Ferrum College
Social Work Program
Field Practicum Manual SWK 489/499

2016-2018

Social Work Program
Ferrum College
Beckham Hall
225 Ferrum Mountain Rd.
Ferrum, VA. 24088

Ferrum College Baccalaureate Degree Program in Social Work
Awards Graduates the BSW Degree

Accredited by the Council on Social Work Education

Revised November, 2016
Social Work Program Contact Information:

Mailing Address: Ferrum College
    Beckham Hall Rm. 311
    225 Ferrum Mountain Road
    Ferrum, VA 24088

Primary Contact for Social Work Field Placements:

Prof. Martha Haley-Bowling, MSW, Ph.D., LCSW
Social Work Program Field Coordinator
Assistant Professor of Social Work
Office: Beckham Hall, Rm. 311
Phone: (540) 365-
Email: mhbowling@ferrum.edu

Prof. Jennie B. West, MSW
Program Coordinator of Social Work and Sociology
Associate Professor of Social Work
Office: Beckham Hall, Rm. 312
Phone: (540) 365-4406
Email: jwest@ferrum.edu

Ms. Joyce Creel,
Academic Secretary
Office: Beckham Hall, Rm. 105
Phone: (540) 365-4401
Email: jcreel@ferrum.edu
FAX: (540) 365-4391
# Table of Contents

1. **Ferrum College Social Work Program**  
   - Introduction ........................................................................................................... 1  
   - Mission Statement .................................................................................................. 1  
   - Definition of Generalist Practice ........................................................................... 2  
   - Program Goals ........................................................................................................ 2  
   - Council on Social Work Education (EPAS 2015) Competencies (Summary) .......... 3  
   - Organizing Rationale of Field Practicum: Relationship to Total Curriculum and  
     Theory to Practice ................................................................................................. 4-5  

2. **SWK 489/SWK 499 Field Practicum and Seminar** ........................................ 6-7  

3. **Field Practicum: Criteria for Selection, Responsibilities and Guidelines** ...... 8-16  
   - Field Education Program Criteria for Students ..................................................... 8  
   - Field Practicum Student Assignment Process and Orientation ........................... 9  
   - Field Practicum Opportunities ............................................................................ 10  
   - Criteria for Selection of Field Practicum Agencies ............................................ 11  
   - Responsibilities of Agency Practicum Sites ......................................................... 11  
   - Responsibilities of Field Instructor ...................................................................... 12  
   - Responsibilities of Faculty Field Coordinator/Field Liaison ............................... 12  
   - Responsibilities of Practicum Student .................................................................. 13  
   - Guidelines for Students and Agency Field Instructors: Hours, Absences and  
     Professionalism ....................................................................................................... 14  
   - Guidelines for Change or Termination of Practicum and Student Status Review  
     Policy ....................................................................................................................... 15-16  

4. **Field Performance Plan and Evaluation (FPPE)** ............................................. 17  
   - Supervision: Weekly Reflection and Time Usage Form (WRTU) ......................... 17  

5. **Ferrum College Social Work Program Field Policies** .................................... 18-19  
   - Criminal Background Checks, DMV Checks, and Health Requirements .......... 18  
   - Drug Free Workplace ........................................................................................... 18  
   - Employment Based Field Practicum Policy ......................................................... 18  
   - Informed Consent ................................................................................................. 19  
   - Insurance Coverage Policy .................................................................................. 19  
   - Non-Discrimination Policy .................................................................................... 19  
   - Transportation ....................................................................................................... 19  

**Appendix**  

- **Section 1: Shared Forms** ..................................................................................... 21-27  
  - Form A-1 Agency Field Practicum and Field Instructor ...................................... 21-23  
  - Form A-2 Student Information/Field Assignment Sheet ....................................... 24  
  - Form B Confidentiality Agreement and Form C Conflict of Interest Agreement ...... 25  
  - Form D Release and Hold Harmless Agreement ................................................ 26  
  - Form E Field Performance Plan and Evaluation Form (FPPE) ......................... 27-37  
  - Form F-1 Mid-Term Evaluation of Field Practicum by Student ......................... 38  
  - Form F-2 Final Evaluation of Field Practicum by Student .................................... 39  
  - Form G Field Placement Time Sheet .................................................................... 40  
  - Form H Agency Placement Profile Sheet ............................................................. 41-42  
  - Form I Field Instructor Information Form ......................................................... 43-44  

- **Competencies 1-9** ............................................................................................... 45  

- **Section 2: Student Practicum Information and Forms** .................................... 46-58  
  - Professional Behavioral Checklist ........................................................................ 46-49  
  - Field Agency List ................................................................................................. 50-53
Ferrum College Social Work Program

Introduction

The complexity of daily life and the variety of social problems require social workers, as generalist practitioners, to gain knowledge, skills and values supported by a strong theoretical foundation. Social workers must be aware of how cognitive/affective processes affect their own judgment and behavior as well as their clients. The Ferrum College Social Work Program utilizes the field practicum to better equip students as social workers to help vulnerable clients face challenges and problem solve. Field practicum experiences serve as the signature pedagogy of the social work profession’s educational process. It is imperative that all those involved with field practicums (the college and faculty, the agencies and field instructors, and most certainly the students) are strongly rooted in the NASW Code of Ethics and clearly guided by the competencies and practices established by the Council on Social Work Education.

The Ferrum College Social Work Program provides a variety of field placements in which students have the opportunity to work with a range of clientele and constituencies (individuals, families, groups, organizations and communities). While linking theory and classroom learning to the field practicum, in all of these experiences students gain direct contact with clients and are able to demonstrate social work competencies.

Social Work Program Mission Statement

Rooted in the liberal arts the Ferrum College Social Work Program prepares students to be self-aware generalist professional social workers, committed to ethically empower diverse populations. The program collaborates with rural and urban social service agencies as well as community organizations in southwest Virginia in supporting the use of evidence-based practice and advocacy for human rights.
Definition of Generalist Practice

Generalist social work practice involves holistic helping relationships with diverse clients (individuals, families, groups, organizations, and communities) using best-practice interventions guided by social work knowledge, values and ethics, and skills, including cognitive and affective processes. With emphasis on the problem-solving model, generalist practitioners use systems theory and the person-in-environment framework to maximize strengths of those in need.

Goals of the Social Work Program

The primary goals of the Ferrum College Social Work Program are to equip students to be professional social workers using knowledge, values, skills and cognitive/affective processes in social work practice with diverse individuals, families, groups, organizations and vulnerable communities. Students will be prepared to:

1. Appreciate and abide by the NASW Code of Ethics.

2. Apply generalist social work practice knowledge, skills, and values to engage, assess, intervene, and evaluate all different types of client needs and constituencies, while demonstrating appropriate use of self.

3. Apply research and critical thinking skills to practice using appropriate communication.

4. Respect and empower diverse clients using a strengths approach and cognizant of bio-psycho-social-spiritual and cultural considerations.

5. Advocate with and for clients to address policy changes to advance human rights while promoting social, economic and environmental justice.

6. Behave professionally in field practicum and applied service-learning projects in a variety of contexts.

7. Realize the importance of continuing professional education.
The nine Social Work Competencies, endorsed by our national accrediting body the Council on Social Work Education (CSWE) through its 2015 Educational Policies and Accreditation Standards (EPAS), are listed below. These competencies are consistent with the mission of Ferrum College as well as the mission and goals of the Social Work Program and guide both the program’s curriculum as well as the planning, implementation, and evaluation of all field practicums. These competencies describe the knowledge, values, and skills, along with the cognitive and affective processes that comprise generalist practice, followed by practice behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. You will find the complete and detailed Competencies and Practice Behaviors in the Appendix as part of the FPPE (Field Performance Plan and Evaluation). In brief, the CSWE Competencies are:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Ferrum College Social Work Program is structured to expose the student, from the very beginning, to the importance of a holistic approach to generalist social work practice. As a liberal arts college, Ferrum requires all students to be immersed in a range of knowledge based courses including English composition, fine arts, history, human biology, physical education, political science/ economics, philosophy/religion, psychology, and sociology. The Social Work faculty assist students to recognize the intersectionality of the liberal arts education knowledge areas with skills and values pertinent to aspects of the social work field.

Early on students learn some of the distinguishing elements of the social work profession as compared to sister professions such as psychology and sociology, and the importance of the bio-psycho-social-spiritual cultural holistic approach, along with the person-in-environment theory, systems theory, and strengths perspective. We believe it is crucial for a student, considering a major in social work, to be begin the process of self-awareness in preparation for field experiences and the profession itself. Throughout the curriculum the Social Work Program highlights the importance of cognitive and affective aspects of all people through learning to be self-aware regarding one’s own personal values and behaviors as well as recognizing the vital role of social work professional values. Starting with the first course, SWK 201: Introduction to Social Work, the student must write an initial personal essay reflecting on her or his own personal values and how they came about, followed by a comparison to the primary Social Work professional values.

If a student is fully accepted into the major, he or she may choose to pursue the optional SWK 299: Introduction to Community Services in our 3-week May Eterm. This course gives many students their first exposure to a field agency experience of 75 hours along with some class assignments and seminar time for reflection. The majority of social work majors choose to complete this course to meet the college-wide requirement of one May Eterm. Our two social welfare policy courses (SWK 320/321), the HBSE course (SWK 330), and the first micro practice course (SWK 305) all include various writing assignments from academic research papers to reflective writings on books, films, speakers, political debates, etc. In addition, several courses also include a community project either on campus or with an agency/organization, in which students serve as organizers, facilitators, evaluators and educators. These projects are all meant to increasingly prepare students for the intensive senior field practicum.

Our three 1 cr. Professional Seminars are interspersed throughout the curriculum leading up to the senior field practicum.

1) **SWK 297: Professional Seminar I** (Fall Semester, Sophomore or Junior Year) covers the social work major requirements and the application process, an introduction to the CSWE Competencies and Practice Behaviors as well as the NASW Code of Ethics, a resume overview, and an examination of self through usage and discussion with faculty of the Professional Behavioral Checklist (see Appendix) which will be reexamined in each professional seminar. As part of the application process, the student must have a criminal background and Division of Motor Vehicles (DMV) check completed, develop a resume, have 2 reference forms completed, and an in-class typed essay exploring factors influencing the student’s choice to pursue social work, along with reflection on his or her strengths and limitations as well as short and long term goals. Students must complete the minimum number of specific initial courses and have the required minimal GPA criteria in order to apply. The students also go through an interview with a faculty member and a local social worker who sits on the advisory committee. All of these components are stepping stones in
preparation for the eventual senior field practicum and ultimately becoming a professional social worker.

