



# **Ferrum College** **Social Work Program**

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## **Student Handbook 2023–2024**

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Dear Student,

The faculty, staff, students, and field practicum instructors of the Social Work Program welcome you to Ferrum College. We want you to become an integral part of our learning and service community. We will support you in empowering yourself and others to bring about positive change in the lives of individuals, families, groups, organizations, and communities. We offer you the opportunity to earn the Bachelor of Social Work (BSW) degree which is accredited by the Council on Social Work Education (CSWE).

**Learning comes in many forms**—through lecture and discussion in the classroom; through reading, library research, and analysis; by being engaged in various campus activities; through service-learning projects in diverse communities; and field practicum experiences. We believe this educational process will help you become a baccalaureate-degreed generalist practice social worker who is knowledgeable and committed to respecting diversity, client self-determination, and empowerment. You will gain the knowledge, values, skills, and appropriate cognitive/affective processes to help you become a change agent to promote social, economic, and environmental justice.

We are here to get to know you, support you, advise you, and challenge you to grow in your pursuit of a BSW degree and to become a life-long social work professional. This handbook will provide you with vital information to assist you in being successful along this journey.

## **Social Work Faculty/Staff: Where to find us**

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# **1 Ferrum College and the Social Work Program**

## **1.1 Historical Background**

The educational institution of Ferrum College was founded in 1913 under the auspices of the Virginia Annual Conference of the United Methodist Church and the state Conference of the United Methodist Women. Its early beginning focused on elementary and secondary branch schools in the hills of the Blue Ridge section of southwest Virginia. Eventually through the 1940s to 1950s as public schools expanded Ferrum began to focus again on some initial work done back in 1926 toward developing a junior college. After years of extensive expansion, finally, in 1960 full accreditation was awarded for Ferrum College as a junior college. By 1974 bachelor's degree programs were offered. The Ferrum College Social Work Program was one of the original majors when Ferrum became a four-year degree college and has been nationally accredited by the Council on Social Work Education since 1976. The social work major appropriately grew out of the college's long-standing tradition of service and its motto "**Not Self but Others.**" The College's mission statement and hallmarks show a clear alignment with the Social Work Program's educational purpose.

## **1.2 Ferrum College Statement of Mission**

We are a dynamic learning community where students enter with promise and leave with purpose. Per web site: <https://www.ferrum.edu/about/>

## **1.3 Nondiscrimination, Equal Opportunity and Affirmative Action Statement**

"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. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 109 Ferrum Mountain Road, Ferrum College, P.O. Box 1000, Ferrum, VA, 24088-9000; (540) 3654596. Inquiries concerning the application of nondiscrimination policies may also be referred to: Washington DC (Metro), Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; Telephone:(202) 453-6020, Fax: (202)-453-6021, TDD; (800) 877-8339. OCR encourages use of e-mail or fax to communicate with OCR whenever possible. Also, complainants may file a

complaint with OCR online or by email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov). “(Ferrum College Handbook, 2020–2021, p. 2).

## 1.4 Commitment to Diversity

Ferrum College and the Social Work Program are fortunate to have a diverse group of students and majors. Despite the modest level of racial diversity within our rural mountainous community, Ferrum College has increasingly drawn a large number of students of color. Increasingly, the Social Work Program majors are very racially diverse. We also have students and faculty who are open about being members of the LGBTQ community. Overall, our students come primarily from Virginia’s rural and urban communities. A modest number of students come from other states, often neighboring ones. Currently, we have students who face physical and learning challenges which help remind us daily of the need for awareness and advocacy on access issues. Our male-to-female ratio continues to be weighted toward females but it is a constant area of discussion. While the campus and our field practicum agencies are very open and supportive of diversity we do realize that some people in the broader community are not necessarily so inclined. Diversity is not only a topic of class discussion, but we also frequently have students engage in various types of community projects and certainly practicums that take them on home visits with agency social workers. Sometimes racism is quite blatant. We often address issues of physical safety but also critically examine both the local and broader socio-political-cultural milieu. Many times, that leads to discussions about policies, human rights issues, lack of resources, and the numerous avenues to be agents of change.

## 1.5 Accessibility Statement

Ferrum College is known for making academic progress accessible for students with financial, physical, learning, and academic challenges. The Social Work Program is supportive and grateful for the important efforts on the part of the college to provide a quality education. Ferrum and the Social Work Program continue the tradition to work with almost any student who wants the opportunity to learn and succeed. The college continues its efforts to remain financially accessible by keeping costs low while providing financial aid options to provide each student the most affordable college education possible. All buildings are accessible for those with physical challenges. Those with learning challenges are strongly encouraged to make use of various appropriate accommodations and the **Carter Center for Academic Success** in which faculty and students provide free tutoring services. We also have a Math Center and Writing Center, located in the library, through which faculty are available for assistance. The campus has an on-site community health clinic and mental health counseling. A psychiatrist comes regularly to assess, evaluate and maintain students with specific needs. Many of our students are first generation college students and while the opportunity for higher education is exciting, we must also acknowledge the challenges for both

the student and family members. Further information can be found on the [Office of Academic Accessibility web page](#).

