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SWK 299 Introduction to Community Service:
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Ferrum College

Social Work Program Mission Statement
The Ferrum College Social Work Program prepares students to be self-aware generalist professional social workers, committed to ethically empower diverse populations using evidence-based practices and client strengths to enhance human rights while advocating for social, economic, and environmental justice. The program collaborates with rural and urban social services agencies as well as community organizations in southwest Virginia to improve delivery of service and advocate for policy changes where needed.

Social Work Program Goals
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, values and cognitive/affective processes to engage, assess, intervene, and evaluate clients 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 the intersectionality of bio-psycho-social-spiritual and cultural variables.
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.

Definition of Generalist Practice
Generalist social work practice involves holistic helping relationships with diverse clients and constituencies (individuals, families, groups, organizations, and communities) using interventions guided by social work knowledge, values, skills, and ethics, rooted in the liberal arts and the problem-solving model in a social systems person-in-environment framework aimed at strengths of those in need.
Social Work Program Competencies

The Social Work Program Competencies clarify more fully the program mission and goals. The competencies specify what students will know, do and be at time of graduation.

Graduates of the Ferrum College Social Work Program will have mastered the following 9 Competencies and Practice Behaviors as set forth by the Council on Social Work Education (EPAS 2015). During the SWK 299 experience students are expected to focus primarily on parts of the following 5 Competencies (2.1.1 Ethical and Professional Behavior, 2.1.2 Diversity and Difference in Practice, 2.1.3 Human Rights and Economic Justice, 2.1.5 Policy Practice and 2.1.6 Engagement).

2.1.1 Demonstrate Ethical and Professional Behavior
1a. Make ethical decisions by applying NASW Code of Ethics, relevant laws and regulations, etc.
1b. Use reflection/self-regulation to manage personal values and maintain professionalism.
1c. Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication.
1d. Use technology ethically and appropriately to facilitate practice outcomes
1e. Use supervision and consultation to guide professional judgment and behavior.

2.1.2 Engage Diversity and Difference in Practice
2a. Apply and communicate understanding of diversity and difference in shaping life experiences
2b. Present self as learner and engage client systems as experts of their own experiences
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.

2.1.3 Advance Human Rights and Economic Justice
3a. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
3b. Engage in practices that advance social, economic, and environmental justice

2.1.4 Engage in Practice-Informed Research and Research-Informed Practice
4a. Use practice experience and theory to inform scientific inquiry and research
4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and findings.
4c. Use and translate research evidence inform and improve practice, policy and service delivery.

2.1.5 Engage in Policy Practice
5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
5b. Assess how social welfare/economic policies impact delivery of and access to social services
5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities
6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with client
6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse client systems.

2.1.7 Assess Individuals, Families, Groups, Organizations and Communities
7a. Collect and organize data, and critically analyze and interpret information from client systems
7b. Apply knowledge of HBSE, person-in-environment, and other multi-disciplinary theoretical frameworks in the assessment of data from client systems
7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems
7d. Select appropriate intervention strategies based on assessment, research knowledge, values and preferences of client systems.

2.1.8 Intervene with Individuals, Families, Groups, Organizations and Communities
8a. Critically choose and implement interventions to achieve goals and enhance capacities of client systems
8b. Apply knowledge of HBSE, person-in-environment, and other multi-disciplinary theoretical frameworks in interventions with client systems;
8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
8d. Negotiate, mediate, and advocate on behalf of diverse client systems;
8e. Facilitate effective transitions and endings that advance mutually agreed-on goals

2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
9a. Select and use appropriate methods for evaluation of outcomes;
9b. Apply knowledge of HBSE, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.
Social Work Field Practicum

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. A field placement opportunity is a privilege not a right. When an agency and field instructor make the serious time commitment to instruct and provide learning opportunities to 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.

SWK 299 is an elective experiential course opportunity for students to work with professional social workers in the field for three weeks, 75 hours. Students need to understand that in social work practice one rarely gets to work only with one particular type of client or problem. It is crucial for students to broaden their exposure to different client systems and varying agency structures or approaches in order to develop their knowledge and skill base. One may assume that a particular population group would not be fulfilling to work with but after a field experience students often get past some fear or discomfort and discover newly expanded interest which may end up being a population of choice after graduation. Coursework, advising, speakers, class or club service-learning projects and field experience all continuously emphasize the holistic nature of the field and the value in diverse experiences.
Brief Description of SWK 299 Community Service Practicum and Eligibility Criteria

SWK 299 Introduction to Community Service: Participation in a structured community setting including 75 hours of volunteer service within the local social welfare delivery system. Classroom seminar accompanies this initial experience in the field. Prerequisite: ENG 102 (with a “C” or higher). Accepted majors only; see formal acceptance process. Three hours, three credits.

