

LIBERTY UNIVERSITY

DEPARTMENT *of*
SOCIAL WORK

Appendix D

Field Manual



Spring 2018

LIBERTY UNIVERSITY

DEPARTMENT *of*
SOCIAL WORK

Bachelor of Science in Social Work Residential and Hybrid Programs Field Manual



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Department of Social Work

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Table of Contents

ACKNOWLEDGMENTS.....	7
I. INTRODUCTION	8
II. MISSION STATEMENT, GOALS, AND LEARNING OUTCOMES	9
A. Mission Statement.....	9
B. Program Goals.....	9
C. Program Learning Outcomes.....	9
III. SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS.....	10
IV. FIELD EDUCATION OVERVIEW	12
A. Field Education Eligibility	12
B. Field Experience Requirements.....	14
B.1 Junior Field Experience.....	14
B.2 Senior Field Experience	14
B.3 Field Experience and Seminar Course Grade.....	14
C. Gate 1 Documents and Field Enrollment.....	15
C.1 Background Check, Fingerprints & VA Child Abuse Search	15
C.2 Disclosure Statement Form	15
D. Requirements for Professionalism.....	15
E. Pre-Field Enrollment Documents (Gate 2)	16
E.1 Acknowledgement of Field Manual Review	16
E.2 Release of Student Information	17
E.3 Field Commitment Contract	17
E.4 Transportation Information Form	17
E.5 Student Resume	17
E.6 Student’s Field Fair Registration Form (Central Virginia Area Only)	17
E.8 Employment Based Placement Proposal.....	17
E.9 Repeat Placement Proposal.....	18
F. Field Enrollment Documents	18
F.1 Agency Information for Field Placement Form (OCVA Placements only)	18
F.2 Field Instructor Information Form (OCVA Placements only)	18
F.3 Affiliation Agreement.....	18
F.4 Beginning Contract.....	18
F.5 Professional Liability Insurance.....	18
G. Field Placement Options.....	19
G.1 Central Virginia (CVA) Placements.....	20
G.2 Outside Central Virginia (OCVA) Placements	20
G.3 Washington Fellowship.....	20
G.4 Employment-Based Placements.....	20
G.5 International Field Placement Opportunities (Junior only)	21
H. Field Placement Process	21
H.1 Agency Interview Assignments.....	22

H.2 Resume and Interview Workshops.....	22
H.3 Field Fair (CVA Only)	22
H.4 Final Choice Form and Field Placement Matching Process.....	22
H.5 Finalizing Agency Placements.....	22
H.6 Registration for Field Experience and Seminar Course.....	23
H.7 External Field Instructors	23
I. Field Placement Schedules	23
I.1 Scheduling Field Hours	23
I.2 Completing Field Hours Past the Deadline	23
I.3 Field Days.....	24
I.4 Holidays and Vacations	24
I.5 Absences Due to Illness or other Circumstances	24
V. MUTUAL ROLES AND RESPONSIBILITIES.....	24
A. Liberty University.....	25
B. Director of Field Education.....	25
C. Faculty Field Liaison	25
D. Students.....	26
E. Field Instructor	27
F. Agency Field Coordinator	28
G. Overview of Field Education Personnel Roles	28
VI. FIELD EXPERIENCE AND SEMINAR	30
A. Assignments	30
A.1 Seminar Participation.....	30
A.2 Agency Orientation Checklist	30
A.3 Adherence to Field Manual Policies and Procedures	30
A.4 Field Experience Journals	30
A.5 Field Application Presentation	30
A.6 Site Visit Participation	30
A.7 Field Experience Timesheet.....	30
A.8 Field Experience Supervisory Agenda	31
A.9 Field Experience Beginning Contract	31
A.10 Field Experience Learning Contract	31
A.11 Student Self-Evaluation of Field Experience.....	31
A.12 Student Evaluation of Field Experience	31
A.13 Field Instructor Evaluation of Student	31
B. HANDLING CHALLENGES DURING FIELD EXPERIENCE.....	31
B.1 Changing Agency Experiences	31
B.2 Addressing Grievances	32
B.3 Discrimination, Harassment and Assault.....	32
B.4 Racial Discrimination and Harassment.....	32
B.5 Sexual Harassment, Discrimination, and Assault.....	33
B.6 Other Personal Safety Issues	34
B.7 The Restoration Process.....	34

B.8 Field Placement Agency Dismissal or Course Withdrawal	35
VIII. Guiding Principles	36
A. NASW CODE OF ETHICS.....	36
B. NACSW STATEMENT OF FAITH AND PRACTICE.....	36
C. CSWE EDUCATION POLICY AND ACCREDITATION STANDARDS	36

ACKNOWLEDGMENTS

The Department of Social Work would like to thank Dr. Raquel Ellis, the Founding Director of Field Education, Christine Fulmer, Chair of the Social Work Department, Jessica Schneider, the Department's Field Support Coordinator, Stacey Hildebrand and Adyson LeClair, the Department's Field Support members, and Bailee Robinson, the Program Support Coordinator, for their input and technical support in assembling this field manual.

I. INTRODUCTION

Field education is a central component of the instruction and training that students receive to prepare them for a professional career in social work. Field work offers students the opportunity to apply the theory and knowledge gained in the classroom to different practice settings. This manual provides an overview of Liberty University's social work field education policies, procedures, and requirements for the Bachelor of Science in Social Work (BSW). The purpose of the manual is to orient and offer guidance to BSW students, faculty, field instructors, and other agency personnel involved in social work field education as they engage in the field experience. In addition to describing the roles and responsibilities of each party involved, this manual provides an overview of the Department of Social Work's mission statement, goals and learning outcomes; the social work competencies and practice behaviors adopted by the Department; Code of Ethics for the National Association of Social Workers (NASW) and the North American Association of Christians in Social Work (NACSW); and the Council on Social Work Education (CSWE) Education Policy and Accreditation Standards (EPAS). This information offers guiding principles for social work education that support the goal of successfully preparing students for a professional career in social work.

Liberty University's Social Work Department offers Junior and Senior Field Experience and Seminar courses. In these courses, students receive supervised practice experience in an agency setting while concurrently attending a seminar class that offers the opportunity to process their field experiences and engage in further learning. The integration of classroom and field activities provides students a unique and comprehensive learning experience to support their development as professional social workers.

As a generalist program, the Social Work Department offers field opportunities in a variety of practice settings for students. These settings include opportunities to engage in different levels of practice from direct practice with individuals and families (micro-level), practice with neighborhoods and small groups (mezzo-level), and practice that impacts larger systems such as policy analysis, administration, and research (macro-level). Students are also offered field opportunities in a variety of geographical locations, including international settings.

Any inquiries and/or comments regarding any of the information included in this manual should be directed to luosocialwork@liberty.edu or residentialsocialwork@liberty.edu. Written inquiries and/or comments may also be sent by postage mail to the Department of Social Work, DeMoss Hall Room 3315, Liberty University, 1971 University Blvd. Lynchburg, VA 24515.

II. MISSION STATEMENT, GOALS, AND LEARNING OUTCOMES

A. Mission Statement

The mission of Liberty University's Department of Social Work is to prepare Christ-centered men and women to impact the world through competent generalist social work practice by equipping them with the knowledge, values, and skills of the profession essential for enhancing individual, family, and community well-being.