2) **SWK 397: Professional Seminar II** (Spring Semester, Junior Year) introduces students to field practicum options, provides an overview of the professional interview process along with mock interview experiences, and after actual field placement interviews, the semester culminates with the field placement assignment to be ready for the senior Fall Semester.

3) **SWK 497: Professional Seminar III** (Fall Semester, Senior Year) provides for students to support one another in the beginning development of the senior portfolio notebook which will eventually lead into the final semester senior capstone course PowerPoint presentation. Students begin to brainstorm experiences and artifacts they could use to demonstrate their knowledge, skills and abilities related to the CSWE EPAS 2015 Competencies and Practice Behaviors, and then engage in practice presentations with peer/faculty feedback.

Ferrum College’s upper level social work classes typically range in size from about eight to sixteen students so close interaction is available enabling students to get extensive group facilitation, leadership and presentation experience along with peer and faculty feedback.

This curriculum structure enables our social work majors to have gained extensive knowledge, skills and values through these experiences prior to the two semester senior year field practicums and seminars (Fall Semester: 75 field practicum hours and Spring Semester: 400 field practicum hours, both supported with weekly seminars). If a student completed SWK 299, then typically the Field Coordinator works with the student to have a different type of agency/clientele experience in the Senior Field Practicum to broaden exposure to the range of social work career areas.

In the final Spring Semester students are also enrolled in **SWK 498: Senior Capstone**. As part of this course students demonstrate leadership skills by facilitating and discussing ethical case dilemmas with their peers. The students complete their notebook and a PowerPoint which includes artifacts to address each of the CSWE Competencies and Practice Behaviors (EPAS 2015) through a PowerPoint presentation. These artifacts may be drawn from practicum client cases or various agency experiences, research activities, or other major projects/papers. This final presentation is the accumulation of the student’s connection of theory and classroom learning to practical application in the field practicum and major projects. The student’s presentation is first evaluated by the faculty and then assessed by two members of the Social Work Program Advisory Committee all of whom interact with and provide verbal and written feedback to the student.

The Field Education Program has very specific criteria for student eligibility and agencies must be able to provide a range of experiences which lead the student to develop the required competencies. These will be described following descriptions of the two field practicum and seminar course experiences: SWK 489 in the Fall Semester and SWK 499 in the Spring Semester.
Social Work 489/499 Field Practicum and Seminar

Below are the Ferrum College Catalog descriptions:

**SWK 489 Senior Field Practicum and Seminar I**
The first of two parts of the senior field experience will be an introduction to the agency in which the student will spend two semesters. The agency experience will be supervised by a Faculty Liaison and a Field Instructor who has earned the MSW or BSW degree with a minimum of three years’ experience. Field practicums are typically developed to fit the student's career interests. During fall semester senior practicum, the student will be in the agency for a minimum 75 hours along with a one hour weekly classroom seminar. The student will have the opportunity to be fully oriented to the agency's services in preparation for more concentrated hours in the second practicum during spring semester. The agency will also often provide the setting for the senior student to implement course projects for two required practice courses (SWK 405 and SWK 410) and the research course (SOC 470).

*Prerequisites: SWK 305, 321, 330, 397; concurrent with: SWK 405, 410, 497, and SOC 470. Three hours, three credits*

**SWK 499 Field Practicum and Seminar II**
A 400-hour (13 ½ week) agency experience supervised by a Faculty Liaison and a Field Instructor who has earned the MSW or BSW degree with a minimum of three years’ experience. Field practicums are typically developed to fit the student’s career interest. This course includes a weekly 2 hr. seminar. *Prerequisite: all SWK major requirements and concurrent with SWK 498. Nine credits.***

*To receive full credit for SWK 489 and 499 the student must complete:*
1. **Field Practicum Hours:** Successfully complete a minimum of 75 hours in the fall semester and minimum of 400 hours in the spring by adhering to the Field Practicum Performance Plan (FPPE) and receiving a positive evaluation on the competencies and practice behaviors.

2. **Field Seminar Requirements:** The field seminar, led by the Faculty Liaison, meets weekly for one hour (SWK 489: Fall Semester) and two hours ((SWK 499: Spring Semester). The seminar combines a discussion of common readings related to the seminar outcomes, didactic learning on issues related to the field, case presentations, and agency analyses by students, demonstration of research techniques and time for informal sharing and support, all of which positively impact student learning outcomes. The student will:
   a. Be present for each weekly seminar in its entirety and participate fully by communicating integration of classroom and field to Faculty Liaison and classmates;
b. Come prepared to share difficulties and successes in the field;
c. Successfully complete required reading, writing assignments, and projects as listed in the course syllabus;
d. Contribute to seminar discussion in a concise, clear, and constructive manner through appropriate oral contributions using critical thinking skills;
e. Provide thoughtful feedback to classmates and instructor by demonstrating respect for diversity within the class, in verbal and non-verbal interactions;
f. Demonstrate a developing awareness of self as a professional social worker by exploring and evaluating personal values, beliefs, attitudes, and competencies with the help of peers and faculty;
g. Demonstrate the ability to engage, assess, intervene and evaluate practicum situations while seeking feedback from colleagues (classmates, peers) and teachers when the practicum presents problems to solve; and
h. Demonstrate the ability to appropriately respect confidentiality of agency and client situations.
Field Practicum: Criteria for Selection, Responsibilities, and Guidelines

Field Education Program Criteria for Students

A field practicum opportunity is a privilege not a right. The Ferrum College Social Work Field Education Program has specific criteria that a student must adhere to in order to be considered eligible for the senior field practicum. The following requirements must be completed before the Field Practicum may begin. The social work major student must:

a. maintain a 2.2 GPA or higher (overall and within the social work major);
b. have completed all prerequisite social work major required courses with a minimum grade of “C”;
c. complete a Field Practicum Application and Interest Survey for the SWK 489/499 Field Practicums;
d. have completed a Criminal Background and DMV check (not have any disqualifying factors)
e. complete any additional individual agency requirements (such as Drug Test, TB Test, etc.)
f. sign and adhere to the Student Behavior Code of Conduct Pledge which includes abiding by the NASW Code of Ethics;
g. sign and adhere to the BSW Student Handbook Agreement; and
h. be in “good standing” based on academic standards as well as the Community Standards of Conduct as stated in the Ferrum College Student Handbook.

Students who do not meet these minimum standards are not eligible to participate in the Social Work Field Practicum.

When an Agency and Field Instructor make the serious time commitment to instruct and provide learning opportunities for a student, we expect a high degree of responsible behavior from the student. Client consumers of services are often suffering from various life problems and a student does not have the right to make the clients’ lives worse or become a burden to the community agency.

Coursework, advising, speakers, class and field experience all continuously emphasize the holistic nature of the social work field and the value in diverse experiences that students are able to have along with their two semester agency client experiences. Students need to understand that in social work practice one rarely gets to work only with one particular type of client or problem and that they may be placed in a setting not of their first choice. It is crucial for students to broaden their exposure to different client systems and varying agency structures or approaches in order to deepen their knowledge and skill base. This process also tends to help students move past some of their own discomfort with the unknown.
Field Practicum Student Assignment Process and Orientation

While the Field Coordinator reviews the completed Application to Field and meets with each student prior to placement, the final decision to place a senior student in a specific field practicum agency is a process that includes several stages.

In the spring, preceding a student’s senior year, students take SWK 397 Professional Seminar II in which they update their resume and engage in mock interviews. Eligible students complete the Social Work Field Practicum Application and Interest Survey. Students then attend a campus Human Services Career Fair to expose them to a variety of agency representatives. This is followed up by the Field Coordinator meeting with each individual student to discuss specific field options, follow-up agency interviews, final field agency assignment, and later orientation.

Early in the Spring Semester all junior level students who will be eligible for senior field practicum the following academic year are required to attend the campus based Human Services Career Fair (HSCF) put on by the Social Work Program, Criminal Justice Program, and the Ferrum College Office of Career Services. The purpose of the Human Services Career Fair is to introduce students to local agencies in Franklin County, Martinsville/Henry County, Roanoke City and County, and some other areas of the state. Each student is expected to bring a copy of an updated resume as this serves as an opportunity for initial interviews with potential field placements.

Once the student has met with some agency representatives, the Field Coordinator holds individual appointments to discuss the student’s goals for field and to match up potential sites. The Field Coordinator speaks candidly with the student to consider a field placement of interest but also one which will help broaden the student’s growth and exposure to diverse clientele and services. Once a tentative plan has been determined, the Field Coordinator contacts the agency on behalf of the Social Work Program and only then does the student set up a formal interview. After the student reports a completed interview, the Field Coordinator follows up with the agency to see if the student is accepted. Any additional agency requirements are reviewed with the student and s/he is expected to get whatever needs to be done completed before the next Fall Semester begins.

Prior to the first day of classes in the Fall, the Field Coordinator meets with all seniors to review the paperwork and forms for the field, reminders of basic field polices are discussed, and student safety guidelines are covered (all items are here in the Field Practicum Manual which is available online on the Social Work Program’s website). The campus police chief covers basic safety during home visits, as well as what to look for related to drugs in people’s homes.

A few days later in the first week of the Fall Semester a Field Orientation for Field Instructors and their matched field students is conducted in Rocky Mount, the county seat where many agencies are located. The orientation is held either in a conference room in one of the agencies or at a local public adult education center in the center of town and the Social Work Program provides lunch or snacks. The site location is to maximize the attendance of field instructors and lets the students meet all of the community agency
field instructors. The primary focus of this orientation is to discuss the Field Performance Plan and Evaluation tool through use of a PowerPoint, providing some examples for assisting field instructors to plan activities to support students to meet all of the CSWE Competencies and Practice Behaviors. Field Instructors and students are given time to work on the initial Field Performance Plan (which is in lieu of the old Learning Contract) with the Field Coordinator and Program Coordinator available for consultation. In addition, discussion is held regarding some of the concurrent courses students will be taking, especially in the Fall Semester, and possible course/field project ideas such as joint agency/student research projects. The faculty member who teaches the research course attends to facilitate some of this discussion.

Field Practicum Opportunities

The Ferrum College Social Work Program is very proud of its positive reputation in the community for preparing responsible, ethical, hard-working interns who recognize their important responsibilities to provide service to client consumers and to diverse constituents. Field practicum agencies strive to provide opportunities for students to gain experience within a range of intervention practice levels including micro, mezzo and macro.

Examples of field practicum settings used by Ferrum College include Department of Social Services, school systems, child advocacy and court appointed special advocate programs, health and rehabilitation centers, hospices, mental health and substance abuse services (both public and private community based as well as in-patient treatment), equine therapy, LGBT services/diversity centers to name a few. (See a comprehensive list of Field Practicum Agencies including contact information and mission statements in Appendix: Section 2).