A) In order to be eligible for a SWK 299 Field Placement the student must meet the following requirements as documented on the Application for SWK 299 Field Placement (see Appendix):

1) Have a minimum 2.2 GPA overall and within the major;
2) Have completed SWK 201 and SWK 297 courses; and be officially accepted into the Social Work Program. (Occasionally a student may request a waiver due to timing of SWK 297 course offering).
3) Complete Application for SWK 299 Field Placement,
4) Be in “good standing” based on academic standards as well as the Community Standards of Conduct as stated in the Ferrum College Student Handbook.

CRITERIA FOR SELECTION OF A FIELD INSTRUCTION SITE

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 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 (maximum 50 mi.).
6. 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, and field instructor with a thorough understanding of the Social Work Program policies.
FIELD PRACTICUM RESPONSIBILITIES

A. Responsibilities of the Student

- Fulfill **75 hours** as scheduled, notifying the Field Instructor and the Field Liaison of absences, illness and car trouble immediately;
- Bring enthusiasm and curiosity to the learning situation;
- Respect client and agency confidentiality;
- Develop a learning contract and agendas for weekly supervisory conferences;
- Make increasing efforts throughout the three week Eterm 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;
- Follow agency practice regarding dress code, attendance at meetings, maintaining agency records, etc.;
- **DO NOT use the following for personal use during agency hours or when working with clients**: cell phone, texting, checking personal email or Facebook.
- Master skills necessary to work in the agency to engage, assess, intervene and evaluate:
  - appropriate use of the telephone and computer system, as well as their information and referral network,
  - preparation of written documents,
  - professional interviews and client interaction,
  - participation in staff meetings, conferences, etc.
- Gather information about the agency, service, programs, client group and related community systems by reading publications, historical materials, case records, policy manuals, etc.;
- Seek ongoing feedback from Field Instructor, frequently assess own strengths and weaknesses, and initiate change where needed;
- Share relevant materials from integrative seminar with Field Instructor to enhance the mutuality of the learning relationship;
- **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**;
- 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;
• Make a consistent effort toward “purposeful use of self,” integrating theory and practice;
• Complete the evaluation process, including meetings with Field Instructor and Field Liaison on-site and a written evaluation of the field practicum;
• Conduct oneself in accordance with the NASW Code of Ethics and the Code of Ethics for the Virginia Board of Social Work.

B. Responsibilities of the Practicum Site
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:
• Agree with intended learning outcomes for the practicum and be willing to assign tasks that will help the student fulfill the outcomes;
• Appoint a Field Instructor who has an MSW or BSW degree from an accredited program, is not under sanction by NASW, and has a commitment to direct the learning of a student (when the Field Instructor is not a professional social worker, she/he will work closely with the Field Liaison to ensure a social work practice perspective);
• 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
• Notify Social Work Program of any disciplinary actions related to the agency of field supervisor that could impact the student’s learning experience in the placement.

C. Responsibilities of the Field Instructor
• Complete Field Practicum Agency Information Forms and Field Instructor Information form;
• Become acquainted with the Social Work Program and student supervision by attending Ferrum College Social Work Field Orientation and meetings scheduled with the Field Liaisons;
• 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, etc.;
• Help the student develop the learning plan by contributing expectations and goals of the agency and Field Instructor for the student’s experience;
• Review the learning plan frequently and encourage revisions in the plan or agency assignments as necessary;
• **Meet with student at least several times weekly**, (in case of an emergency reschedule the weekly supervision meeting) to discuss:
  1. integration of experience with class work
  2. interaction with clients/staff.
• Review assignments for integrative seminar and materials
• **Notify the Field Coordinator immediately** of irregularities in student’s performance (e.g. frequent absence or tardiness, resistant, negative, or apathetic attitudes, any inappropriate or unprofessional behavior);
• Be willing and able to evaluate the student’s performance in a timely fashion using criteria provided by the Program; complete the field practicum evaluation form and meet regarding the field experience with the student and Field Liaison;
• Notify the Field Coordinator immediately should she/he be sanctioned by NASW or have a social work license suspended or revoked.