B. Program Goals

The goals of Liberty University's Department of Social Work are to develop Christ-centered competent social workers, who:

1. Advocate for oppressed people groups;
2. Embrace the values of the profession;
3. Recognize the impact of the environment on human behavior;
4. Are empathetic and strength-based;
5. Practice with research-informed wisdom;
6. Demonstrate cultural and relational humility; and
7. Are healthy emotional, physically, and spiritually.

C. Program Learning Outcomes

The student will be able to:

1. Integrate faith in the practice of social work.
2. Identify as a professional social worker and conduct oneself accordingly.
3. Apply social work ethical principles to guide professional practice.
4. Apply critical thinking to inform and communicate professional judgments.
5. Engage diversity and difference in practice.
6. Advance human rights and social and economic justice.
7. Engage in research-informed practice and practice-informed research.
8. Apply knowledge of human behavior and the social environment.
9. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
10. Respond to contexts that shape practice.
11. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

III. SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

The table below depicts Liberty University’s social work competencies and the practice behaviors that relate to each competency. The social work curriculum, including field education, is generalist focused and is designed to prepare students to master each competency through demonstration of each of the practice behaviors.

SOCIAL WORK COMPETENCIES	SOCIAL WORK PRACTICE BEHAVIORS
PROFESSIONAL IDENTITY	Social workers advocate for client access to the services of social work
	Social workers practice personal reflection and self-correction to assure continual professional development
	Social workers attend to professional roles and boundaries
	Social workers demonstrate professional demeanor in behavior, appearance, and communication
	Social workers engage in career-long learning
	Social workers use supervision and consultation.
ETHICAL PRACTICE	Social workers recognize and manage personal values in a way that allows professional values to guide practice.
	Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
	Social workers tolerate ambiguity in resolving ethical conflicts.
	Social workers apply strategies of ethical reasoning to arrive at principled decisions.
CRITICAL THINKING	Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	Social workers analyze models of assessment, prevention, intervention, and evaluation.
	Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

SOCIAL WORK COMPETENCIES	SOCIAL WORK PRACTICE BEHAVIORS
DIVERSITY IN PRACTICE	Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
	Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.
	Social workers view themselves as learners and engage those with whom they work as informants.
HUMAN RIGHTS & JUSTICE	Social workers understand the forms and mechanisms of oppression and discrimination.
	Social workers advocate for human rights and social and economic justice.
	Social workers engage in practices that advance social and economic justice.
RESEARCH BASED PRACTICE	Social workers use practice experience to inform scientific inquiry.
	Social workers use research evidence to inform practice.
HUMAN BEHAVIOR	Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
	Social workers critique and apply knowledge to understand person and environment.
POLICY PRACTICE	Social workers analyze, formulate, and advocate for policies that advance social well-being.
	Social workers collaborate with colleagues and clients for effective policy action.
PRACTICE CONTEXT	Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
	Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
	<i>Engagement</i> Social workers substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.

SOCIAL WORK COMPETENCIES	SOCIAL WORK PRACTICE BEHAVIORS
ENGAGE, ASSESS, INTERVENE, EVALUATE	Social workers use empathy and other interpersonal skills.
	Social workers develop a mutually agreed-on focus of work and desired outcomes.
	<i>Assessment</i> Social workers collect, organize, and interpret client data.
	Social workers assess client strengths and limitations.
	Social workers develop mutually agreed-on intervention goals and objectives.
	Social workers select appropriate intervention strategies.
	<i>Intervention</i> Social workers initiate actions to achieve organizational goals.
	Social workers implement prevention interventions that enhance client capacities.
	Social workers help clients resolve problems.
	Social workers negotiate, mediate, and advocate for clients.
	Social workers facilitate transitions and endings.
	<i>Evaluation</i> Social workers critically analyze, monitor, and evaluate interventions.
FAITH & PRACTICE	Social workers integrate faith and practice through a process of ethical reasoning.
	Social workers respect spiritual diversity.
	Social workers assess client strengths and needs using a bio-psycho-social-spiritual model.

IV. FIELD EDUCATION OVERVIEW

A. Field Education Eligibility

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

1. Successfully pass the first two of several Program Gates by receiving formal approval for admission into the BSW Program (For details on the Gate Process, go to <https://www.liberty.edu/index.cfm?PID=34029>).
2. Be in good standing with the Department, which includes the following:

- a. Have a “C” or higher in all social work classes and Gate prerequisite courses.
 - b. Maintain satisfactory citizenship and ethical behavior.
 - c. 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.

Students must complete several prerequisite courses meant to provide the foundational knowledge and theory essential for engaging in field work from the generalist perspective. Students must complete these courses with a minimum grade of “C” prior to initiating their Junior Field Experience. Below is an overview of the SOWK prerequisites. Information on the non-social work courses can be found in the course catalog [online](#).

Introduction to Social Work (SOWK 101) is a course that gives an overview of the field of social work practice. Topics regarding the ecclesiastical beginnings of the profession, additional historical components, the integration of faith and practice, as well as social work values and ethics will be explored.

Social Work Field Exploration (SOWK 120) is a residential course that provides an overview of social work practice and settings of practice. Topics in the course are centered on social work practice in places such as child welfare, schools, domestic violence shelters, hospice, hospitals, and mental health clinics. During this course, students have the opportunity to attend multiple field exploration trips to a variety of local agencies that employ social workers.

Social Work Field Exploration (SOWK 135) is a hybrid course that combines SOWK 120 and SOWK 150 into one course online. This course provides an overview of social work practice and practice settings. Topics in the course are centered on social work practice in places such as child welfare, schools, domestic violence shelters, hospice, hospitals, mental health clinics, assisted living facilities, and early intervention programs. Students must also shadow a professional social worker for a full work week as a part of this course.

Intensive Social Work Observation (SOWK 150) is a residential course that offers students the opportunity to spend a full work week observing a degreed social worker in one particular setting of practice. Settings may include, but are not limited to places such as child welfare agencies, schools, domestic violence shelters, and hospice facilities.

Chemical Dependency (SOWK 260) is a course that presents an overview of the concepts associated with the use and abuse of alcohol and other drugs. Topics in the course are the various perspectives on treatment and prevention options; each topic is evaluated through a biblical worldview.

Ethics in Professional Helping (SOWK 270) is a course on the study of values and principles of ethical decision making. Topics in the course are ethical dilemmas, critical thinking, professional codes of ethics, and common morality; each topic is evaluated through a biblical worldview.

Human Behavior and the Social Environment (SOWK 300) is a course that utilizes a life course perspective and additional theoretical perspectives as tools for understanding human behavior and its development across the life span. Particular focus is placed on the inter-relatedness of the biological, psychological, social, and spiritual aspects with a “person in the environment” framework.

Social Work Practice with Groups (SOWK 355) is offered as an on-campus intensive for Hybrid and Residential students as well a traditional semester long course for Residential students. This course provides students with the opportunity to develop an understanding of theories, methods and skills in relation to generalist practice with social work groups. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on the group process. Emphasis will be placed on the importance of being a culturally sensitive group leader.