A student might assist with intake phone calls at Department of Social Services and work to obtain resources to meet client needs; help prepare a report to be submitted at a Juvenile and Family Court hearing on a child abuse or neglect custody case; interview a new member for a substance abuse group and help facilitate a group session; function within the public school system to meet the basic needs of students which might include helping to facilitate a group for children of divorce or those needing to work on anger management; help a family member cope with grief after the loss of a loved one in hospice; or participate in a community family assessment planning team (FAPT) meeting to advocate for a child or family to gain access to needed resources. In rare circumstances, if needed, a student may gain a specific experience through an additional agency beyond his or her primary placement.
Criteria for Selection of Field Practicum Agencies

1. The agency’s philosophy, goals, programs, and policies are compatible with professional social work standards.
2. The agency’s board, administrator, and staff are committed to the Ferrum College Social Work Program, and its goals and objectives are viewed as important to the agency.
3. The agency is in good standing in the community and is in compliance with local, state, and/or federal standards of operation.
4. The agency administrator and staff are willing to cooperate with the College in planning for supervision and evaluation of placed students.
5. The agency is located within a reasonable distance from the College (50 miles).

Responsibilities of Agency Practicum Sites

The agency is responsible for providing an environment in which the student may learn about her/himself, the client population served, the role of the agency in a particular social services network, and the profession of social work. This will include offering tasks that contribute to learning, assigning supervision that includes weekly meetings, maintaining contact with the Field Liaison, and participating in evaluation of the student’s experience. The agency shall:

1. Complete required paperwork agreements for the Ferrum College Social Work Program;
2. Agree with intended learning outcomes for the practicum and be willing to assign tasks that will help the student fulfill the outcomes/competencies and practice behaviors;
3. Appoint a Field Instructor who:
   a) possesses an MSW or BSW degree from a CSWE accredited program;
   b) has a minimum of three years of social work experience;
   c) is not under sanction by licensing agency; and
   d) has a commitment to direct the learning of a student;
   Note: If a Field Instructor does not possess the MSW or BSW degree, she/he will work closely with the Field Liaison to ensure a social work practice perspective.
4. Designate space to be used by the student that is appropriate for the task assigned (e.g. private for interviewing) with appropriate equipment (telephone, computer); and
5. Notify the Social Work Program Field Coordinator of any disciplinary actions related to the agency field instructor that could impact the student’s learning experience in the practicum.
Responsibilities of the Field Instructor

1. Complete Field Practicum Agency and Field Instructor Information form;
2. Attend Ferrum College Social Work Field Orientation and meetings scheduled with the Field Liaison to become acquainted with the Social Work Program and student supervision;
3. Provide an agency orientation to the student, including its history, mission and purpose, funding sources, administrative and staff organization, and personnel policies and practices – telephone and computer practices, meetings, forms, insurance and liability policies, dress code, etc.;
4. Develop (with student input) the Field Performance Plan and Evaluation (FPPE) (consistent with CSWE Competencies and Practice Behaviors) by establishing expectations and goals of the student while in the agency;
5. Review the FPPE frequently and work with the student on revisions in the plan or agency assignments as necessary;
6. Meet with student at least once weekly, (in case of an emergency reschedule the weekly supervision meeting) to discuss the:
   a. Weekly Reflection and Time Usage information
   b. integration of experience with class work
   c. assignments and readings used in methods courses to assist the students in application of theory with practice and
   d. interactions with client/staff.
7. Notify the Field Coordinator immediately of irregularities in student’s performance (e.g. frequent absence or tardiness, resistant, negative, or apathetic attitudes, any inappropriate professional behavior); and
8. Be willing and able to evaluate the student’s performance regarding the field experience in a timely fashion using the Field Performance Plan and Evaluation Form (FPPE), meeting with the student and Field Liaison at mid-term and final.

Responsibilities of the Faculty Field Coordinator/Field Liaison

1. Recruit agencies to provide practicums and inform students of the possibilities;
2. Provide Field Instructor orientation and recognition for their efforts with CEU’s offered by NASW-VA.
3. Prepare the students for the field practicum, including reviewing their responsibilities to the agency, the Program, the profession and themselves;
4. Arrange for Ferrum College Police Department to speak at orientation to advise students on safety related to home visits and travel.
5. Provide a weekly integrative seminar;
6. Offer supervisory assistance through individual conferences, field visits, or telephone contacts as needed to trouble-shoot emergencies and unusual occurrences;
7. Conduct a minimum of two site visits (midterm and final evaluation) during the semester with student and instructor to review student learning objectives and student progress at agency; and
8. Assign the student’s grade with input from the Field Instructor.
Responsibilities of Field Practicum Student

1. Fulfill hours as scheduled, notifying the Field Instructor and the Field Liaison of absences, illness and car trouble immediately;
2. Bring enthusiasm and curiosity to the learning situation;
3. Respect client and agency confidentiality;
4. Work with Field Instructor to develop and revise as needed the FPPE;
5. Make increasing efforts throughout the semester to contribute to the agency’s work, look for what needs to be done, take initiative to ask for guidance when applicable, and work independently when appropriate, following guidelines and supervision;
6. Follow agency practice regarding all policies: dress code, attendance at meetings, maintaining agency records, cell phone usage, texting, checking personal email and Facebook, etc.;
7. Demonstrate appropriate professional social work skills necessary to work in the agency to engage, assess, intervene and evaluate clients which include:
   - appropriate use of the telephone and computer system, as well as their information and referral network;
   - professional preparation of written documents;
   - professional interviews and client interaction;
   - participate in staff meetings, conferences, etc.
8. Gather information about the agency’s services, programs, client group and related community systems by reading publications, historical materials, and case records;
9. Seek ongoing feedback from Field Instructor, prepare WRTU for weekly supervisory conferences, frequently assess own strengths and weaknesses, and initiate change where needed; share relevant materials from integrative seminar;
10. Notify Field Liaison as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between student and Field Instructor;
11. Accumulate self-knowledge that enables her/him to assess individual suitability for the social work profession and for particular areas within that profession by:
   - Assessing her/his strengths and limitations,
   - Accepting constructive criticism, and
   - Attempting to change or minimize limitations;
12. Make a consistent effort toward “purposeful use of self,” integrating theory and practice;
13. Complete the evaluation process, including meetings with Field Instructor and Field Liaison on-site and a written evaluation of the field practicum;
14. Conduct her/himself in accordance with the NASW Code of Ethics and the Code of Ethics for the Virginia Board of Social Work; and
15. Review, sign and abide by the Ferrum College BSW Field Practicum Manual and NASW Code of Ethics Agreement.
Guidelines for Students and Agency Field Instructors: Hours, Absences, Professionalism

A. Hours
1. Students are expected to keep an on-going record of hours given in the Field Practicum. These hours must be verified by the agency Field Instructors weekly. A minimum total of 75 hours must be completed in the Fall Semester and 400 hours for Spring Semester in order to receive course credit. These hours are the absolute minimum. (See Time Sheet in Appendix)
2. Students should not be expected to be at their field sites during the days of Fall or Spring break but will need to make arrangements for making up any hours needed during this time with approval from Field Supervisor and Field Liaison.
3. Practicum hours should be completed by the last day of class in the Fall or Spring semester.

B. Absences
1. If illness, inclement weather, or transportation difficulties should arise, the student must call the Field Instructor and the Field Liaison immediately. The student should then make arrangements with the Field Instructor to make up hours missed. This should be a rare circumstance.
2. Excessive absences or non-reported absences will affect the student’s grade and may result in a “failing” grade.

C. Professionalism
1. It is expected that students will be open and receptive to learning at all times.
2. Students are to behave, dress, and communicate in a manner that reflects positively of Ferrum College, the agency, the social work program, and themselves at all times.
3. Students are to honor and abide by the NASW Code of Ethics and the Ferrum College Community Standards of Conduct as stated in the Student Handbook.
Guidelines for Change or Termination of Field Practicum and Student Status Review Policy

To maintain the integrity of the Social Work Program and to graduate quality social work practitioners there may be circumstances which warrant a change or termination of a student’s field practicum. This issue may fall under the broader Student Status Review Policy guidelines which are partially addressed below regarding field practicum and more fully addressed in the Social Work Student Handbook 2016-2017 (available at the Ferrum College Social Work Program website). Any of the three participating parties (Student, Field Instructor/Agency, or Faculty Liaison) may initiate such a review.

Initiated by Student:
A student may initiate a review based on concerns regarding the specific field practicum. If a student experiences any kind of difficulty with the field experience, the following procedures are to be followed:

a. The student should discuss the problem with the agency Field Instructor.
b. If this discussion fails to solve the problem, the concerns should be brought to the attention of the Faculty Liaison who will discuss the situation with the Field Instructor and/or the Agency Executive.
c. After deliberation by all parties it is hoped that the concerns can be addressed and the field practicum will continue.
d. If the student’s concerns cannot be resolved, and have been validated by the Social Work Field Coordinator (in consultation with all parties) to not be the fault of the student, then the Field Coordinator will work with the agency to appropriately end the placement and if at all possible the student will be moved to a new practicum agency.

Initiated by Field Instructor/Agency or Faculty Liaison:
A Student Status Review may be initiated by the Field Instructor/Agency or Faculty Liaison due to concerns as to whether a specific agency is able to fulfill the learning needs of a student and in such cases the above procedures should be followed to address those concerns.

A Student Status Review is especially important when concerns exist regarding a student’s unacceptable performance or behavior (academic, professional, or violation of the NASW Code of Ethics or campus community standards as defined in the Ferrum College Student Handbook). This review process may ultimately lead to a change in the student’s field practicum or more likely the student’s termination from the field practicum and potentially termination from the Social Work Program.

Examples of unacceptable student performance include but are not limited to:

- Inability to adapt to the practice context of the agency and/or the community
- Failure to adhere to practicum agency policies or professional standards
- Chronic absence, lack of punctuality and/or failure to notify the Field Instructor and Field Coordinator of a planned or unplanned absence
- Unethical behavior related to such issues as appropriate boundaries, confidentiality, respect for self-determination of the client or other serious breaches of the NASW Code of Ethics
- Hostile or resistant attitude toward learning or supervision
- Inability to carry out assignments in the field in a satisfactory manner
• Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning (NASW Code 4.05)
• Lack of respect toward clients related to issues of age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation
• Substance abuse
• Felony conviction

The following steps should be taken related to a request for termination of a field placement due to any of the above concerns: (Note: some extreme cases may warrant immediate termination)

If Field Instructor/Agency or Faculty Field Liaison is concerned with a student’s performance or behaviors the procedures are as follows:

a. The Field Instructor/Agency Director or the Faculty Liaison should immediately bring the issue to the student’s attention and clarify the agency’s expectations.
b. If the student’s performance does not adequately improve after following the above procedure, the agency should immediately contact the Faculty Liaison or Field Coordinator who will discuss the situation with the student and consult the agency executive. A remediation contract may be developed or termination may be considered.
c. If a satisfactory solution cannot be achieved the student may be removed from the agency or may be allowed to withdraw. The agency and Field Coordinator will work out a mutual understanding in writing as to the reasons for termination and how termination should be accomplished with a copy given to the student. If appropriate for clients/agency, the student may be allowed some time for closure.
d. In such circumstances the Field Coordinator will also send a copy of the written account of reasons for termination to the Social Work Program Coordinator and the Dean of the School of Social Sciences and Professional Studies. A copy will also be recorded in the student’s departmental file.