**D. Responsibilities of the Field Liaison**

• Recruit agencies to provide practicums and inform students of the possibilities;
• Provide Field Instructor orientation and recognition for their efforts; when appropriate provide CEUs offered through NASW-VA.
• Define intended learning outcomes for the field practicum which are in keeping with the students’ abilities, the agencies’ resources, and the Social Work Program Competencies based on CSWE EPAS;
• Prepare the students for the field practicum, including reviewing their responsibilities to the agency, the Program, the profession and themselves;
• Provide a minimum weekly integrative seminar where students share experiences in a confidential setting and actively integrate theoretical material along with individual experiences; review journals and other assignments;
• Offer supervisory assistance through individual conferences or telephone contacts as needed to trouble-shoot emergencies and unusual occurrences;
• Evaluation: After the first week the field liaison will contact each agency field instructor to discuss progress or lack of progress. At this time if a face to face meeting is needed at the agency it will be scheduled.
• Meet with student and field instructor for final evaluation to review student learning objectives and student progress at agency; and
• Assign the student’s grade with input from the Field Instructor’s evaluation.
GUIDELINES FOR STUDENTS AND AGENCY FIELD INSTRUCTORS

A. Hours
1. The Student is expected to keep an on-going daily record of hours completed at the assigned agency (Form G Time Sheet is included in this Field Manual). These hours must be verified by the agency field instructor weekly. A minimum of 75 hours is required for SWK 299 course credit. These hours are the absolute minimum.
2. Placement hours must be completed by the day specified the Eterm schedule/syllabus.

B. Absences
1. If illness, inclement weather, or transportation difficulties should arise the student must call the field instructor and the faculty field liaison immediately. The student should then make arrangements with the field instructor to make up the lost hours.
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 act, dress, and communicate in a manner that reflects positively of Ferrum College, the agency, the social work program and profession, and themselves at all times.
3. Students are to honor and abide by the NASW Code of Ethics.

D. Grievances
1. 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 problem should be brought to the attention of the Faculty Liaison who will discuss the problem with the Field Instructor and/or the Agency Executive.
   c. If a satisfactory solution cannot be achieved, the Social Work Program Coordinator may be consulted and the student may withdraw or be removed from the agency if a resolution is not possible.
   d. Depending on the circumstances, the student may be placed in another agency for the duration of the semester.
2. If the agency is dissatisfied with a student’s performance, the procedures are as follows:
   a. Immediately bring the issue to the student’s attention and clarify agency expectations.
   b. If the student’s performance does not adequately improve after following the above procedure, the agency should immediately contact the Faculty Liaison who will discuss the situation with the student and consult the agency executive.
   c. If a satisfactory solution cannot be achieved the student may be removed from the agency or may choose to withdraw.
   d. Depending on the circumstances, the student may be placed in another agency for the duration of the semester or may receive a failing grade.
**Student Status Review Policy: Guidelines for Termination**

To maintain the integrity of the Social Work Program and to graduate quality social work practitioners, the faculty may determine that a student’s unacceptable academic or professional performance result in a Student Status Review. This review process may ultimately lead to the student’s termination from the Social Work Program. For details of the Student Status Review Policy’s guidelines and procedures, including but not limited to possible termination, see the *Social Work Student Handbook 2016-2017*. (Available at the Ferrum College Social Work Program website).

**Criminal Background Checks, DMV Checks, and Health Requirements**

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. To maintain the academic integrity of the Social Work Program as an educational entity and our field placement requirements, the Field Practicum agencies, the Social Work Program, and the social work students each have several responsibilities.

**Field Practicum Agency Responsibility**

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 often on volunteers as well as student interns.

Field practicum agencies clearly provide a service to the community and to our student interns. Ultimately in order to best serve everyone the agencies have the following responsibilities.

1. To complete the Field Instructor Questionnaire and inform the Social Work Program Field Coordinator of any specific criminal and/or motor vehicle violation charges or convictions which would automatically preclude a student from an internship placement with the agency.