B. Field Experience Requirements

Field experience is a required component of the BSW program. All students admitted to the BSW program must complete both Junior and Senior Field Experience and Seminar courses through Liberty University. Requiring two separate field experiences helps provide students with a well-rounded and generalist experience in the field. *The Social Work Department does not provide exemptions to these requirements based on previous work or life experience.*

Below is an overview of the course requirements for the Junior and Senior Field Experiences:

Field Courses	Field Hours	Field Seminar Hours
SOWK 370 Junior Field Experience and Seminar Course	100	1 hour per week
SOWK 470 Senior Field Experience and Seminar Course	400	2 hours per week

B.1 Junior Field Experience

The *Junior Field Experience and Seminar* course (SOWK 370) provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced social worker. Students are expected to complete a minimum of 100 field hours over the course of one semester within one practice setting. Students complete their field experience concurrently with a field seminar. Students will meet for the Field Seminar component of the course for one hour weekly to discuss the interaction of theoretical and conceptual concepts learned in the classroom with the practical experiences in field placement. This course is offered during the spring, summer, and fall semesters. The hours in Field Seminar do not count toward the required field hours. Residential Juniors should anticipate working approximately 15 hours per week in order to complete the minimum 100 field hours over an 8-week period. Hybrid Juniors should anticipate working approximately 10 hours per week in order to complete the minimum 100 field hours over a 10-week period.

B.2 Senior Field Experience

Students must satisfactorily complete Junior Field Experience and Seminar Course and be approved through the first three program Gates prior to engaging in Senior Field Experience. Senior Field Experience provides students with the opportunity to perform in the role of a social work practitioner under the supervision of an experienced degreed social worker. Students complete their field experience concurrently with the field seminar course. Students will meet for field seminar for two hours weekly to discuss the interaction of theoretical and conceptual ideas learned in the classroom with the practical experiences in field placement. The hours in field seminar do not count toward the required field hours. Students are expected to complete a minimum of 400 field hours. Seniors should anticipate working approximately 32 hours per week in order to complete the minimum of 400 field hours over a 14-week period. Hybrid students also have the option to spread out their hours over two semesters, fulfilling 300 hours the first semester and then the remaining 100 the following semester.

B.3 Field Experience and Seminar Course Grade

The Junior and Senior Field Experience and Seminar courses are graded on an A to F scale. Students receive one grade for the completion of both field work and participation in the seminar. The Department also requires Field Instructors to recommend a letter grade for the student based on their performance at their placement. This recommendation is taken into consideration for the student's final grade for the course. *Please see the course syllabi for additional requirements for these courses.*

C. Gate 1 Documents and Field Enrollment

C.1 Background Check, Fingerprints & VA Child Abuse Search

All students are required to submit to a criminal background check and fingerprinting as part the approval into the BSW program. Any student completing their field placement in the state of Virginia is required to complete the VA Child Abuse Search as well. The results of all the checks are submitted to the Department at Gate 1.

C.2 Disclosure Statement Form

All students must also complete a Disclosure Statement Form (see Appendix A). The form requests disclosure of 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 preclude students from being able to secure a field placement but may limit the options for field placement as well as impact the ability of students to secure personal liability insurance.

The form also requests disclosure of any personal or family issues, illnesses or addictions that could impair students' abilities to function well in a social work capacity for a particular agency or with a particular population. Depending on the nature and severity of the issue, the Department 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 able to be placed in a field setting or complete the field education requirements for the BSW degree.

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 junior or senior field internship. The Faculty Field Liaison will consult with the Director of Field Education upon notification of this information.

D. Requirements for Professionalism

Students are expected to conduct themselves in a professional manner in all interactions with each other, agencies representatives and clients, and the Department. Although this is not an exhaustive list, professional conduct includes all of the following areas:

D.1 Integrity

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

D.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 early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire. 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.

D.3 Communication

All student communication through email, Blackboard, 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. In order to make communication more efficient, please 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.

D.4 Time Management

Students submit projects or 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.

D.5 Professional Interactions

Students are expected to regularly participate in class 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 issue. It is important to recognize that actions online and content posted may negatively affect their reputations among instructors, colleagues, future employers, and clients, and may have consequences for their social work careers.

D.6 Attire

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

E. Pre-Field Enrollment Documents (Gate 2)

In addition to completing all prerequisite courses as well as being approved through Gate 1, students must complete multiple steps of documentation prior to engaging in fieldwork. The Pre-Field Enrollment documents are located within the Gate 2 Application Portal. Once students have completed the pre-field enrollment documents and are approved through Gate 2, they move into the Field Enrollment stage where they may begin completing the field enrollment documents (see Section F).

The Department of Social Work field staff enroll students in all field courses. Students are not able to register themselves for field courses. Course enrollment occurs *after* students have been approved through Gate 2 and submitted all the field enrollment paperwork required to finalize an agency placement.

The field enrollment process is managed and guided by our field staff. The field staff exist to support both residential and hybrid students throughout the field enrollment process. All documentation is processed through the field staff, who also review and approve placements.

E.1 Acknowledgement of Field Manual Review

It is imperative that students read the entire Field Manual to become familiar with all policies and procedures that govern the field education process. Students must sign and submit the Acknowledgement of Field

Manual Review Form (see Appendix B) as documentation that they have read and understood the contents of the manual, including the Department's expectations to adhere to the policies and procedures.

E.2 Release of Student Information

As part of the field placement assignment process, the Field Education staff will need to share student placement materials and other relevant information with potential agencies or Field Instructors. This information could include: criminal background information that comes into the possession of the Social Work Department or its employees or contractors, student resumes, and professional liability insurance information. These materials are meant to facilitate the matching process which generally benefits students and their Field Instructors.

Students must sign and submit the Release of Information Form indicating their approval to release pertinent information by the Field Education staff to prospective field agencies.

E.3 Field Commitment Contract

The Junior and Senior Field Experience and Seminar courses require a significant investment on the part of students to successfully complete. Each week, students must prepare for seminar, complete the recommended field hours, and complete field assignments. To ensure that students understand the commitment involved while taking these courses, students will be required to sign a Field Commitment Contract each semester that they are in the field. By signing the Contract, students agree to commit to the completion of all requirements of the field course in which they are enrolled and agree to make modifications to their schedules as appropriate.

E.4 Transportation Information Form

Students are responsible for having reliable means of transportation to get to and from their field placements and any other off-site field activities the agency may require. If students plan to use their personal car as their means of transportation during their field experience, they will need to carry appropriate insurance. Students must document the proof of Driver's License and Car Insurance on the Transportation Information Form.

E.5 Student Resume

Students must develop and submit a professional resume to the Department of Social Work prior to Junior and Senior Field Experiences. Students should follow the social work resume sample on the student field website when developing their professional resumes.

E.6 Student's Field Fair Registration Form (Central Virginia Area Only)

Students use this form to identify the agencies with whom they would like to interview at the Field Fair. This form also provides the Department field staff with information concerning the students' preferences on types of agencies, populations of interest, preferred geographic location, etc. so that students can be assigned interviews that are a good fit.

E.7 Student Agency Interview Choice Form (Outside of Central Virginia Area Only)

Students use this form to identify the agencies with whom they would like to interview. The Department field staff uses the agency information in this form to determine whether students may proceed with interviewing at that agency for a potential placement.