**Appeal:** Termination by a specific agency cannot be appealed since the Social Work Program has no authority over external agencies.

c. If the Field Coordinator, in consultation with the Social Work Program Coordinator, ultimately determines the student is found to be inappropriate for any field practicum, depending on the circumstances of the student’s behavior and timing within the semester, the student may receive a WP, WF or F. The student’s behavior will also determine if the student is removed completely from the Social Work Program.

**APPEAL:** If a student is terminated from the field practicum, s/he may petition to continue in the Social Work Program and repeat the practicum by submitting the request in writing within 5 business days to the Field Coordinator who will forward the request to the Program Coordinator. The student petition must directly address issues outlined in the termination notification.

1) Such request for continuation will be determined by the Program Coordinator in consultation with at least two Social Work Program Advisory members. If accepted, the student will be notified within 5 business days with specific remedial terms and deadlines for continuation.
2) If the above appeal is denied the student may (within business 5 days) make a **final appeal** in writing to the Dean of the School of Social Sciences and Professional Studies who will notify the student of the decision.
The Field Performance Plan and Evaluation (FPPE)

The Field Instructor, with input from the student, will use the **Field Performance Plan and Evaluation form** (FPPE) to plan agency task activities to be used as the evaluative measures of the student’s ability to reach the nine CSWE Competencies and 31 Practice Behaviors (see Appendix: Section 1), taking into account the knowledge, behaviors, values, skills, and cognitive/affective processes expected of the social work profession. The FPPE form for an individual student must be developed and approved by the Faculty Liaison no later than week two of the Fall Semester. This FPPE should be used to assess progress at weekly supervision meetings, and ultimately serves as the midterm evaluation form and final evaluation form. The FPPE is taking the place of the Learning Contract that had been used previously. You will notice on the FPPE that all of the CSWE Competencies and 31 Practice Behaviors are listed singularly. The FPPE is used as the planning tool as well as the evaluation tool for both the Fall and Spring Semesters. It is the Field Instructor’s responsibility to specify an agency task and method of evaluation for each item, with a planned date followed by a date of completion and a rating.

The FPPE is an essential tool for approaching the field practicum. The Social Work program uses the FPPE:

1. To facilitate a practice centered and diversified learning experience for the student that fits within the overall goals and programs of the agency.
2. To give the student an opportunity to participate in the planning of the field practicum.
3. To ensure that the student understands the agency’s expectations.
4. To identify criteria for evaluating practice behaviors.

The FPPE is a fluid document and can be changed or adapted at any time during the two semesters as the student’s learning progresses or the agency’s needs change. For example, the Field Instructor might link conducting intake and client follow-up with several of the Practice Behaviors listed in Competencies 6–9 which address working with individuals, families, groups, organizations and communities through engagement, assessment, intervention, and evaluation.

**Supervision: Weekly Reflection and Time Usage (WRTU)**

Supervision must take place on a weekly basis. Students may participate in group supervision if available but at least half of their supervision should include individual time between the Field Instructor and the Student Intern. In addition to reviewing the FPPE, students should be prepared for supervision with questions or concerns that reflect the specific field practicum setting or the social work profession. Students should relate field practicum experiences back to classroom learning. Students will use the **Weekly Reflection and Time Usage (WRTU)** form that will be uploaded on to our BrightSpace class management system (also see Appendix: Section 2). This form is to cover the previous week and typically will be due on Sunday evenings before 8:00 p.m. in the designated dropbox online.
Criminal Background Checks, DMV Checks, and Health Requirements

The majority of social work related agencies are required by law or agency policy to conduct criminal background checks and health tests (proof of up to date vaccinations and TB screenings) on employees and usually on volunteers as well as student interns. Social work education programs, agencies and students have a duty to protect client consumers of services as well as the public and community at large. Agencies have the option to run criminal background checks, DMV checks, and other health related screenings (TB and drug screens). If at any time there is an issue the Field Instructor will notify the Faculty Coordinator immediately. Criminal Background and DMV checks are only administered by the Ferrum College Social Work Program when students are first admitted to the program. Any subsequent checks or screenings are to be done by agency.

Drug Free Workplace

In compliance with the Federal Drug-Free Workplace Act of 1988, Ferrum College and the Social Work Program will abide by the following statement: The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is strictly prohibited on the Ferrum College campus and any violation of this policy may include but is not limited to the following: 1) Termination 2) Suspension 3) Notification of law enforcement officials, and 4) Referral to professional counselors/rehabilitation programs. For detailed information on controlled substances, their uses and effects, federal trafficking penalties, see the Criminal Code of Virginia’s Classification of Offenses and Legal Classifications of Drugs.

Consistent with the above statement, the Ferrum College Social Work Field Practicum Program also includes the following policies:

--At no time is it acceptable for a student to use or abuse alcohol or drugs while in the field placement, or during school/practicum related activities. This includes, for example, a student of legal age having an alcoholic drink on a lunch break. Also, most agencies are smoke free environments and a student must follow agency policy at all times, including while in an agency vehicle or at a client’s home.

--Any student who is suspected of the use of illegal alcohol or use/abuse of substances, or whose professional behavior (during the field practicum or school/practicum related activities) is negatively impacted by such usage, may receive a failing grade and may be terminated from the agency field practicum and the social work program.

Employment Based Field Practicum Policy

Any student currently employed in a human services agency who desires to complete the requirements for either Field Practicum in the same agency must meet with the Social Work Field Coordinator to discuss the CSWE stipulations about employment based field practicum. Generally students are strongly encouraged to complete their field practicum in a completely new agency environment in order to maximize learning. At no time is a student allowed to complete a practicum under the same supervisor and in the same agency unit in which he or she is employed. If a student is approved for a field practicum in his or her employment agency the student must
have completely new responsibilities and a new supervisor for all practicum related hours and responsibilities. Any such arrangement must be approved by the Social Work Field Coordinator, employment supervisor, agency director and Field Instructor with a thorough understanding of the Social Work Program policies.

**Informed Consent**

The Social Work program promotes personal and professional growth of students who will become competent and ethical practitioners. Sometimes it is necessary to share relevant background information that could impact the student’s performance. Information may be shared with the Field Instructor once the student has completed a release of information.

**Insurance Coverage Policies**

Some students may be responsible for providing a car for use in field and may need to carry additional liability auto insurance. Some agencies require that students carry malpractice insurance coverage. For information regarding liability insurance for students, please contact the Field Coordinator. Students may have some insurance coverage provided by the field agency. However, this varies from agency to agency. Interested students should discuss this with their Field Instructor. The student should not make any assumptions. All students enrolled in social work field practicums are covered by a Ferrum College sponsored liability policy. In addition students may choose to purchase the N.A.S.W. member coverage which is available to all students for an annual premium. Students are strongly encouraged to carry health insurance.

**Non-Discrimination Policy**

“Ferrum College does not discriminate on the basis of race, religion, color, national origin, age, veteran status, gender, sex, disability, or any other protected status in admission to, access to, treatment in or employment in its programs and activities. Ferrum College affirms the dignity and worth of every individual regardless of sexual orientation or gender identity and will not tolerate harassment or discrimination toward any individual“(*College Catalog, 2016-17, P. 1*).

**Transportation Policy**

Students in the Social Work program at Ferrum College are responsible for their transportation to and from the agency, trainings and other activities that are associated with the field practicum. If students are carpooling it is the responsibility of all students involved to get to agency in a timely fashion; being late due to your ride being late is unacceptable. Times need to be determined before the practicum begins. Any student who regularly relies on another student for transportation to a practicum site should plan to assist the transporting student with gas costs. At no time should students transport clients in their personal vehicle.
APPENDIX

Section 1: Agency Field Practicum and Field Instructor Forms
Social Work Field Practicum Agreement

Between Ferrum College

and

__________________________
(Agency)

__________________________
(Address)

__________________________
(City, state, zip code)

By signing this agreement, both the school and the agency commit themselves to cooperative efforts, as described below, in the provision of Field Instruction to students of the school.

The Agency Agrees to:

1. Interview a prospective field student and if practicum is established to enter into a mutual agreement.

2. Consider the student for practicum without respect to race, gender, ethnicity, age, religion, sexual orientation or disability.

3. Provide the Field Instructor with adequate time to carry out the responsibilities listed below.

4. Advise the Faculty Liaison of service changes within the agency.

5. Provide necessary workspace, resources, and equipment for responsibilities assigned to student.

6. Notify the student of the mileage reimbursement policies for field assignments that take the student outside the agency. If the agency policies do not permit this, the student is informed of this before the field assignment is accepted.

7. Prepare the student in whatever way necessary to maximize safety in the learning environment, including in the agency, in the community, and with the client population(s) served.
8. Designate a Field Instructor who has the major responsibility for structuring the student’s learning experiences. The instructor must:

A. Review the background of the student assigned to the agency.
B. Assess with the student the Field Practicum Performance Plan (FPPE) and any areas of special interest.
C. Negotiate a FPPE with the student at the beginning of the practicum and assist the student in acquiring appropriate opportunities to maximize the student’s professional growth.
D. Orient the student to the agency—it’s goals, programs and practices.
E. Help the student integrate theoretical knowledge, social work skills, and values with the present field experience.
F. Hold regularly scheduled supervision conferences with the student (on a weekly basis); provide ongoing constructive feedback to examine strengths and weaknesses, and be available to the student for informal conferences.
G. Prepare and discuss with the student and Faculty Liaison a completed evaluation of the student’s performance during site visits at mid-term and the end of the practicum.