## **1.6 Accreditation**

Ferrum College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and specialist degrees. Ferrum College is also accredited by the University Senate of the United Methodist Church and is a member of the National Association of Schools and Colleges of the United Methodist Church. The Ferrum College BSW Program has been accredited by the Council on Social Work Education since 1976 and holds membership in the Virginia Social Work Education Consortium.

## **2 Social Work as a Major and a Profession: Important Issues to Consider**

Social work is not just a field of study or an academic major; it is also a personal and professional commitment. You need to examine your own personal qualities and the professional requirements to see if the social work major, and ultimately the social work profession, is a good fit for you. What are your professional interests? Social workers fill a diverse job field. Clinical social workers provide 65% of all mental health services. Additionally, social workers fill positions in non-profits, government organizations, management, veterinary offices, hospitals, the criminal justice system, school systems and many more.

### **Questions to ask yourself:**

- Do you truly care about people's problems? Are you respectful of those who may differ from you in ways such as religious faith, lifestyle, or family structure? Are you open to learning about diverse cultures, values, and community traditions?
- Do you value people's strengths and believe in empowering them to address their own problems? Do you believe all people deserve basic human rights? Are you willing to take initiative to speak out about unfair discriminatory conditions and work with others to change policies to address social, economic, and environmental justice issues?
- Are you a person of integrity? Do you take responsibilities seriously, recognizing that your timely preparation of quality written

documentation, critical thinking and competent actions will have great impact on the lives of others?

- Are you flexible in working with others to find solutions? Can you accept constructive criticism and use feedback to improve?
- Are you willing to provide services to those in need through class projects, volunteering, and intensive Field Practicums?

**Personal Considerations: You should be a person who is willing and able to...**

1. Increase your self-awareness—explore what you think, feel, and believe, while beginning to understand how various experiences have affected you and other people.
2. Be flexible, open to change, acknowledge your own biases in order to grow and be open to learning new information about diverse people and situations.
3. Advocate for justice and advance human rights for all people.
4. Commit to empowering others.
5. Learn new skills, research information, and communicate effectively.

A social work education will direct you to learn from and examine important guides from two national organizations: the [National Association of Social Workers](#) and the [Council on Social Work Education](#).

A beginning step in examining your compatibility is to consider the core set of Social Work Values:

Dignity and Worth of the Person	Service
Social Justice	Human Rights
Importance of Human Relationships	Integrity
Scientific Inquiry	Competence

**When you are ready to consider social work as your major, you need to:**

Meet with the Social Work Program Coordinator for a discussion about the social work field, your understanding about the profession and your career interests, and the program.

## **3 The Social Work Program**

### **3.1 Social Work Program Mission Statement**

Rooted in a liberal arts tradition our program prepares students to be self-aware generalist professional social workers committed to ethically empowering diverse populations. Our students advocate for the social welfare of all individuals, groups, families, communities, and organizations. As advocates, social work students practice under an ADEI lens that allows them to address client systems holistically without discrimination or bias. The BSW program collaborates with social service agencies as well as community organizations in supporting the use of evidence-based practice and advocacy for human rights.

### **3.2 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 an emphasis on the problem-solving model, generalist practitioners use systems theory and the person-in-environment framework to maximize the strengths of those in need.

### **3.3 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. Competently apply an ADEI lens to working with individuals, families, groups, organizations, and communities.
3. 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.
4. Apply research and critical thinking skills to practice using appropriate communication.

5. Respect and empower diverse clients using a strengths approach and cognizant of bio-psycho-social-spiritual and cultural considerations.
6. Advocate with and for clients to address policy changes to advance human rights while promoting social, economic, and environmental justice.
7. Behave professionally in field practicum and applied service-learning projects in a variety of contexts.
8. Realize the importance of continuing professional education.

### **3.4 Bachelor of Social Work (B.S.W.) Degree and Educational Purpose**

Graduates of the Ferrum College Social Work Program receive the Baccalaureate of Social Work (BSW) degree which prepares them for beginning professional generalist social work practice. Our continuing accreditation by the Council on Social Work Education provides our graduates with the option of applying to a Master in Social Work degree program at universities across the nation and possibly at an advanced level. Instruction in the Ferrum College Social Work Program emphasizes the theoretical foundations of beginning generalist social work practice in both rural and urban communities. Over the past forty years our graduates have been proudly employed in diverse social work fields and have gone on to receive the M.S.W. degree from institutions in various states, with a few graduates attaining a PhD.