E.8 Employment Based Placement Proposal

Students interested in proposing their place of employment as their field experience placement must submit this form in the “Other Documents” section of the Gate 2 Application Portal. (See section G.3 for more information).

E.9 Repeat Placement Proposal

Students interested in completing their Senior field at the same site as their Junior field must submit the Employment Based Placement Proposal indicating how they will have separate supervisors and job tasks. This form must be submitted in the “Other Documents” section of the Gate 2 Application Portal. (See section G.3 for more information).

F. Field Enrollment Documents

Once students’ eligibility for fieldwork has been confirmed via approval through Gate 2, the students will be notified to complete their field enrollment documents (see Appendix for forms). The field staff will begin collaborating with the students to secure and finalize any agency for their field placement. The field staff continues to support students through both their junior and senior field enrollment processes.

F.1 Agency Information for Field Placement Form (OCVA Placements only)

This form must be submitted for all agencies that are not already in the CVA Field Directory as approved placements. This form provides information about the agency and the tasks a student may do there, providing the Department with the information necessary to decide whether the site meets the field placement requirements. Students completing a placement outside the Central Virginia area must submit this form for their first-choice agency option (see Appendix C).

F.2 Field Instructor Information Form (OCVA Placements only)

This form must be submitted for all potential Field Instructors who are not affiliated with agencies already approved in the CVA Field Directory. This form (see Appendix D) provides information regarding the person’s credentials and schooling to determine if they meet the criteria for supervising Junior or Senior field experience students. Students completing their placement outside of the Central Virginia Area must submit this form for their potential Field Instructor at their first-choice agency option.

F.3 Affiliation Agreement

The University requires that all agencies partnering with the Department for field experiences sign an Affiliation Agreement or submit an equal counterpart for review. This formal contract, signed by the agency and Liberty University, outlines the legal obligations to which both parties are agreeing. Once signed by the agency, the Field Staff submits it to the University Contracts Department for final execution. The Department must have a signed copy of this document before a student’s placement can be finalized.

F.4 Beginning Contract

Once students have been notified of their final placement, they will collaborate with their Field Instructor and Agency Task Supervisor to complete this form. The Beginning Contract is used to help students and agencies identify tasks to be completed during the student’s first week at the agency. It also details the student’s start and end dates and the days and times when the student will be at the agency each week. This helps ensure that the agency can provide enough tasks for the student prior to the finalization of the Learning Contract, which is completed after the student begins their hours at the agency (see Appendix E). *The Beginning Contract must be submitted prior to students being enrolled in the course.*

F.5 Professional Liability Insurance

All students are required to have professional liability insurance while engaging in field work. Professional liability insurance provides legal defense and coverage for settlements or damages from legal action brought against students due to negligent acts, omissions, and errors while practicing at their field placement setting. Although it is not common for students to have legal action brought against them, it is still important to have this protection in place. Liberty University provides insurance coverage of a minimum of \$1 million per occurrence and \$3 million aggregate for students. Hybrid students are required to purchase professional liability insurance and submit a copy of the policy to luosocialwork@liberty.edu.

G. Field Placement Options

Once all field enrollment documentation is received and approved by the Field Staff, students will be enrolled into their Field Experience course. The Social Work Department offers a variety of Junior and Senior Field placement options to reflect the generalist education of a BSW.

The following is an overview of the field placement options available:

Junior Field	Senior Field
Central Virginia Placements (CVA) The Field Staff work closely with each student to match them with an agency based on preferences and information from the field enrollment process as well as feedback from interviews at the Field Fair.	Central Virginia Placements (CVA) The Field Staff work closely with each student to match them with an agency based on preferences and information from the field enrollment process as well as feedback from interviews at the Field Fair.
Outside Central Virginia Placements (OCVA) – Hybrid ONLY Students secure a field placement outside Central Virginia with the support of the Field Staff.	Outside Central Virginia Placements (OCVA) Students secure a field placement outside Central Virginia with the support of the Field Staff.
Best Semester: Uganda Studies Program Students spend a semester completing their field hours and taking courses at Uganda Christian University. http://www.bestsemester.com/locations-and-programs/uganda	Washington Fellowship Student's apply for this program through the Washington Fellowship office and work with the staff to secure a placement in Washington D.C. that meets the requirements for a senior field placement. Placements can take up to one year to finalize. http://www.liberty.edu/academics/general/career/index.cfm?PID=18062
BCA Study Abroad: Chennai, India Students spend a semester immersed in Indian culture while completing their field hours and taking social work courses with local students at Madras Christian College. http://bcastudyabroad.org/chennai-india/	

G.1 Central Virginia (CVA) Placements

Students completing their Junior or Senior Field Experience within an hour and half of Lynchburg, Virginia, where the university is located, will participate in the field enrollment process which includes participating in the Field Fair to secure an agency placement.

Residential students completing junior field must complete their field experience locally with pre-approved agencies in the Central Virginia Area (CVA) or within 1.5 hours of the greater Lynchburg area. The CVA Field Directory on the [field website](#) contains the most recent list of approved agencies.

G.2 Outside Central Virginia (OCVA) Placements

With the assistance of the field staff, students must identify a potential agency and Field Instructor who meet all of the department criteria to serve as a field placement. Once students identify a proposed agency, they must submit a completed Agency Information Form and Field Instructor Information Form from the agency. The Field Staff reviews the information and supports the student in finalizing the field placement. *It is highly recommended that students select at least two agencies with which to interview in case the student's first choice agency falls through.*

Residential and hybrid students completing senior field have the option of looking outside the Central Virginia Area (OCVA) to secure a placement. This provides students the opportunity to build connections with agencies and social workers in the location where they would like to be after graduation.

If students propose any additional agencies outside of those already approved, they must submit a completed Agency Information Form and Field Instructor Information Form from the agency.

Please note: There is no guarantee that a proposed agency will be eligible to serve as a field placement. The department field staff will review the paperwork submitted by the agency to confirm that they meet the department's required criteria for agencies accepting students for field placement.

G.3 Washington Fellowship

In addition to the various field placement options through the department, students have the opportunity to complete their *Senior* field hours through Liberty University's Washington Fellowship program. Students need to be aware that their acceptance into either program will depend on student performance, their final grade in their Junior Field Experience and Seminar course and whether they have maintained good standing with the Department of Social Work.

The Washington Fellowship program offers the opportunity to secure a semester-long internship in the Washington D.C. area. The program also arranges local housing and hosts various professional development and networking activities. For more information about this program and its requirements, please go to the [Washington Fellowship](#) website. *Students interested in this program must apply a year in advance.*

G.4 Employment-Based Placements

The department recognizes that some students may currently be employed at an agency that meets the criteria of a possible field placement. The department will consider proposals from students who desire for their current place of employment to be considered as a junior and/or senior placement *or* for students who desire to complete their senior placement at the same site as their junior field. The Employment-Based Placement

Proposal (see Appendix F) must be submitted in the Other Documents section of the Gate 2 Application Portal ([Online Field Experience webpage](#)). The policies for employment-based placements are described below.