The Ferrum College Social Work Program Agrees to:

1. Choose the field instruction sites.
2. Assign a social work faculty member as Faculty Liaison to coordinate the Ferrum Program. The Faculty Liaison must:

A. Recruit agency practicum settings.
B. Provide an opportunity for the student to participate in the planning of his/her field practicum and give the student information about the agency, its services, and educational opportunities.
C. Assign the student to a specific agency.
D. Act as a liaison between the social work program and the affiliated field agencies.
E. Conduct a minimum of two site visits per semester to facilitate the exchange of information about the practicum, and communicate regarding the student’s learning experience.
F. Assign the student a grade
G. Provide consultation to the Agency Executive, Field Instructors, and other appropriate staff in the development of its field instruction program.
SWK Field Course: ___SWK 299   ___SWK 489   ___SWK 499

Student Background Information:
Student Name: _______________________________________________________________
First                                                  Middle                                   Last
Cell Ph. ___________________          Email: _________________________________
Student ID#: ____________       Classification: ___ Sophomore ___ Junior ___ Senior
Address while in Field Practicum: __________________________________________________
(specify home or campus dorm/apt)

Student Personal Emergency Contact:
Name: _______________________Phone: ___________________ Relationship: _____________
Email: ________________________________
Home Address: _______________________________________________________________
Specify any critical health issues and emergency medical contact if needed:
_____________________________________________________________________________
_____________________________________________________________________________

Agency Field Placement Information:
Agency Field Placement: ______________________________Agency Main Ph. __________
Agency Address:_______________________________________________________________
Agency Director: _________________________________  Email: ______________________
Primary Agency Unit Assignment: _____________________________________
Agency Field Instructor: _____________________________Title: ______________________
Office Ph. _____________ and/or Cell Ph. ________________ Email: __________________

Ferrum College Faculty Field Liaison Information:
Faculty Name: ____________________________ Position Title: ______________________
Faculty Office Ph.: _______________________ Faculty Cell Phone: ___________________
Faculty Email: ______________________________
Ferrum College Social Work Program
Student Confidentiality Agreement         Form B

The Ferrum College Social Work Program stresses the importance of protecting the rights and privacy of clients and their families. The practice of maintaining the client confidentiality of verbal information and written records is in accordance with one of the primary principles of professional social work practice.

Field practicum is a highlight of the Social Work Program and students are expected to share their on-the-job work experiences with other students and faculty to maximize learning and relate practice with theory. The identity of clients is protected by withholding names and other information that may by revealing of personal identity. Students are expected to abide by the confidentiality guidelines in the weekly seminar as well as outside the classroom.

I agree to respect the confidentiality of my peers in seminar, clients and those of this agency. If agency policy necessitates further clarification of confidentiality, I ______________________, by signature agree to adhere to agency expectations.

Conflict Of Interest Agreement         Form C

I, by signature agree to and/or verify the following:

That I have read and understand the following Conflict of Interest Statement: “A conflict of interest is any condition which might lead to competing loyalties of conflict in the performance and/or evaluation of a student during practicum. Prior relationships with supervisors, relatives of close friends MAY constitute a conflict of interest.” It is my responsibility to inform the Coordinator of Field Education and the Agency Field Instructor if such a conflict(s) exists.

Student Signature: ________________________________ Date: ________________
I intend to become a participant in a field practicum sponsored by the Ferrum College Social Work Program. In signing this document, I recognize that Ferrum College would not allow my participation in this program unless I acknowledge that I voluntarily participate in this program and fully recognize and assume the existence of the risks that exist in the program. In consideration for my participation in this field practicum, I hereby covenant and agree that Ferrum College, and (the field agency), its employees, offices, volunteers or independent contractors, (hereafter “the agency”), shall not be liable for any damages arising from personal injuries or damage to property which I may sustain in any way in, on, or about the premises of the field practicum or anywhere else where the activities may occur before, after, or during the practicum activity in which I am participating. I will assume full responsibility for any injuries or damages and do hereby fully and forever release and discharge Ferrum College and the agency from any and all claims, demands, damages, rights or action or causes of action present or future, whether the same be known, anticipated or unanticipated resulting from or arising out of these activities. While participating in any part of this practicum, including but not limited to coming from and going to the practicum site, I will conduct myself in accordance with the rules and regulations established in the Social Work Field Instruction Manual, the specific policies regarding services to clients, and specific instructions given to me by persons placed in charge of the field instruction program (both the Field Instructor and the Faculty Liaison). In the event that my action should result in injuries to person or property and a claim is made against the social work program or the agency, I will hold harmless, defend and indemnify Ferrum College and the agency against any claim, demand, damage, right of action or cause of action present or future, whether the same be known, anticipated or unanticipated resulting from my actions.

Students acknowledge and assume the existence of risk that potentially exists in the social work program. Ferrum College, the social work program, nor the field agency will be held liable for any damages arising from personal injury or damage to property sustained on the way to the field agency, while performing the duties required by the agency, or in return from the field practicum.

**Student Liability Waiver**

Students acknowledge and assume the existence of risk that potentially exists in the social work program. Ferrum College, the social work program, nor the field agency will be held liable for any damages arising from personal injury or damage to property sustained on the way to the field agency, while performing the duties required by the field agency, or in return from the field practicum.

Student Signature: _________________________________     Date: ________________
Field Liaison: ______________________________________   Date: ________________
Agency Director: ___________________________________   Date: ________________
Field Instructor: ____________________________________   Date: ________________
CSWE accreditation standards require that a Bachelor in Social Work curriculum prepare its graduates for generalist practice through mastery of a set of 9 Competencies and include 31 measurable Practice Behaviors that are comprised of knowledge, values, and skills. Social Work students delineate the educational goals and objectives of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of a student’s preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in students’ knowledge, value and skill performance, and the program’s curriculum expectations. In a general way, these competencies and the practice standards operationalize the educational objectives for students, faculty and administration and provide a common set of definitions to gauge performance behavior.

Field Performance Plan should be completed by Student and Field Instructor by second week of Practicum. Complete this form for the Social Work Midterm and Final Evaluation faculty visits. Please score the student’s field performance; utilizing the rubric, in relation to how they have completed the agreed upon tasks/assignments. Space has been provided for feedback on areas of strengths and needed improvement within each of the competency areas.

Please use the following Performance Ratings:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable (never or rarely meets criteria)</td>
<td>Needs Improvement (meets criteria inconsistently)</td>
<td>Satisfactory (meets criteria most of the time)</td>
<td>Very Good (consistently meets criteria)</td>
<td>Outstanding (consistently exceeds criteria)</td>
<td>Not Applicable OR No Significant Opportunity to apply skill</td>
</tr>
</tbody>
</table>

We, the following, agree to this Field Practicum Performance Plan and will document any agreed upon changes in the Addendum:

Student Signature: ________________________________ Date: __________________

Field Instructor Signature: ________________________ Date: __________________

Field Liaison Signature: __________________________ Date: __________________
**Competency 1. Identify as a professional social worker and conduct oneself accordingly**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social Workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) use technology ethically and appropriately to facilitate practice outcomes;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) use supervision and consultation to guide professional judgment and behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:** 1: Unacceptable  2: Needs Improvement  3: Satisfactory  4: Very Good  5: Outstanding  Z: Not applicable or no opportunity

Midterm Evaluation Comments:

Final Evaluation Comments:
**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratings: 1: Unacceptable  2: Needs Improvement  3: Satisfactory  4: Very Good  5: Outstanding  Z: Not applicable or no opportunity

Midterm Evaluation Comments:

Final Evaluation Comments:
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) engage in practices that advance social, economic, and environmental justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:**
1: Unacceptable  
2: Needs Improvement  
3: Satisfactory  
4: Very Good  
5: Outstanding  
Z: Not applicable or no opportunity

Midterm Evaluation Comments:

Final Evaluation Comments
## Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Complete Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> use practice experience and theory to inform scientific inquiry and research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c)</strong> use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:** 1: Unacceptable  2: Needs Improvement  3: Satisfactory  4: Very Good  5: Outstanding  Z: Not applicable or no opportunity

**Midterm Evaluation Comments:**

**Final Evaluation Comments:**
Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

<table>
<thead>
<tr>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midter</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratings: 1: Unacceptable  2: Needs Improvement  3: Satisfactory  4: Very Good  5: Outstanding  Z: Not applicable or no opportunity

Midterm Evaluation Comments:

Final Evaluation Comments:
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratings: 1: Unacceptable 2: Needs Improvement 3: Satisfactory 4: Very Good 5: Outstanding Z: Not applicable or no opportunity

Midterm Evaluation Comments:

Final Evaluation Comments:
**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:** 1: Unacceptable    2: Needs Improvement    3: Satisfactory    4: Very Good    5: Outstanding    Z: Not applicable or no opportunity

**Midterm Evaluation Comments:**

**Final Evaluation Comments:**
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ratings:  1: Unacceptable    2: Needs Improvement    3: Satisfactory    4: Very Good    5: Outstanding    Z: Not applicable or no opportunity

Midterm Evaluation Comments:

Final Evaluation Comments:
**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Agency Task</th>
<th>Method of Evaluation</th>
<th>Projected Date</th>
<th>Completed Date</th>
<th>Score Midterm</th>
<th>Score Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> select and use appropriate methods for evaluation of outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>b)</strong> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c)</strong> critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d)</strong> apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratings:** 1: Unacceptable  2: Needs Improvement  3: Satisfactory  4: Very Good  5: Outstanding  Z: Not applicable or no opportunity

**Midterm Evaluation Comments:**

**Final Evaluation Comments:**
Ferrum College Social Work Program Field Performance Plan and Evaluation

Midterm Evaluation Completed and Reviewed:

Field Instructor Signature: ________________________  Date ____________

Comments: ____________________________________________________________________________

Student Signature: ________________________________  Date ____________

_____ I agree with this evaluation of my field performance

Comments: ____________________________________________________________________________

_____ I do not agree with this evaluation of my field performance due to ____________________________

Faculty Liaison Signature: ________________________  Date ____________

_____________________________________________________________________________________

Final Evaluation Completed and Reviewed:

Field Instructor Signature: ________________________  Date ____________

Comments: ____________________________________________________________________________

Student Signature: ________________________________  Date ____________

_____ I agree with this evaluation of my field performance

Comments: ____________________________________________________________________________

_____ I do not agree with this evaluation of my field performance due to ____________________________

Faculty Liaison Signature: ________________________  Date ____________

Comments:
Type and attach detailed answers to the following questions.

1. **Structure of Agency**
   a. Describe your first interaction with the agency and your Field Instructor.
   b. Were you provided a helpful orientation to the agency? Did it cover:
      1) Personal safety?
      2) Confidentiality?
      3) Basic agency policies?
   c. Please provide comments to clarify what parts of the orientation were helpful. Please make suggestions for improvement to orientation.
   d. Did your agency provide an appropriate setting for learning to take place? Were you provided:
      1) Appropriate space to work?
      2) Access to a phone for work related calls?
      3) Computer access for work tasks?

2. **Learning Opportunities**
   a. Did your Field Instructor assist you in designing your FPPE?
   b. Describe your learning opportunities/experiences? List specific skills you gained.
   c. Were you informed in advance what your opportunities would be?
   d. Were you allowed to participate in planning activities?
   e. Did your Field Instructor appear to understand the Ferrum College Social Work Program requirements?
   f. Did you observe or work with other social workers in the agency or elsewhere?