2. The agency where a student is placed may also require the practicum student to sign a consent form so the agency may conduct a criminal background check, a DMV Records Check, a drug screen, health records/tests, and other necessary checks or screenings.
Social Work Program Responsibilities

1. To assist students to meet agency internship requirements for field practicum as preparation for professional generalist social work practice.
2. To assist agencies in recruiting student interns who can pass their background check requirements. Agencies vary on some issues and one mistake by a student does not necessarily preclude an internship or employment in the entire social work field. However, students must realize that they are held responsible for their behaviors. Both the Social Work Program and the social work student must be open and honest with agencies regarding any and all criminal or motor vehicle charges and convictions, regardless of their outcome.
3. As an educational academic program we cannot knowingly in good conscience place a student in an agency practicum who may do harm. On the other hand, social work practice is all about focusing on people’s strengths and their potential for positive change. Thus, the faculty may be able to work with a student and a potential agency to proceed with a field placement. The nature of the student’s offenses may greatly limit which agencies, if any, are open to him or her for field placements as well as employment. Again, honesty and forthrightness are crucial for all those involved.

Student Responsibilities

All prospective and active field placement students have the following responsibilities:

1. The social work student must be open and honest with the Social Work Program faculty regarding any and all criminal or motor vehicle charges and convictions, regardless of their outcome. The Social Work Program may require a completed criminal background check and DMV check coordinated through the Ferrum College Office of Human Resources.
2. If a student is found to have criminal background or DMV issues, the student must complete a consent form allowing the Social Work Field Coordinator to discuss the shared information with the Program Coordinator and specific potential field agency contacts. Students must be open and prepared to discuss the findings with a potential agency. Failure to follow these requirements may result in the student not being placed in an agency and not being able to complete the social work major.
3. If a student has criminal charges pending prior to or during a field placement, the student will not be allowed to begin or continue. Once the charges have been settled the student may contact the Social Work Program Coordinator for a review of his or her status.
SOCIAL WORK FIELD PLACEMENT 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 placement is established to enter into a mutual agreement.

2. Consider the student for placement 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 Student Learning Objectives and any areas of special interest.

C. Negotiate a learning contract with the student at the beginning of the placement 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 placement (does not assign a grade; use Forms D-1 and D-2)

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 placement settings.

B. Provide an opportunity for the student to participate in the planning of his/her field placement 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 placement, and communicate regarding the student’s learning experience.

F. Assign the student a grade in consultation with the agency field instructor at the end of the placement.

G. Provide consultation to the Agency Executive, Field Instructors, and other appropriate staff in the development of its field instruction program.

__________________________
Student

__________________________
Field Instructor

__________________________
Agency Director

__________________________
Faculty Liaison
**Student Background Information:**

Student Name: _______________________________________________________________

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Cell Ph. _______________          Email: _________________________________

Student ID#: ____________       Classification: Sophomore    Junior    Senior

Address while in SWK 299: __________________________________________________________

(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: ________________________________
CONFIDENTIALITY AGREEMENT

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 placement 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 agree to adhere to agency expectations.

______________________________
Student Signature                                                      Date

______________________________
Field Instructor Signature    Date

______________________________
Faculty Liaison Signature    Date

CONFLICT OF INTEREST AGREEMENT

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

______________________________
Field Instructor Signature    Date

______________________________
Faculty Liaison Signature    Date
RELEASE AND HOLD HARMLESS AGREEMENT

I intend to become a participant in a field placement 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 placement, 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 placement or anywhere else where the activities may occur before, after, or during the placement 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 placement, including but not limited to coming from and going to the placement 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 placement.

**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 placement.*

Student Signature: _____________________________         Date: ______________
Agency Director: ________________________________         Date: ______________  
Field Instructor: ________________________________       Date: _______________
Field Liaison: __________________________________       Date: _______________
Student Intern: _________________________  Dates: _____________________  Total Hours Completed: __________________
Agency/Field Placement: _____________________________________________
Agency Field Instructor: ________________________________
Agency Director: _________________________  Agency Unit Assigned: _________________________________

This form is to be used as both a planning tool and for evaluation purposes. The agency Field Instructor will develop the Activity/Task Plan column in conjunction with student input where feasible. Please score the student’s field performance; utilizing the rubric, in relation to how they have completed the agreed upon activities/tasks. This evaluation is intended to give the intern feedback about her or his performance; please utilize the comment section for feedback on areas of strengths and needed improvement. The field instructor’s rating of these items will be used to inform the faculty liaison who is responsible for assigning the final course grade.