1. The current place of employment must meet the Department's requirements for serving as a field placement and an agency administrator must complete Department paperwork.
2. Students must identify a degreed social worker who meets the Department's requirements for serving as a Field Instructor. The proposed Field Instructor must be someone other than their current employment supervisor or their Field Instructor from Junior field.
3. All agencies must identify an Agency Field Coordinator to be the student's on-site daily task supervisor. The Agency Field Coordinator must be someone other than the student's current employment supervisor. The identified Field Instructor may take on this role of daily-task supervisor if they are on-site.
4. Students' responsibilities must be different from that of their current position. Since students will be in the role of social work intern, their tasks should be specific to the role of a social worker in that setting. These tasks should be tailored to support the learning contract that they will develop and should aid in building their application of the social work competencies adopted by the Department.
5. It is highly recommended that students take advantage of the opportunity to complete their junior and senior field experiences at two different agencies. However, if their place of employment is at a large organization that has distinct departments that can offer a unique internship experience, students can propose completing both their junior and senior field experiences at their place of employment. Students will need to complete the Employment-Based Placement Proposal to reflect the content of their Junior Field Experience and the proposed Senior Field Experience.

The Department reserves the right to deny proposed field experience plans at a student's place of employment if the information provided about the placement does not meet all of the requirements described above.

There is no guarantee that a proposed agency will be eligible to serve as a field placement. The Department field staff will review the paperwork submitted by the agency to confirm that they meet the requirements for agencies supervising students in field experience.

G.5 International Field Placement Opportunities (Junior only)

Students have the opportunity to complete their junior field hours through study abroad programs in India or Uganda. Students must take General Education courses through a local university in addition to their field placement. These placements are a collaborative effort between the student, field staff, and the social work staff at Best Semester or Madras Christian College. For more information about the Uganda Studies Program, please go to the [Best Semester](#) website. For more information about the India program please visit the [BCA Study Abroad](#) website.

H. Field Placement Process

Once approved through Gate 2, students begin the Field Enrollment Process. This is the process securing an agency placement. During this process, students attend three professional development workshops, attend the Field Fair to complete agency interviews (for CVA placements) or participate in individual interviews for OCVA placements, and submit documentation to finalize their field placement. Once finalized, students are registered for the Field Experience and Seminar course.

H.1 Agency Interview Assignments

Agency interviews provide an opportunity for students to learn more about each agency and ask specific questions that would help facilitate the matching of students with agency placements. These interviews also provide agency representatives the opportunity to learn more about the students and ask questions that would help them to determine which students would be the best fit for their agency.

The Department Field Staff assigns interviews to students in Central Virginia based on information from the Field Fair Registration Form. Prior to the Field Fair, students will be notified of their three assigned agency interviews. If the agency will be attending the Field Fair, students are also given the timeslot of their agency interviews. If agencies are unable to attend, the students assigned to interview with that agency are responsible for scheduling and completing the interview by the established deadline.

For the students outside Central Virginia, agency interviews are determined by the agencies listed in the Agency Interview Choice Form (located in the Online Gate 2 Application Portal). Upon approval through Gate 2, students will receive permission to interview with their listed agencies. It is the student's responsibility to schedule and complete at least one agency interview. It is recommended that students interview with more than one agency.

H.2 Resume and Interview Workshops

In collaboration with the Career Center, the field staff will facilitate and host a series of workshops preparing students for their Field Experience. Students are required to attend these workshops in order to participate in the Field Fair. Students update their resume, practice interviewing skills, and begin drafting specific questions tailored to the agencies they will be interviewing.

If students do not attend the workshops, they will be required to schedule and attend an appointment with the Career Center. The student must then submit documentation showing their completion of this requirement.

H.3 Field Fair (CVA Only)

In the fall and spring semesters, the Department field staff hosts the Field Fair for students completing their Field Experience in the Central Virginia Area (CVA). At this event, local agency partners come to campus to interview students. Each agency has the opportunity to interview up to 6 students during the event. After the event, both agencies and students submit the Final Choice Form with feedback on each student.

H.4 Final Choice Form and Field Placement Matching Process

Once students complete all of their interviews, they will need to complete and submit the Student's Final Choice Form (see Appendix G). This is used to rank their interview choices and explain their ranking. Students must submit the form to residentialsocialwork@liberty.edu by the deadline established by the Department field staff.

CVA Agencies use the Agency Final Choice Form (see Appendix H) to provide feedback on the students they interviewed and rank their choices. Agencies will submit the form at the end of the Field Fair or to residentialsocialwork@liberty.edu. OCVA Agencies do not need to submit this form.

The Social Work Department Field Staff will review the completed forms and make final decisions based on best fit using the preferences of the agencies and students.

H.5 Finalizing Agency Placements

The Department Field Staff will match CVA students and agencies based on several factors. Final Choice Form rankings, the timeliness of the submission, and the needs of the student or agency are all considered when placing students. Although the desire is to place all students in the agency of their first choice, this may not always be possible. OCVA students will be placed by the Field Staff once the agency has been approved the correct documentation has been submitted.

Students will be notified by e-mail of their final placement. Agency representatives will also be notified by e-mail which students are assigned to their agency to complete their field experience.

H.6 Registration for Field Experience and Seminar Course

The Department registers all students for both Field Experience and Seminar courses (SOWK 370 and SOWK 470 or SOWK 475 and SOWK 477) once agency placements are finalized and all field enrollment documentation listed in Section F are submitted.

H.7 External Field Instructors

If there is no social worker employed at the agency of interest, students must identify a social worker external to the agency that meets the Social Work Department requirements to serve as their Field Instructor. The Field Instructor will need to submit the Field Instructor Information Form (see Appendix D), a current resume and Independent Contractor Agreement (see Appendix I).

I. Field Placement Schedules

I.1 Scheduling Field Hours

Students will collaborate with their Field Instructor and Agency Field Coordinator to develop a schedule for Field which will be documented in the Beginning Contract. Students must ensure that their work schedule does not conflict with any other course requirements. Students must schedule their field hours around their field seminar class time. The Field Seminar class time does not count toward student's required field hours.

Students may start their field experience as soon as they and their agency representatives have completed the Field Orientation Training and submitted the Acknowledgement of Field Orientation Training Acknowledgement Form (see Appendix J). The on-campus training for CVA students is offered during the first week of the semester. OCVA students will receive a link to complete the training online. Students must start at their agency no later than the second week of the semester.

If there is a delay in the start of field experience, it is the student's responsibility to increase their number of hours per week in order to complete the required minimum hours by the end of the semester.

Students should factor in a 30-minute lunch break each day that they are at their placement more than five hours. *Please note that lunch breaks do not count towards field hours.*

Students are welcome to work more than the minimum recommended hours per week, but will need to continue engaging in field work until the designated end date noted for the particular Field Experience and Seminar course. Any additional hours accumulated after students reach the minimum hours required for their Junior Field Experience may not be used toward the hours required for their Senior Field Experience. Students must also keep in mind that they must satisfy any agency-specific requirements prior to ending their field work.

I.2 Completing Field Hours Past the Deadline

There may be some extenuating circumstances such as an athletic schedule or a personal matter that hinder students from completing their hours in one semester. If extenuating circumstances occur, students may

contact the Faculty Field Liaison to request approval to receive additional time to complete their required field hours. Students must receive advanced approval prior to continuing to complete field hours beyond one semester.