3. **Agency supervision:**
   a. Did your Field Instructor establish a weekly supervisory session time with you? Did the weekly sessions occur regularly? If there was a conflict, was the time made up or did a substitute supervisor meet with you?
   b. Was your supervisor accessible when needed? If not, did you know who to turn to for assistance?
   c. Did you feel comfortable asking questions?
   d. Were you given constructive feedback regarding your performance?
Type and attach detailed answers to the following questions.

1. **Structure of Agency**
   Review your midterm evaluation and discuss any additions or changes which may have occurred regarding your answers in this section.

2. **Learning Opportunities**
   a. Did you and your Field Instructor make any changes to your FPPE?
   b. Describe your most meaningful learning opportunities/experiences since midterm? List specific skills you gained since midterm.
   c. Were you informed in advance what your opportunities would be?
   d. Were you allowed to participate in planning activities?
   e. Did you observe or work with other social workers in the agency or interact with other community organizations or services? With multidisciplinary groups?
   f. Describe your opportunities to work with diverse populations.
   g. Describe your opportunities to promote social and economic justice.
   h. Describe your opportunities to read and assist with research to support evidence-based practice.

3. **Agency supervision**
   a. Did your Field Instructor follow through with the weekly sessions regularly? If there was a conflict, was the time made up or did a substitute supervisor meet with you?
   b. Was your supervisor accessible when needed? If not, did you know who to turn to for help?
   c. Did you feel comfortable asking questions?
   d. Were you given constructive feedback regarding your performance?
   e. Discuss any changes which occurred in your relationship with your supervisor since midterm.

4. **Where were the strengths/weaknesses of your field experience?** Describe your growth.
   a. Did you experience an increased sense of self?
   b. Did your practicum challenge your comfort levels? In what ways; be specific.
   c. In what ways did your understanding of the social work profession and social work practice change?

Would you recommend the agency practicum to another student? Why or why not?
TIME SHEET
Ferrum College Social Work Field Practicum

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Total</th>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mid-term Total _____ Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Total</th>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Total _____ Hours

Student’s Signature       Date

Student’s Signature       Date

Supervisor’s Signature    Date

Supervisor’s Signature    Date
Ferrum College Social Work Program Form H
Agency Placement Profile
(Please complete as electronic document and return by email to:
Dr. Martha Haley-Bowling, Field Coordinator (mhbowling@ferrum.edu)

Name of organization: ____________________________________________
Address: _______________________________________________________
City: ___________________________ State: ___________ Zip Code: _________
Phone: ___________________________ Fax: ___________________________
Agency Contact: ___________________________ Title: __________________
Phone: ___________________________ Fax: ___________________________ Email address: ___________________________

Days & Hours of Operation: _______________________________________
Public: _______________ Private Non-profit: _______________ Private For-Profit: ______
Agency Description: _____________________________________________

Populations serving: _______________________________________

Geographical Locations of services provided: _______________________

Types of services provided: _______________________________________

The Social Work Field Practicum requires an agency to have a supervisor for students, known as
the Field Instructor, to typically hold a BSW or MSW degree and at least 3 years’ experience.
Person’s Name who might fill this role: ___________________________ Job title: _______________
Degree: ___ BSW ___ MSW ___ Other: specify degree _____________ Years of experience: _______

**Agency Interest in Type of Social Work Student Practicum** (Check one or both)
Number of practicum students’ agency is willing to accept: _________________
___SWK 299 (3 week May Eterm 75 hrs. = 25 hrs. /wk.): Max. # interns: ________________
___2 Semesters Seniors: SWK 498 (Fall 75 hrs.) + SWK 499 (Spring 400 hrs. 32 hrs. /wk.): #: ______

Any specialized skills agency might wish a student to have: ___________________________

Important Information continues on next page
Agency Placement Profile (Form H Continued)

Transportation Issues
a. Will student need to have his/her own transportation during work hours? Yes______No _____
b. Will agency reimburse student for mileage related to work responsibilities? Yes_____No _____
c. Will student be allowed to use an agency vehicle for field visits, etc.? Yes_____No _____
d. On-site parking: Yes-No______ Public Parking: Yes-No______ Fee: __________________

Pre-Approval Student Requirements
NOTE: Ferrum College’s Social Work Program requires the following of all prospective practicum students: 1) Criminal Background Check and 2) DMV Check

Please check which of the following are required by your agency:

a. Child abuse clearance: _____Yes _____No
b. Criminal background clearance: ____Yes ____No
c. DMV Check: _____Yes _____No
d. Drug test: _____Yes _____No
e. TB Test: _____Yes _____No
f. Physical exam: _____Yes _____No

List any additional documents student must provide:
______________________________________________________________

______________________________________________________________

Other steps student is expected to take prior to beginning practicum:
______________________________________________________________

______________________________________________________________
Field Instructor Information Form I  
(Please type or print neatly-2 pages)

Field Instructor Name: ________________________________
Job Title: ____________________________ Full time____ Part time ______
Years of service with agency: ________
Areas of specialization: ________________________________
Licensed or certified? Yes____ No____
License/certification number (s): __________________________

Previous field instructor experience: ___No ___ Yes: where: _________________ # yrs.____
Agency Name: ____________________________ Phone: ______________________
Agency Address: ________________________________
Email Address: ____________________________ Fax: ______________________

*Please fill out the information below or feel free to provide a copy of your most recent resume.

Educational Background:
1. Name of graduate school: ________________________________
   Location: ________________________________
   Degree: ____________________________ Year of graduation: _________________
   Area(s) of specialization: ________________________________
   *If you attended more than one graduate school, please list others on additional page.

2. Name of undergraduate college/university: ________________________________
   Location: ________________________________
   Degree: ____________________________ Year of graduation: _________________
   Major: ____________________________ Minor: ____________________________

Professional Work Experience: Please begin with position prior to current position

Agency name: ________________________________
Agency address: ________________________________
Job Title: ____________________________ Full time____ Part time ______
Length of time with agency: ________________ Social Work field instructor? Y/N ________

Agency name: ________________________________
Agency address: ________________________________
Job Title: ____________________________ Full time____ Part time ______
Length of time with agency: ________________ Social Work field instructor? Y/N ________

Important (continue to next page)
Field Instructor Information (Form I-2 continued from prior page)

Field Instructor Responsibilities:

Your signature below affirms your intention to provide direct supervision for the social work student(s) placed with your agency, and to fulfill the following:

- Attend program orientation offered by the Ferrum College Social Work Program faculty.
- Be knowledgeable of goals and objectives of the field practicum experience and its role in the BSW program.
- Select appropriate assignments, and with the student, create a Field Practicum Performance Plan (FPPE) which reflects the learning opportunities and expectations.
- Provide, for the student, an orientation to your agency and its policies and procedures.
- Provide a minimum of **one hour per week of formal supervision** in order to provide the student with feedback and to act as a role model to help the student better understand the role of the professional social worker.
- Act as a liaison to provide continuity for the student’s professional development in instances where a non-social worker is providing the day-to-day instruction.*
- Participate with the student and the Field Coordinator in evaluation of the student’s performance in the practicum.
- Complete and submit to Field Coordinator materials related to the practicum – e.g. FPPE, field logs, evaluations, etc.
- Notify the Field Coordinator of any questions or potential problems as they become evident.

Signatures:

_________________________                      ________________
Agency Director                                                      Date

_________________________                      ________________
Agency Field Instructor                                                Date

_________________________                      ________________
Ferrum College Social Work Field Coordinator                           Date
Appendix

Section 2: Student Practicum Information and Forms
Ferrum College Social Work Program  
Professional Behavioral Checklist

The Social Work Program has an obligation to prepare students to be professional generalist social workers with the knowledge, skills, and values to appropriately serve clients and agencies. Each student will complete a self-evaluation and will be assessed at least two faculty members concerning appropriate professional behaviors during the process of the student’s application to the major and additionally if any college faculty or staff, or agency personnel reports concern about a student regarding professionalism. This process is intended to be used to help the student more clearly understand areas for needed professional growth and improvement. After meeting with the student, the Social Work Program Coordinator will help the student create a plan for improvement, identify a date by which the student’s progress will be reviewed, and then it will be determined whether the student shall be: a) commended for improvement, b) required to work on an extended improvement plan or c) terminated from the program. This form must be completed as part of the student’s application to the social work major and may be used again if serious concerns are raised about the student’s behavior while in the social work program.

Print Student’s Name: ____________________________   Classification: Fr  So Jr Sr     Period of Observation: _____________
Print name of  Person Completing Form: ________________________________  Job Title: ______________________________

Mark the most accurate description of what you have observed about this student; if not observed then leave section blank.

<table>
<thead>
<tr>
<th>A. Attendance and Punctuality- Class, Field, or Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has missed, been tardy, or left early excessively; with no communication prior to behavior.</td>
</tr>
<tr>
<td>2. Has been frequently absent, tardy or left early often with no notification prior to behavior.</td>
</tr>
<tr>
<td>3. Has been in attendance and on time except for rare or unusual circumstances with prior contact/explanation.</td>
</tr>
<tr>
<td>4. Has perfect attendance and has been on time.</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>B. Professional Behavior/ Demonstrates respect and support in relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Often disrespectful and non-supportive of others; overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions</td>
</tr>
<tr>
<td>2. On a few occasions, is disrespectful and non-supportive; overly negative or critical, insensitive, or discourteous; sometimes does not value others’ ideas or ignores rules/common etiquette; or acts out of self-interest; may lack self-control in interactions.</td>
</tr>
<tr>
<td>3. Usually respectful and supportive of others; offers appropriate critique; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions.</td>
</tr>
</tbody>
</table>
4. Consistently respectful and supportive of others; uses positive approaches when questioning or critiquing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations.

**Comments:**

### C. Oral Communication

1. Consistently gets feedback that oral expression is unprofessional; many errors; does not use voice effectively.
2. Oral expression is challenging to understand; may contain grammatical errors, slang words or poorly organized.
3. Usually articulate and professional in oral expression; few errors; uses voice appropriately.
4. Consistently articulate using professional terminology, good expression, no grammatical errors; uses voice effectively.

**Comments:**

### D. Written Communication

1. Written work is consistently unacceptable or unprofessional; written assignments need extensive revisions with both grammatical errors and lack of clarity; does not follow APA guidelines correctly.
2. Written work lacks clarity and has some errors; when asked to use APA guidelines, does not use this correctly.
3. Written ideas/concepts are often expressed clearly with few errors and uses APA guidelines correctly when required.
4. Consistently expresses ideas/concepts very clearly with an absence of errors, and uses APA referencing accurately.