**Instructions for Rating Interns:** The standard by which an intern is to be compared is that of a new volunteer. The 5 competencies specified in this evaluation are some of those established by our national accrediting organization CSWE (Council on Social Work Education) under EPAS 2015. Under each Competency statement are Practice Behaviors we ask you to rate on the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The intern exceeds expectation of a beginning volunteer</td>
</tr>
<tr>
<td>2</td>
<td>The intern meets the expectations of a beginning volunteer</td>
</tr>
<tr>
<td>1</td>
<td>The intern does not meet expectations of a beginning volunteer</td>
</tr>
<tr>
<td>n/a</td>
<td>Not applicable; intern has not had the opportunity to demonstrate competence in this area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2.1.1 Ethical and Professional Behavior</th>
<th>Activity/Task Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Intern demonstrates an understanding of ethical decisions by applying NASW Code of Ethics, as well as relevant laws and regulations.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>1b. Intern uses reflection/self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>1c. Intern demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>1d. Intern uses technology ethically and appropriately to facilitate practice outcomes; and</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>1e. Intern uses supervision and consultation to guide judgment and behavior.</td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
### Competency 2.1.2. Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Activity/Task Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2b. Intern presents self as a learner and engages clients and constituencies as experts of their own experiences;</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2c. Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients systems.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Comments:**

### Competency 2.1.3 Advance Human Rights and Economic Justice

<table>
<thead>
<tr>
<th>Activity/Task Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Intern applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Comments:**

### Competency 2.1.5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>Activity/Task Planned</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>5a. Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5b. Intern assesses how social welfare and economic policies impact the delivery of and access to social services</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Comments:**
### Competency 2.1.6: Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Activity/Task Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies; and</td>
<td>1 2 3</td>
</tr>
<tr>
<td>6b. Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

#### Comments:

**Overall additional comments on strengths or areas for improvement:**

Agency Field Instructor: _______________________ Agency ____________________ Date ___________

Signature

Faculty Liaison: _________________________ Date: ______________________

Signature

*The following section should be completed by the intern:*

My agency field instructor and faculty liaison have discussed this evaluation with me, and I have received a copy.

My agreement or disagreement follows:

- [ ] I agree with the evaluation
- [ ] I do not agree with evaluation

Intern’s Signature ___________________________ Date _____________________

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency field instructor, and faculty liaison should then be held to discuss the disagreement.
Evaluation of Field Placement – To Be Completed by Student Intern

Student’s Name_________________________________________ Date___________________
Agency_____________________________________________________________________
Agency Field Instructor_____________________________________________________
Faculty Field Liaison_________________________________________________________

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 Learning Contract?
   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 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?

4. What were the strengths/weaknesses of your field experience? Describe your growth.
<table>
<thead>
<tr>
<th>DATE</th>
<th>IN</th>
<th>OUT</th>
<th>DAILY TOTAL</th>
<th>CUMULATIVE HOURS</th>
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</table>

FINAL TOTAL HRS

__________________________  _____________
Student’s Signature        Date

__________________________  _____________
Supervisor’s Signature     Date
Agency Profile
(Please complete as electronic document and return by email to: mhboling@ferrum.edu)

Name of organization: _________________________________________________________________

Physical Address: ___________________________ City: _______________State: ___ Zip Code:_______

Mailing Address if different from above: __________________________________________________

Telephone: ________________________________ Fax: ______________________________________

Agency Contact: ______________________________Telephone: ________________________________
Fax: _______________________________ Email address: ____________________________

Days & Hours of Operation: _____________________________________________________________

Nonprofit: ___________ for Profit: ___________ Public: ______________________________

On-site parking: Yes___ No____ Public Parking: Yes_____ No____ Fee: ______________________

Agency Description: __________________________________________________________________
____________________________________________________________________________________

Populations serving: ___________________________________________________________________
____________________________________________________________________________________

Geographical Locations of services provided: _______________________________________________
___________________________________________________________________________________

Types of services provided: _____________________________________________________________
____________________________________________________________________________________

Agency Interest in Type of Social Work Student Practicums (Max. # of student interns per semester)

--SWK 299 (75 hr. field placement: typically 3 week May Eterm): Yes_____ No_____ (Max. #: ______)

--SWK 499 (475 hr. field placement: Fall 75 hrs + Spring 400 hrs): Yes_____ No_____ (Max #: ______)

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

Important Information continues on next page
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:
Please check which of the following are required by your agency:

<table>
<thead>
<tr>
<th>Agency Requirements of Student Interns</th>
<th>Agency Requires</th>
<th>Student’s responsibility; prior to consideration</th>
<th>Agency will conduct and cover costs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>NO</td>
<td>Yes</td>
</tr>
<tr>
<td>Child Abuse Clearance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Criminal Background Check</td>
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<tr>
<td>DMV Check</td>
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<tr>
<td>Drug test</td>
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<td>TB Test</td>
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<td></td>
<td></td>
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<tr>
<td>Physical Exam</td>
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</tbody>
</table>