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

I.3 Field Days

Students should arrange their academic course load to allow for field experience to be scheduled in half-day/full-day segments. Residential students enrolled in the *Junior Field Experience and Seminar* course will engage in field work primarily on Tuesdays and Thursdays for a minimum of 15 hours per week. Hybrid students have the flexibility to determine which days they complete their full and half day segments.

The fieldwork days for residential students enrolled in the *Senior Field Experience and Seminar* course will engage in field work Tuesdays through Fridays for a minimum of 32 hours per week. Hybrid students and residential OCVA students have the flexibility to set their own schedule for the week, provided they complete the minimum of 32 hours.

Students may want to attend educational events during field placement hours, such as workshops and conferences. Students must request prior approval from their Field Instructor to attend these events. The Field Instructor will determine whether attending the event aligns with the student's Learning Contract. If so, time spent attending the activity will count towards the required field hours.

I.4 Holidays and Vacations

Students are responsible for informing their Field Instructors and their Agency Task Supervisor of their schedules and vacation plans. The Department of Social Work does not require students to complete field hours during breaks (e.g. University holidays, spring break, and reading days). However, depending on the nature of the work, a field supervisor may request that a student work during these times. Students should ask about these expectations during their agency interviews.

If a field day falls upon an agency-observed holiday that is not observed by Liberty University, students must make up the missed hours.

I.5 Absences Due to Illness or other Circumstances

If students miss hours in field due to illness or other special circumstances, they must make up the hours. Students are expected to notify their Field Instructor and Agency Task Supervisor in advance of any absence or late arrival in addition to following all agency procedures.

V. MUTUAL ROLES AND RESPONSIBILITIES

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

A. Liberty University

Liberty University is responsible for the following:

- Continuing the process towards securing accreditation from the Council on Social Work Education for its new Social Work Department.
- Employing leadership staff that have graduate degrees in social work to oversee the administration of the Department of Social Work and Field Education.
- Employing faculty who have graduate degrees in social work and the practice experience essential for facilitating learning of social work theory, skills, and values.
- Overseeing faculty and staff adherence to the NASW and NACSW Codes of Ethics and CSWE Education and Policy Accreditation Standards.
- Providing liability insurance coverage of a minimum of \$1 million per occurrence and \$3 million aggregate for students.
- Offering, through the Office of Risk Management, a \$10,000 accident insurance policy benefit to all residential students attending the Lynchburg, VA campus. This benefit, subject to the terms and conditions of the policy, provides coverage for an accidental injury sustained by the residential student when there is no coverage or when the student has co-payments or deductibles remaining after having filed with their primary insurer. The University does not provide health insurance coverage to students.

B. Director of Field Education

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

- Monitor the performance of Field Instructors and the agencies for quality assurance and field program improvement purposes.
- Serve as the contact for reporting incidents of discrimination, harassment, assault, and/or other safety issues.
- Provide training and ongoing support to Faculty Field Liaisons.
- Development, oversight, and continuity of the field education programs and policies.
- Develop relationships with community agencies locally and abroad and enlist their support in serving as potential field placements.
- Confirm eligibility of agencies to serve as field placements.
- Confirm eligibility of individual professionals to serve as Field Instructors for social work students.
- Execute agreements between the agencies and the University as needed.
- Disseminate field-related literature and materials to Field Instructors to facilitate continued education.
- Lead Field Orientation Trainings for students and Field Instructors as well as workshops on field-related topics.

C. Faculty Field Liaison

Faculty Field Liaisons' roles and responsibilities include the following:

- Teach a weekly field seminar course for junior and/or senior students engaged in field experience.
- Keep records of student time spent in field through the receipt of weekly timesheets.

- Keep records of students' supervision experiences through the receipt of completed supervisory agenda forms.
- Provide consultation and assistance to students, Field Instructors, and other agency personnel as necessary.
- Monitor and evaluate students' field experiences to ensure optimal learning and professional development through conference calls, a review of site visit documentation, assignment submissions, and review of several evaluation forms: Student Self-Evaluation, Field Instructor Evaluation of Student, and Student Evaluation of Field Experience.
- Provide guidance to agency staff as they work with students on-site at international field placement settings that are not affiliated with a specific study-abroad program.
- Promptly notify the Director of Field Education of any problems that arise with field students or field placement staff.

D. Students

Students' roles and responsibilities include the following:

- Complete all required pre-field and field enrollment forms by the deadlines set by the Department of Social Work.
- After all interviews are complete, rank the agency choices and submit the Student's Final Choice Form.
- Upon official notification of their assigned placement by the Department of Social Work, students must schedule an appointment to complete the Beginning Contract with their Agency Task Supervisor and Field Instructor.
- Complete agency requirements (e.g. drug test, agency specific paperwork, etc.) by the deadlines set by the agency assigned for field experience.
- Complete Field Orientation Training.
- Perform in a responsible and professional manner, keeping commitments to the agency, the Field Instructor, the clients, and the Department of Social Work.
- Develop a Learning Contract with support from the Field Instructor, Faculty Field Liaison, and Agency Task Supervisor, and secure appropriate signatures on the contract forms.
- Schedule and participate in a Learning Contract conference call with the Field Instructor, Faculty Field Liaison, and if applicable, Agency Task Supervisor.
- Seek consultation or assistance as necessary from their Field Instructor or the Faculty Field Liaison.
- Schedule and participate in a site visit with the Faculty Field Liaison at the agency and, if necessary, participate in a debriefing session following the visit.
- Report unethical or illegal practices within the agency to the Faculty Field Liaison as soon as possible.
- Provide as much advance notice as possible to the agency Field Instructor and the Agency Task Supervisor regarding absences and tardiness.
- Complete tasks assigned by the Agency within specified deadlines.
- Prepare an agenda using the Field Experience Supervisory Agenda form (see Appendix K) and participate in weekly supervision meetings with the Field Instructor for a minimum of one hour.
- Conduct themselves as a member of the social work profession and abide by agency work policies and procedures.
- Adhere to Liberty University's Honor Code at all times.
- Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through periodic self-evaluation.
- Attend field seminar class weekly and actively participate in class activities and discussions. Complete all seminar assignments by assigned due dates.
- Learn the Code of Ethics of the social work profession and apply these principles in their field experience at all times.

- Seek opportunities to engage in practice behaviors that relate to the social work competencies.
- Be teachable and receptive to feedback given by the Faculty Field Liaison, Field Instructor, and any other agency personnel.
- Participate in meetings and phone conferences during the field experience with the Faculty Field Liaison, Field Instructor, and if applicable, Agency Task Supervisor.
- Attend all required Department of Social Work events.
- Complete a self-evaluation of their performance in applying the practice behaviors associated with the core competencies using the SWEAP Field Placement/Practicum Assessment Instrument (FPPAI). Also, complete an evaluation of their field experience.
- Complete all field experience requirements by the deadlines in order to satisfactorily complete the course.

