELD SEMINAR COURSE

A. Enrolling in Field Experience and Seminar Courses

The Field Team approves all students for both Generalist and Advanced Generalist Field Experience and Seminar courses (SOWK 575/577 or SOWK 590 and SOWK 675/677 or SOWK 690, etc.). Students cannot register independently for these Field Education courses without prior approval from their field advisor.

Each section will correspond with a designated seminar time that students will be required to attend weekly. Students 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 instructions for the student to request registration for their predetermined section of field seminar. 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. The Registrar will not enroll students with any holds on their accounts.

B. 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 behavior is expected at all times during seminar classes. 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.

Online students are required to participate through both video and audio participation for the entire duration of the seminar. Online students are responsible in securing and selecting a private location that provides adequate internet connectivity, in which there are no visual and auditory distractions. As client information is frequently discussed, it is also essential that privacy is sufficient, and that student contributions cannot be overheard by someone outside the class. Therefore, students are encouraged to ensure sound proofing procedures are in place.

To be consistent in protecting client confidentiality, students should take steps to deidentify clients and refrain from disclosing names or other identifying information about clients during class discussions and on any written assignments. To help facilitate the discussion, students should be aware of guidelines in the *NASW Code of Ethics*.

Assignments

Seminar Participation Quiz

Every week, students complete a participation quiz which includes submitting a paragraph describing 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 online seminar etiquette and minimizing 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.. The Supervisory Agenda Form is a guide for the weekly/bi-weekly, hour-long supervision time between students and their Field Instructor. Students will prepare at least 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, learning experiences, and observations or applications of the core competencies. Journaling also promotes engagement in the process of self-assessment and self-correction and supports the integration of theory and practice. 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, each prompt must be answered completely.

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.

Agency Orientation Checklist

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

Learning Contract for Field Experience

In collaboration with the Agency Task Supervisor and the Field Instructor, students will develop a Learning Contract that identifies tasks and projects to complete during placement. Tasks and projects in the Learning Contract should correspond to the Social Work Competencies and behaviors specified by the Council on Social Work Education. 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 video conference with his/her Agency Task Supervisor, Field Instructor, and Field Liaison to discuss the Learning Contract draft. The student will make revisions according to the input received at the meeting, secure the appropriate signatures on the form prior to submission, and submit their Learning Contract document.

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. 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.. Additions or adjustments to responsibilities should also be discussed to address needs for additional breadth or depth of experience that address areas for growth.

The Learning Contract should be carefully reviewed, and revisions made, to fulfill the Contract and provide additional breadth or depth of experience that addresses 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 due within the last few weeks of a student's placement. The student will complete a self-evaluation and the Agency Task Supervisor and Field Instructor will collaborate to complete a separate evaluation of the student's field performance..

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.

X. CHALLENGES IN FIELD

A. 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 rare extenuating circumstances it may be necessary to change. These circumstances include but are not limited to closure of field site/placement, changes in the employment status of the student and changes in the employment status of the FI/ATS. The MSW Director of Field Education, Faculty Field Liaison, Agency Task Supervisor, or Field Instructor, 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.

B. 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 competency development and growth plan being established for the student, which will be required to be completed 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 outlined above, 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, or Field Instructor 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 their competency development and 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.

C. 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 competency development and 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 behavior 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. The appeal deadlines must be observed. Written appeals are always required.

D. 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]* if they anticipate reporting 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 safety 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.

XI. SAFETY AND RESPECT IN FIELD

A. 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 people, 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 their Faculty Field Liaison

and/or Director of Field Education. Students will need to follow a specific protocol in the event that any of these situations occur:

Students should immediately seek safety and/or medical treatment as necessary, report the incident to their Agency Task Supervisor and Field Instructor, and follow any additional agency policies for reporting and addressing the situation.**2.** Students notify their Faculty Field Liaison to report the incident within 24 hours of its occurrence.

3. Students are required to complete an Incident Report Form (located in in CORE) and submit the form within five (5) days of the incident.

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

B. 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: Office of Disability Accommodation Support at odas@liberty.edu; Title IX: Office of Equity and Compliance at oecc@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).

C. 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 BSSW/MSW program that each agency serving as a field placement will have racial discrimination and harassment policies 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 in the event that any of these situations occur:

1. Students should immediately report the incident to their Agency Task Supervisor and 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 contact their Field Faculty Liaison to report the incident within 24 hours of its occurrence.
3. Students are required to complete an Incident Report Form (located in CORE) and submit the form within five (5) days of the incident.

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

D. 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 on the basis of 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 MSW program 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 field work at another location should take the following steps described below:

1. Students should immediately report the incident to their Agency Task Supervisor and Field Instructor and follow any additional agency policies for reporting and addressing the situation. If the ATS or Field Instructor is the perpetrator of 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/Office of Equity and Compliance. (OEC)

Director of Title IX / Title IX Coordinator

Office of Equity and Compliance

(434) 592-4999

Oec@liberty.edu

3. Students should notify their Faculty Field Liaison and 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

4. Students are required to complete an Incident Report Form (located in CORE ~~the field course~~) 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](#).

E. 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 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 an alternative staff member indicated in the agency's policy.

2. If the grievance remains unsolved, or the student is dissatisfied with the resolution, they should request additional assistance from 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 Director of Field Education.
4. If, after all of 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 Chair of the Department of Social Work.

F. 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 their Faculty Field Liaison or Director of Field Education for advisement.

G. Liberty University CARE Team

The CARE Team (Collaborate, Assess, Resource, Empower) promotes the safety and well-being of the university community. The CARE Team reviews concerning behaviors over time and identifies patterns, trends, and disturbances in individual behavior. Our group of dedicated professionals assesses the needs of students with concerning behavior(s) in order to provide resources to empower students for holistic success. Students can reach out to the CARE Team for themselves or a peer. Professors and Staff may also refer a student, as needed.

1. Reasons to Refer: <https://www.liberty.edu/students/dean/care-and-support/reasons-to-refer/>

XII. EVALUATION AND GRADE

A. Evaluation of Field

A.1 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.

A.2 Final Field Evaluations 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 MSW program 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.

A.2.a Final Student Self-Evaluation of Learning and Performance in the Field

Students will complete a self-evaluation of their performance of 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 behavior and includes justification of student ratings. To receive full credit, this should demonstrate thoughtful consideration and differentiation between strengths and concerns.

A.2.b 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 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 to provide verbal feedback on their evaluation of student performance and discuss the student's progress, highlighting both strengths and areas for improvements 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.