**Comments:**

### E. Maintains Respectful Communication in all forms (email, phone, text, Facebook, etc.)

1. Never checks Ferrum email/course site; not responsive to professors, classmates, or agency; unprofessional/disrespectful.
2. Rarely checks Ferrum email/course site; response is rare and/or not timely; sometimes unprofessional/disrespectful.
3. Usually checks Ferrum email/course site; response is usually timely and communication is professional/respectful.
4. Consistently checks Ferrum email/course site; response is very timely and consistently professional/respectful.

**Comments:**

### F. Demonstrates Self Awareness

1. Rarely shows self-awareness about the impact of verbal and non-verbal communications.
2. Occasionally shows self-awareness about the impact of verbal and non-verbal communications.
3. Almost always maintains a high level of self-awareness about impact of verbal and non-verbal communications.
4. Always maintains a high level of self-awareness about impact of verbal and non-verbal communications.

**Comments:**
### G. Quality of Interaction/Participation and Collaboration

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Often disruptive/off task or apathetic/indifferent; unprepared; does not contribute to class activities; does not collaborate.</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes disruptive/off task or apathetic/indifferent; only minimally prepared, contributes little and is not collaborative.</td>
</tr>
<tr>
<td>3</td>
<td>Is appropriately engaged and on task; usually prepared and contributes; collaborates well with others.</td>
</tr>
<tr>
<td>4</td>
<td>Fully engaged and on task; very well prepared and takes appropriate initiative; strong collaborator and good leader.</td>
</tr>
</tbody>
</table>

**Comments:**

### H. Work Habits; Quality of Work; Commitment to Excellence

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Performance does not meet minimal requirements; is incomplete or late; does not make use of available resources.</td>
</tr>
<tr>
<td>2</td>
<td>Performance sometimes meets minimal requirements but often of poor quality or late; makes little use of resources.</td>
</tr>
<tr>
<td>3</td>
<td>Performance demonstrates good effort; work meets basic requirements, on time and complete; uses some resources.</td>
</tr>
<tr>
<td>4</td>
<td>Quality performance beyond the basic requirements; excellent work, always on time; make good use of resources.</td>
</tr>
</tbody>
</table>

**Comments:**

### I. Professional Attire

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consistently dresses inappropriately (pants too low; attire reveals too much)</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes dresses inappropriately</td>
</tr>
<tr>
<td>3</td>
<td>Usually dresses appropriately and professionally.</td>
</tr>
<tr>
<td>4</td>
<td>Consistently dresses appropriately and professionally.</td>
</tr>
</tbody>
</table>

**Comments:**

### J. Critical Thinking Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Makes no effort to question, analyze, explain or evaluate; unable to justify arguments to back up statements or positions; close minded and defends perspective from self-interest not logic.</td>
</tr>
<tr>
<td>2</td>
<td>Finds it difficult to question, analyze, explain or evaluate; makes little effort to put forth logical arguments or information to justify position or does so to a minimalist degree.</td>
</tr>
<tr>
<td>3</td>
<td>Puts forth a genuine effort to question, analyze, explain or evaluate; is able to back up position with valid arguments and information while also being open-minded.</td>
</tr>
<tr>
<td>4</td>
<td>Takes initiative to question; makes extensive effort to analyze using appropriate information and carefully developing justification and sound argument to explain conclusions; willing to openly explore and investigate.</td>
</tr>
</tbody>
</table>

**Comments:**
**K. Initiative; Dependability**

1. Passive, depends on others; does not begin task early enough or allow enough time to complete task.
2. Occasionally gives input but rarely plans ahead and follows through; often stops task rather than asking for assistance.
3. Usually takes initiative and completes tasks with limited supervision; asks for clarification when needed.

**Comments:**

**L. Response to Constructive Feedback/Evidence of Motivation to Improve Self**

1. Defensive, does not demonstrate receptiveness to feedback/suggestions and does not use it to improve self/skills.
2. May be receptive to feedback/suggestions but does not demonstrate efforts to improve behaviors or skills.
3. Receptive to feedback and usually makes a good effort to implement changes.
4. Consistently receptive to feedback/suggestions; demonstrates excellent effort to make improvements

**Comments:**

**M. Commitment to Diversity and Equity**

1. Ethnocentric; demonstrates usage of personal viewpoint only
2. Demonstrates limited knowledge / awareness of diversity and equity; limited interest in considering multiple viewpoints.
3. Demonstrates knowledge and awareness of diversity as well as a commitment to further understanding.
4. Consistently demonstrates knowledge and awareness of diversity along with a clear commitment to increasing knowledge as well as considering diversity when working with people.

**Comments:**

**N. Ability to Handle Stress and Manage Workload**

1. Often handles stress nonproductively (i.e. complaining, withdrawal, anger); difficulty managing demands of workload.
2. Sometimes handles stress nonproductively and sometimes does not manage demands of workload.
3. Usually handles stress productively and most often manages the demands of workload.
4. Handles stress productively and uses positive techniques to reduce stress in order to manage workload successfully.

**Comments:**
O. Attitude Toward Clients

1. Lacks sensitivity or is negative toward client needs; does not demonstrate the value of respect for individual worth.

2. Sometimes lacks sensitivity to client needs and at times does not demonstrate understanding of client circumstances.

3. Respectful of client needs; demonstrates understanding of client circumstances; and treats client with dignity and worth.

4. Consistently demonstrates respect and clear understanding of client circumstances; treats client with dignity and worth even when the situation may be challenging.

Comments:

P. Demonstrates knowledge, respect for and usage of SWK Values and NASW Professional Ethics

1. Appears unaware of professional social work values and the NASW Code of Ethics in thinking and behavior.

2. Knowledge of professional social work values and the NASW Code of Ethics is limited in thinking and behavior.

3. Demonstrates knowledge of social work values and the NASW Code of Ethics in decisions and behavior.

4. Consistently demonstrates usage of professional social work values and NASW ethics to guide thinking and behavior.

Comments:

This completed form has been reviewed in a conference with the following:

Student concerns or comments:

Student: ___________________________ Date: ________________

SWK Program Faculty concerns or comments:

Faculty: ___________________________ Title: ___________________________ Date: ________________

Faculty: ___________________________ Title: ___________________________ Date: ________________

Developed Fall 2014

 Portions of this form were adapted from: University of Vermont, Department of Social Work, Radford University Rubric for Assessing Professional Development and Ferrum College Teacher Education Program Checklist.
Following is a list of Field Practicum agencies often used by the Ferrum College Social Work Program. The Field Coordinator is willing to explore new agency field placements depending on the student’s interests and agency requests. Any potential agency field placement must be thoroughly reviewed by the Field Coordinator for appropriate fit with the mission and goals of the Social Work Program and the availability of an appropriate Field Instructor.

**Franklin County (Rocky Mount and Boones Mill)**

**Family Resource Center, Rocky Mount**
Address: PO Box 188 Rocky Mount, Va. 24151  
Website: [http://www.franklincountyva.org/shelter/](http://www.franklincountyva.org/shelter/)  
Contact number: (540)-483-5088  
Contact Person: Angela Phillips, Director or Sue Turner, BSW, Domestic Violence Case Manager  
Email: angela.phillips@franklincountyva.gov or sue.turner@franklincountyva.gov  
Mission Statement: “To Promote Safe and Healthy Living Environments for Franklin County Families in Crisis Who Are Victim of Domestic Violence.”

**Franklin County Department of Social Services, Rocky Mount**
Address: 120 East Court St., Rocky Mount, VA 24151  
Website: [www.franklincountyva.gov/social-services](http://www.franklincountyva.gov/social-services)  
Contact number: (540) 483-9247  
Contact Person: Deborah Powell, LCSW (Director)  
Email: deborah.powell@dss.va.gov  
Mission Statement: “Our mission is to protect the vulnerable, promote self-sufficiency or maximum economic independence, and prevent negative social outcomes for the residents of Franklin County.”

**Franklin County Public Schools, Rocky Mount**
Address: will vary depending on assigned school  
Website: [http://fchs.frco.k12.va.us/](http://fchs.frco.k12.va.us/)  
Contact number: (540) 483-5138  
Contact Person: Teresa Witcher (Volunteer Services), Placement with a social worker in a specific school  
Email: teresa.witcher@frco.k12.va.us  
Mission Statement: “Learners Today, Leaders Tomorrow!”

**Franklin Health and Rehabilitation Center, Rocky Mount**
Address: 720 Orchard Ave., Rocky Mount, Va. 24151  
Website: [https://www.franklinhealthrehab.com/center/](https://www.franklinhealthrehab.com/center/)  
Contact Number: 540 489 3467  
Contact Person: April Reynolds, BSW  
Email: april.reynolds@MFA.net  
Mission Statement: “Dedicated to providing world-class rehabilitation services in an environment that’s comfortable, convenient, and close to home.”
**Henry Fork Service Center, Rocky Mount**  
**Address**: PO Box 888, 71 Sandridge Rd, Rocky Mount, Va. 24151  
**Website**: [http://henryforkcenter.org/](http://henryforkcenter.org/)  
**Contact Number**: (540)-483-2819  
**Contact Person**: Lisa Nichols, Director  
**Email**: Henryforkcenter@cs.com  
**Mission Statement**: “To share God’s love with the Henry Fork Community’s children, youth, and adults by nurturing and transforming the mind body and spirit.”

**Piedmont Community Services/Prevention Services, Rocky Mount and Martinsville**  
**Address**: 30 Technology Dr., Rocky Mount, Va 24151; 213 E. Main St., Martinsville, Va. 24141  
**Website**: [www.piedmontcsb.org](http://www.piedmontcsb.org)  
**Contact Number**: 540 483-7220 or 483-0582  
**Contact Person**: Donna Ferguson, BSW, Prevention Specialist  
**Contact Email**: dferguson@piedmontcsb.org  
**Mission Statement**: “To help individuals, families, and the community enhance their quality of life by providing a highly effective continuum of behavioral health services including prevention, treatment, education, and support within available resources.”

**Southern Virginia Child Advocacy Center, Rocky Mount**  
**Address**: 300 South Main St., Rocky Mount, Va. 24151  
**Website**: [www.southernvacac.org](http://www.southernvacac.org)  
**Contact Number**: (540) 484-5566  
**Contact Person**: Joyce Moran, MS (Director)  
**Email**: jmoran@southernvacac.org  
**Mission statement**: “The mission of the southern Virginia Child Advocacy Center us to promote the well-being of abused and neglected children through Treatment, Advocacy, Prevention, and Education.”