E. Field Instructor

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

- Complete and submit a Field Instructor Information Form (see Appendix D) a current resume, and the Independent Contractor Agreement form (see Appendix I) if applicable.
- Attend the Field Orientation Training at Liberty University with the field students (or participate in the online Field Orientation Training) at least once per calendar year.
- Provide guidance in the development of students' Learning Contracts and sign the contract forms.
- Participate in a Learning Contract web or phone conference meeting with students, Faculty Field Liaison, and if applicable, the Agency Field Coordinator.
- Participate in a site visit with the Faculty Field Liaison, student, and if applicable, the Agency Coordinator. If the Field Instructor and/or placement is not local, this will be conducted via phone call.
- Monitor students' progress toward meeting their learning goals as well as building social work competencies.
- Provide feedback to students through weekly supervision. If the Field Instructor is external and out-of-state, these supervisory meetings may be completed via phone or WebEx. Use the Supervisory Agenda (see Appendix K) to guide the meeting and sign the form after each meeting.
- If on-site, observe students interacting with client systems and provide feedback. If external, discuss during supervision the detailed summaries of agency interaction that students provide.
- Structure assignments to help students: 1) learn a broad range of social work interventions common to generalist social work practice and 2) engage in practice behaviors associated with the core social work competencies.
- Promptly contact the Faculty Field Liaison if problems arise with students during placement.
- Be available to students in emergency situations.
- Promptly notify the Faculty Field Liaison of the need to take an unanticipated, extended leave of absence and work with the Faculty member to explore alternative plans for supervision of students.
- Prepare a mid-semester evaluation and a final evaluation of the students' progress in completing learning contract goals and students' performance in applying the practice behaviors associated with the core competencies. The SWEAP Field Placement/Practicum Assessment Instrument (FPPAI) will be used for the final evaluation.
- As necessary, participate in meetings and phone conferences during the field experience with the Faculty Field Liaison, student and if applicable, the Agency Field Coordinator.

If the Field Instructor is employed by the agency and is serving as the students' Agency Field Coordinator as well, please reference the following section for additional responsibilities.

F. Agency Field Coordinator

In the case that there is no onsite social worker, an agency representative must be assigned to serve as the Agency Field Coordinator (or daily task supervisor). This role may be fulfilled by an on-site Field Instructor. The Agency Field Coordinator's roles and responsibilities include the following:

- Complete the Agency Information for Field Placement Form (See [field website](#)) and facilitate having an agency official sign an Affiliation Agreement to establish the field internship partnership with Liberty University.
- Attend the Field Orientation Training at the University with field students (or participate in the online Field Orientation Training if the Coordinator is not local) at least once per calendar year.
- Provide students an orientation to the agency that includes a tour of the facilities, and a review of the agency policies, procedures and resources as indicated in the Agency Orientation Checklist (see Appendix L).
- Ensure student access to agency manuals, policy statements, and case files as needed.
- Educate students about personal risks (i.e. physical health and safety) and appropriate protections as described in agency policy.
- Provide suitable access to materials necessary to perform the tasks assigned according to expectations.
- Participate in a Learning Contract web or phone conference meeting with students, the Field Instructor, and Faculty Field Liaison.
- Participate in a site visit with the Faculty Field Liaison, student, and Field Instructor.
- Structure assignments to help students: 1) learn a broad range of social work interventions common to generalist social work practice and 2) engage in practice behaviors associated with the core social work competencies.
- Review and sign students' Weekly Field Experience Timesheets.
- Promptly contact the Faculty Field Liaison if problems arise with students during placement.
- Be available to students in emergency situations.
- Promptly notify the Faculty Field Liaison of the need to take an unanticipated, extended leave of absence and work with the Faculty member to explore alternative plans for supervision of students.
- Provide feedback to facilitate completion of students' final evaluation in collaboration with the Field Instructor.

G. Overview of Field Education Personnel Roles

Below is an overview of the roles and responsibilities each of the personnel directly involved in the field experience.

Task	Faculty Field Liaison	Field Instructor	Agency Field Coordinator	Students
Weekly Seminar Course	x			x
Keep records of time spent in the field	x			x
Keep records of supervision experience	x	x		x
Monitor and evaluate student Field Experience	x		x	x
Notify superior of any problems that arise	x			x
Develop professional resume				x

Complete all necessary documentation		X	X	X
Assist/facilitate completion of all necessary documentation		X	X	
Complete Final Choice Form upon completion of interviews		X	X	X
Complete Field Orientation Training	X	X	X	X
Develop Learning Contract		X	X	X
Schedule and participate site visit	X	X	X	X
Report unethical/illegal practices				X
Complete all field requirements within the set dates				X
Consult with and aid students	X	X	X	
Learn the Code of Ethics of the social work profession				X
Seek opportunities to engage in practice behaviors				X
Weekly consultation for feedback (one hour minimum)		X		X
Observe student's client interaction and provide feedback		X	X	
Be available to students in emergencies		X	X	
Notify Field Liaison of any unexpected leave of absence		X	X	
Complete mid-semester and final evaluations		X		
Provide student with an orientation to the agency			X	
Ensure student access to necessary supplies for daily tasks			X	
Educate students of personal risks			X	
Sign Student Timesheets			X	

VI. FIELD EXPERIENCE AND SEMINAR

A. Assignments

A.1 Seminar Participation

Students will have the opportunity to share their field experiences and discuss how these experiences relate to the theories and practices learned in the classroom. Students are expected to be on time to class and actively participate in order to earn full points. 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.

Students should come to class prepared to share their field experience and how they are applying what they learned in the classroom in their field placement. To help facilitate the discussion, students should have the NASW Code of Ethics Document and the LU Social Work Competencies and Practice Behaviors Document available during the seminar.

A.2 Agency Orientation Checklist

Students will cover the items in the checklist with their Field Instructor (or Agency Field Coordinator) to support the student's orientation to the agency (see Appendix K).

A.3 Adherence to Field Manual Policies and Procedures

Students must adhere to the policies and procedures described in the Field Manual throughout the duration of the course. This includes, but is not limited to, adhering to the Codes of Ethics and other policies detailed in the manual related to student conduct, student roles and responsibilities, agency placement and interviewing procedures, and procedures for handling field-related challenges. Students must also participate in all required conference calls and in-person meetings with the field instructor and Department field staff as necessary.

A.4 Field Experience Journals

Journal summaries offer students the opportunity to reflect on the field activities they participated in and how they observed or applied the core competencies. The summaries also offer students the opportunity to engage in a process of self-assessment and self-correction. To support the integration of theory and practice, students will incorporate into each journal at least one reference using a textbook from a previous or current social work course.

A.5 Field Application Presentation

Students will complete three oral presentations over the course of the semester that facilitate application of key social work competencies. The presentations will occur during seminar sessions. To support the integration of theory and practice, students will incorporate into each presentation at least one reference using a textbook from a previous or current social work course.

A.6 Site Visit Participation

Student will schedule and participate in an in-person meeting or conference call with the Faculty Field Liaison, Field Instructor, and if applicable, the Agency Field Coordinator to discuss their progress at their field placement sites. If the student is completing their field experience in a distant location, the site visit will occur by telephone or WebEx. The discussion will follow the areas included in the Site Visit Evaluation form on Blackboard. Corrective actions will be discussed for any areas of concern identified.

A.7 Field Experience Timesheet

Students will document the field hours they complete each week using a timesheet and secure the appropriate signatures prior to submission. Each completed timesheet submission is worth 10 points. A copy of each signed timesheet is due by 5pm on Monday for the field hours completed during the prior week.