List any additional documents student must provide:
___________________________________________________________________________
___________________________________________________________________________

Other steps student is expected to take prior to beginning placement:
___________________________________________________________________________
___________________________________________________________________________

Agency Director: ______________________________              Date: __________
Individual Field Instructor Information Form
(This Form should be attached to the Agency Profile Sheet Form H-1)

Instructor Name: __________________________________________________________________

Agency Name: _______________________________ Phone: ______________________________

Agency Address: __________________________________________________________________

E-mail Address: _________________________________ Fax: ______________________________

Job Title: ______________________________________ Full time _______ Part time ___________

Years of service with agency: _____________ Previous field instruction experience? __________

Areas of specialization: __________________________________________________________________

Licensed or certified? Yes_______ No________

License/certification number (s): ________________________________________________________

Educational Background:

Name of graduate school: ______________________________________________________________

Location: __________________________________________________________________________

Area(s) of study: _____________________________________________________________________

Degree: __________________________________ Year of graduation: ___________________________

*If you attended more than one graduate school, please list others on the back of this page.

Name of undergraduate school: _________________________________________________________

Location: _________________________________________________________________________

Major: _________________________________ Minor: _________________________________

Degree: ________________________________ Year of graduation: _____________________________
Prior Professional Work Experience: Please begin with most recent position prior to current. (Add additional page of prior experience or resume if needed)

Agency name: _________________________________________________________________________

Agency address: _______________________________________________________________________

Job Title: _______________________________ Full time __________ Part time __________________

Length of time with agency: _________________ Social Work field instruction? Y/N ______________

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 faculty of the Ferrum College Social Work Program.
- Be knowledgeable of goals and objectives of the field placement experience and its role in the BSW program.
- Select appropriate assignments, and with the student, create a learning contract 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 placement – e.g. learning contract, field logs, evaluations, etc.
- Notify the Field Coordinator of any questions or potential problems as they become evident.

Signatures:

____________________________________________________               ______________________
Field Instructor       Date

__________________________________________________  ______________________
Agency Director                                                         Date

__________________________________________________  ______________________
Ferrum College Field Coordinator     Date
Ferrum College Social Work Program
SWK 299 STUDENT AGREEMENT

SWK 299: Introduction to Community Service
Field Practicum and Integrative Seminar: May Eterm

Place your initials by each line.

1. I have read, reviewed, understand and agree to abide by the NASW Code of Ethics.

2. I have thoroughly read and accept the Student Responsibilities as stated in the SWK 299 Field Practicum Manual.

3. I accept the responsibility of following all Ferrum College Student Rules and Regulations.

4. I accept the responsibility of following all agency policies during my SWK 299 Field Practicum.

5. I understand that if at any time during this May Eterm, my behavior or decision – making is not consistent with the above, I may be terminated from my agency and I may be terminated from the Ferrum College Social Work Program.

_________________________________                      ______________
Student’s Signature                                                    Date

_________________________________                       ______________
Social Work Faculty Field Liaison                                   Date
Criminal Background and DMV Disclosure Policy

Sign your initials by each item:

____ I agree to be open and honest with the Social Work Program faculty regarding any and all
  a) criminal charges against me regardless of their outcome, and;
  b) motor vehicle charges and convictions, regardless of their outcome.

____ I understand the Ferrum College Social Work Program may require a completed criminal
  background check and DMV check coordinated through the Ferrum College Office of Human
  Resources.

____ I agree that if it is found that I have criminal background or DMV issues, I may be asked to
  complete a consent form allowing the Social Work Field Coordinator to discuss the shared
  information with the Program Coordinator and specific potential field agency contacts.

____ I understand that failure to follow these requirements may result in my not being placed in an
  agency and not being able to complete the social work major.

____ I understand that if I have criminal charges pending prior to or during a field placement,
  I will not be allowed to begin or continue. Once the charges have been settled I may contact the
  Social Work Program Coordinator for a review of my status in the Social Work Program.

Please list any past or current charges:
a) Criminal charges and dates:

  Resolution:

b) DMV charges and dates:

  Resolution:

__________________________________________            ________________
Student’s Signature                                                                 Date

__________________________________________             ________________
Social Work Faculty Field Liaison                                           Date