**STEP: Solutions That Empower People, Inc., Franklin County, Martinsville, Patrick County**  
**Address**: Franklin County (Central Office) 200 Dent Street Rocky Mount, VA 24151  
**Website**: [http://www.stepincva.com](http://www.stepincva.com)  
**Contact Number**: 540-483-5142  
**Contact Persons**: Marc Crouse, Exec. Dir.; Kristy Pickeral, Deputy Dir. and Head of HR  
**Email**: marc.crouse@steipincva.com; kristy.pickeral@steipincva.com  
**Mission Statement**: “STEP, and our partners, facilitate Solutions That Empower People to overcome their barriers to economic, educational and developmental success within the communities we serve.”

**Unbridled Change, Boones Mill**  
**Address**: 1176 White Oak Rd, Boones Mill VA 24065  
**Website**: [https://www.unbridledchange.org/](https://www.unbridledchange.org/)  
**Contact number**: 540-334-2171  
**Contact Person**: Michelle Hollingbrooks, Director/ Cami Murnane, MSW, Lead Therapist  
**Email**: mhollingbrooks@UnbridledChange.org  
**Mission Statement**: “Locally and nationally, Unbridled is a leader in the field of equine Assisted Activities & Therapies (EAAT). We are dedicated to helping children and families in need locally plus helping teach professionals across the nation.”
Martinsville/Henry County

Focus on Youth/CASA Martinsville
Address: 22 East Church Street, Suite 324, Martinsville, VA 24112  
Website: http://www.foycasamhc.org/
Contact number: (276) 403-5691  
Contact Person: Ms. Mable Finney, Director
Contact Email: mfinney@foycasamhc.org
Mission Statement: “CASA is central to fulfilling society’s most fundamental obligations by making sure a qualified, compassionate adult will fight for a child’s right to be safe, treated with dignity, and thrive in the security of a loving family.”

Southside Survivor Response Center (Formerly Citizens Against Family Violence), Martinsville/Henry County
Address: PO Box 352, Martinsville, Va 24114  
Website: http://www.cafv.info/
Contact number: 276-403-4080 (Business Office)  
Contact Person: Warren Rodgers, BSW
Email: info@SSRCenter.org
Mission Statement: “Southside Survivor Response Center provides crisis intervention, advocacy, safety services, and education to empower people affected by sexual assault, domestic violence and various crisis situations through community collaboration.”

Roanoke City/Roanoke County

Commonwealth Catholic Charities, Roanoke
Address: 541 Luck Avenue SW, Suite 118, Roanoke VA24016  
Website: http://cccofva.org/locations/roanoke
Contact Number: (540) 342-0411  
Contact Person: Lydia Strawbridge, LCSW, Program Manager, Treatment Foster Care
Email: Lydia.Strawbridge@cccofva.org
Mission Statement: “to provide quality, compassionate human services to all people, especially the most vulnerable, regardless of faith”

Diversity Center, Roanoke:
Address: 806 Jamison Ave. SE, Roanoke, VA 24013  
Website: www.roanokediversitycenter.com
Contact Number: (540) 491-4165  
Contact Person: Roger Saunders, Bd. Chair; Josh Olinger, Bd. Member
E-mail: Admin@RoanokeDiversityCenter.com
Mission Statement: “To support, educate, empower, and advocate for LGBT individuals and groups in the Roanoke region, and to encourage collaborative efforts with the greater community to improve the quality of life for all.”

Drop In Center, Roanoke
Address: 4356 Campbell Ave SW, Roanoke, Virginia 24016  
Website: http://www.councilofcommunityservices.com/programs/drop-in-center
Contact Number: (540) 982-2437; (540)815-4665  
Contact Person: Pam Meadors, Director, BSW
Email: pamm@councilofcommunityservices.org
Mission Statement: “to provide HIV testing, prevention counseling, education, outreach, support services for those living with HIV/AIDS and professional training to Southwest Virginia.”
Family Preservation Services, Roanoke
Address: 5335 Peters Creek Road, Roanoke VA 24019  
Website: http://www.pathways.com/
Contact number: (540) 344-9501  
Contact Person: Melinda Otey, LCSW, Regional Director (540-983-0700 x111)
Email: MOtey@fpscorp.com  
Mission Statement: “to ensure the provision of accessible, effective, high quality community-based counseling and social services as an alternative to traditional institutional care.”

Friendship Health and Rehabilitation, Roanoke
Address: 327 Hershberger Rd NW, Roanoke, VA 24012  
Website: https://www.friendship.us/health/
Contact number: (540) 265-2100  
Contact Person: Karecca Woods, BSW, Director of Social Services  
Ph: 540 238 1448
E-mail: kwoods@friendship.us  
Mission Statement: “Friendships bring together award –winning care, innovative treatments, diverse living accommodations, and specialized rehab and therapy services. Located in Roanoke, Virginia, the heart of the Blue Ridge Mountains, we empower those we serve to believe in living better.”

Rescue Mission of Roanoke
Address: 402 4th St SE, Roanoke, VA 24013  
Website: http://rescuemission.net/  
Contact Number: (540) 777-7675  
Contact Person: Kim Gembala, Director of Administration and Human Resources  
E-mail: kim@rescuemission.net  
Mission Statement: “Helping Hurting People on Jesus’ Name“

Roanoke City Department Social Services
Address: 1510 Williamson Road NE, 3rd Floor, Roanoke, VA 24012  
Website: http://www.roanokeva.gov/372/Social-Services
Contact number: (540) 853-2894 (Human Services Directors’ Office)  
Contact Person: Ali Bell, BSW, Social Worker  
Ph.: (540) 853-2591
Email: Alexandria.Bell@RoanokeVa.gov  
Mission Statement: “To help the citizens of our Community achieve a realistic and attainable level of self-sufficiency within a safe, healthy environment. We will accomplish this by using our strengths and resources in a caring, professional manner, while providing a network of protection, support, and temporary financial assistance.”
Field Practicum Application and Interest Survey
Ferrum College Social Work Program
SWK 299/489/499

Applying for Field Practicum: ___SWK 299 ___SWK 489/499  Currently Enrolled in: ___SWK 297 ___SWK 397

I. Student Information:
Student Name: ___________________________ Ferrum Email: ___________________ Cell Ph. #: ___________
While attending classes where do you live: _______________________________________________________
Total # Credit Hrs. Earned: ____ Current Overall GPA: ____ Current GPA in SWK Major: ___ (Find in Panther Portal/Academic Plan)

II. Most Field Agencies Require Transportation to reach the agency: 1) Do you have your own transportation? _____Yes _____No
2) If yes, would you be willing to allow another social work student to ride with you and help pay for gas? ___Yes ___No

III. List any previous volunteer experiences or field practicums:

IV. Check Areas of Interest:
____ Adoption  ____ Foster Care  ____ Foster Care Prevention  ____ Child Protective Services
____ Child Advocacy/CASA  ____ Equine Therapy  ____ Intensive In-home Services  ____ School Social Work Services
____ Adult Services/Protective  ____ Domestic Violence  ____ Rescue Mission/Homeless  ____ Substance Abuse
____ Health & Rehab Center  ____ Hospice  ____ Mental Health  ____ STEP, Inc.
____ Diversity Center  ____ Drop Inn Center  ____ Other: ____________________________________________

Please complete below if there is an agency/field instructor that would not be a good fit for Field Placement:
Agency: ____________________________________________
Field Instructor: ___________________________ Phone Number: ___________________________
Reason: ________________________________________________________________________________

Student Signature: ___________________________ Date: ______________________
**Weekly Reflection and Time Usage (WRTU)**

**Form Ferrum College Social Work Program**

Name: ___________________________________ Agency: ___________________________________ Dates: __________________________

Notations should be in decimals at 15 minute increments: .25 = 15 min .5 =30 min .75=45 min 1=60 min

<table>
<thead>
<tr>
<th>Date of the Week</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct service to <strong>Individuals</strong> (ex. Court, home visit),</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Families/Couples</strong> (ex. Court, FAPT), <strong>Groups</strong>,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community work/Organizing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Supervision or Consultation with other staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation and record keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Agency/Committee/Interagency</strong> (ex. FAPT) meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Orientation, Training, or Observation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research for Agency and Consumers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Political Lobbying/Macro/Advocacy Efforts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Providing Training and/or Outreach</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel to clients, meetings, other agency activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phone contacts:</strong> Be specific (ex. Scheduling apt for client, calling school about client)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 1: Items to discuss regarding tasks/responsibilities  Name:_________________________ Date:________________________

Discuss what has happened over the last week such as clients you have seen (individual, family, groups, communities, organizations), activities you accomplished, and projects completed.

Connecting week to the CSWE Core Competencies and 31 Practice Behaviors

<table>
<thead>
<tr>
<th>CC/PB</th>
</tr>
</thead>
</table>

Section 2: Reviewing work plan/accomplishments
Evaluating performance, addressing areas of concern, problems, ideas for future learning

Section 3: Items regarding planning future activities
Clients, projects, planning, conducting groups, research project

Section 4: Discuss professional development
Questions, concerns, problems, ideas for future learning (conferences, meetings, etc.)

Section 5: Connect classroom material with your learning in you internship
Theory, policy, practice, research, core competencies
BSW Field Practicum Manual and NASW Code of Ethics Agreement
Ferrum College Social Work Program

The Ferrum College BSW Field Practicum Manual can be reviewed and/or printed from the Social Work Program’s Homepage:

_____ I have **reviewed and understand** the policies and procedures stated within the Ferrum College BSW Field Practicum Manual.
_____ I have reviewed and understand the NASW Code of Ethics.
_____ I understand that **I am expected to follow** all policies and procedures of the Ferrum College BSW Field Practicum Manual and the NASW Code of Ethics.
_____ I recognize that failure to follow the policies and procedures set forth in the Ferrum College BSW Field Practicum Manual and the NASW Code of Ethics may be cause of removal/termination from my Field Practicum placement and may affect my standing in the Social Work Program.

________________________             __________________________                 ______________
Student’s Name (print)             Student’s Signature             Date
FERRUM COLLEGE SOCIAL WORK PROGRAM
STUDENT PERSONAL SAFETY INCIDENT REPORT

Contact Dr. Martha Haley-Bowling, Field Coordinator as soon as possible by phone, text or email and return this form within 48 hours of incident; include any supporting documents:

Student Name: __________________ Date of Incident: _______________________

Field Agency: ___________________________ Phone: ______________

Agency Field Instructor: ______________________

Describe the incident:

________________________________________________________________________

________________________________________________________________________

Name(s) of all parties involved:

________________________________________________________________________

________________________________________________________________________

With whom have you discussed this incident? ____________________________

Resolution (Describe any police involvement, medical intervention, other).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s Signature Field Instructor’s Signature

Field Coordinator’s Signature Field Director’s Signature

-----Social Work Department Use Only-----

Recommendations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Field Coordinator Signature: __________________________ Date: __________

Program Coordinator Signature: __________________________ Date: ________