A.8 Field Experience Supervisory Agenda

Students will complete the Field Experience Supervisory Agenda form each week to document the weekly supervision session with their Field Instructor. The student will also secure the appropriate signatures on the form prior to submission.

A.9 Field Experience Beginning Contract

With support from the Field Instructor, Faculty Field Liaison, and the Agency Field Coordinator, students will develop a Beginning Contract and secure appropriate signatures on the contract form. Students will need to complete this form for both their junior and senior placements.

A.10 Field Experience Learning Contract

With support from Field Instructors and Faculty Field Liaison, students will develop a Learning Contract. Students will also schedule a meeting with the Field Instructor, Faculty Field Liaison, and if applicable, the Agency Field Coordinator to discuss the draft. After the meeting, students will revise the Contract based on feedback gathered during the meeting and secure appropriate signatures on the contract form.

A.11 Student Self-Evaluation of Field Experience

Students will complete an online self-evaluation of their performance of practice behaviors associated with the social work core competencies. Completing this evaluation assists students in reflecting on their experience and identifying growth areas. A completed evaluation is one that has a rating for each practice behavior and includes justification of student ratings.

A.12 Student Evaluation of Field Experience

Students will complete an online evaluation of their placement, seminar course, and the field experience as a whole. Completing this evaluation will assist the Department in assessing the quality of the field experience provided.

A.13 Field Instructor Evaluation of Student

Field Instructors will complete an online evaluation that will assess how well they believe the student demonstrated the practice behaviors associated with the core competencies. This evaluation is an opportunity to provide feedback on whether the student has met their learning contract goals and suggest a grade for the field experience part of the course. Once complete, Field Instructors will meet with students to discuss their evaluation of student performance.

B. HANDLING CHALLENGES DURING FIELD EXPERIENCE

B.1 Changing Agency Experiences

Students are expected to remain at the assigned agency over the course of a semester to complete their field hours. However, in the case of extenuating circumstances, it may be necessary to change an agency placement. The Director of Field Education, Faculty Field Liaison, Field Instructor, or student may initiate a

change. If students feel their placement needs to be changed for any reason, they must discuss this first with their Faculty Field Liaison. The Faculty Field Liaison will consult with Director of Field Education, and if approved, the Director will begin the process of changing the placement.

B.2 Addressing Grievances

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

1. The student must discuss the matter with the person immediately involved.
2. If the grievance remains unresolved or the student is dissatisfied with the resolution, they should request the assistance of their Field Instructor. If the Field Instructor is the person with which the student has a grievance, students should report the incident to the alternative staff member indicated in the agency's policy.
3. If the grievance is still unresolved after speaking to the Field Instructor, the student should contact the Faculty Field Liaison for assistance.
4. If still unresolved, the student should then contact the Field Director.
5. 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 Social Work Department.

B.3 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. Liberty University maintains its Christian mission and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Executive Director of Title IX at (434) 592-4999 or TitleIX@liberty.edu.

B.4 Racial Discrimination and Harassment

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

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

Reporting Process: There is a specific protocol that students must follow in the event that any of these situations occur.

1. Students should immediately report the incident to their Field Instructor and follow any additional agency policies for reporting and addressing the situation. If the supervisor is the perpetrator of the

harassment or discrimination, students should report the incident to the alternative staff member indicated in the agency's policy.

2. Students must call the Director of Field Education to report the incident within 24 hours of its occurrence.
3. Students are required to complete an Incident Report Form and submit the form [here](#) within five (5) days of the incident.

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

B.5 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 Department of Social Work that each agency serving as a field placement will have sexual harassment and discrimination policies in place that guide the expected conduct of agency staff and volunteers. Students are expected to abide by both the agency and Liberty University's policies around sexual harassment and discrimination while at their field placement and any other location performing field activities.

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

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

Director of Title IX
University Title IX Office
(434) 592-4999
TitleIX@liberty.edu

3. Students should call the 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 and submit the form [here](#) within five (5) days of the incident.

For more information on Liberty University's sexual harassment policies and procedures for students, please see the [Student Code of Conduct](#).

B.6 Other Personal Safety Issues

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 include personal injury by violent client or other persons, exposure to or contraction of infectious disease, or damage to personal property. If students or Field Instructors have questions about whether a particular incident is reportable, they may contact the Director of Field Education. Students will need to follow a specific protocol in the event that any of these situations occur.

1. Students should immediately seek medical treatment as necessary, report the incident to their Field Instructor or Agency Field Coordinator, and follow any additional agency policies for reporting and addressing the situation.
2. Students notify their Faculty Field Liaison and should call the Director of Field Education to report the incident within 24 hours of its occurrence.
3. Students are required to complete an Incident Report Form and submit the form [here](#) within five (5) days of the incident.

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

B.7 The 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 approve program completion for students who demonstrate the need for continued growth which may interfere with future professional competence. Instead, a 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 the social work skills or personal, interpersonal, or ethical problems so that students may successfully continue in the program.

Restoration procedures can include such actions as repeating particular 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 they are 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 who interview and are denied placement at an agency due to inappropriate behaviors or demonstrating poor interviewing skills will be referred for additional support through the Career Center.

Students who interview at and are denied placement at multiple agencies due to inappropriate behaviors may be given a failing grade and/or deferred placement and a plan of restoration implemented.

Students enrolled in a Field Experience and Seminar course may be given a failing grade and/or delayed in the program and a plan of restoration implemented 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 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.

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 if they are placed on hold from continuing with the Field Experience and Seminar course due to either of the above circumstances. Students who successfully complete the restoration plan and are allowed to retake the course, will need to start over in completing the minimum number of field hours.

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 Director of Field Education. The incident will be shared with the Social Work Department Chair and if warranted, the Department Chair will bring the issue to the Department of Social Work core faculty. A restoration plan will be formulated in conjunction with the program, students, and Field Instructor if appropriate. Once students have fulfilled all stipulations of the restoration process, the Social Work Program Leadership Team 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.

B.8 Field Placement Agency Dismissal or Course Withdrawal

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.

The Field Instructor must promptly notify the Faculty Field Liaison if it is anticipated that students will receive failing evaluations or be dismissed from their field placement. The Faculty Field Liaison will write an incident report to the Field Director which will be discussed with the Chair of the Social Work Department. The Chair and the Department will examine the nature and reason for the needed growth 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 in order to allow time to address the areas of needed growth. These restorative procedures can include such things as requiring students to retake certain courses and/or seek personal counseling, etc. The Restoration Committee will determine whether the students are eligible to retake the Field Education and Seminar course. 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 Director of Field Education. The incident will be shared with the Social Work Department Chair who present the situation to the Department of Social Work core faculty.

Students have the opportunity to 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.

VIII. Guiding Principles

A. NASW CODE OF ETHICS

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

As described on the NASW website, the [NASW Code of Ethics](#) serves six purposes:

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

B. NACSW STATEMENT OF FAITH AND PRACTICE

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

C. CSWE EDUCATION POLICY AND ACCREDITATION STANDARDS

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. As described on their [website](#), CSWE supports academic excellence by establishing thresholds for professional competence. It permits

programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. The Liberty University Department of Social Work is committed to adhering to the EPAS standards and is currently engaged in seeking accreditation for its new BSW program.