### **3.5 Social Work Program Policy on Non-Discrimination**

The Social Work Program of Ferrum College supports the Equal Opportunity/Affirmative Action Policy of the Council on Social Work Education and the policy of Ferrum College. The Social Work Program is committed to the principles of non-discrimination, equity and affirmative action for all persons—students, faculty, staff, field instructors and community persons—without regard to race, religion, color, ethnicity, culture, class, national origin, age, veteran status, family structure, sex, gender, gender identity, sexual orientation, and physical or mental ability. All activities related to the Social Work Program are included from assignment of duties/compensation of program employees and tenure, student recruitment, admissions, retention, classroom interaction and grading, as well Field Practicum assignments, and activities of the Social Work Club.

## **4 The Ferrum College Social Work Program Curriculum Core Competencies**

The Ferrum College Social Work Program curriculum builds upon the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS). Each of the nine Core Competencies and related Practice Behaviors serve as the foundation to guide our sound curriculum development. All are critical for students to be fully prepared to address the complex and multifaceted social problems facing individuals, families, groups, organizations, and communities.

The following are the Core Competencies in brief:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(See Appendix for the full definition of each Core Competency and related Practice Behaviors)

### **4.1 Integrated Framework**

The program's foundation is strongly tied to a liberal arts education to ensure students are well-grounded in college-level knowledge and skills. In addition, the Social Work Program's mission and goals are consistent with those of Ferrum College as both are rooted in a values base of commitment to the welfare of diverse persons through ethical, respectful care and concern.

### **4.2 Classroom Learning and Field Practicums**

Both classroom learning and supervised direct practice in the field are incorporated within the curriculum. Ferrum College core classes are of moderate size and Social Work major classes are small, generally ranging

from about 8 to 15 students. Faculty and students get to know one another quite well and students are able to fully participate in the classroom as well as on the campus and in the community.

### **4.3 Communication Skills**

Students learn and practice professional communication skills through frequent opportunities in class discussion, formal presentations, writing-intensive research papers and essays as well as developing assessments and reports. Most social work classes include some type of community related project requiring students to get out into the real world and use all of their communication skills. Students get experience conducting interviews, being interviewed, engaging in practice role-plays and real assessments while becoming aware of nonverbal and emotional reactions.

### **4.4 General Education Core Requirements**

CSWE standards require that the first step on the road to becoming a professional generalist social worker is to focus on a foundation within the liberal arts. The General Education Core Competencies consists of a range of required courses for all Ferrum College students which provide the important foundation for a liberally educated undergraduate student. Many of these courses provide an excellent beginning point for social work majors to be well grounded in subject areas which provide vital knowledge on the biological, psychological, social, cultural and spiritual aspects of human functioning, growth, development and interaction. These courses also further develop a well-rounded person who is familiar with a spectrum of ideas, can communicate in a professional manner, and function as a responsible citizen.

### **4.5 Additional Core Support Courses**

Student learning in the social work program is strengthened by early support courses in sociology (social problems and cultural diversity), psychology (child/adult development and abnormal psychology), human biology (the healthy human body and human diseases), and economics/political science. Each of these courses adds to a holistic foundation and has a direct tie in to the primary Social Work (SWK) major courses.

## **4.6 Social Work Major Curriculum Core Building Blocks**

The Ferrum Social Work curriculum helps each student become aware of his or her own values with continuous focus on self-awareness. Beginning with the very first Introduction to Social Work class (SWK 201) essay comparing personal values with social work values, followed by three Professional Preparation Seminars (SWK 297, 397, and 497) across the next two years, and culminating with the Senior Capstone (SWK 498), students have a working knowledge of the NASW Code of Ethics and eventually take on facilitator role while discussing ethical dilemmas as well as facing real issues in the field.

After a student is formally admitted into the program, the Social Work Curriculum consists of several key sequential building blocks by which knowledge of best practice skills and behaviors are all strongly connected through interwoven themes of Diversity and Human Rights by examining issues at the local, state, national and international level through a number of readings, films, interviews, community projects, and ultimately field practicum experiences.

Students will use their knowledge of and respect for diversity to advocate for those populations most vulnerable to poverty and discrimination who need assistance to strive for human rights and social, economic, and environmental justice. Advocacy skills are strengthened by students having a holistic understanding of human behavior and the impact of environment (SWK 330: HBSE) along with the knowledge of social welfare policies and knowing how the legislative process works (SWK 320 Policy course). Students learn to appropriately interact with citizens, legislators, agency providers and advocacy organizations. Critical thinking skills are developed as both a consumer who understands basic evidence-based research (SWK 341: Social Work Research) and one who can apply it to practice for optimal best practice intervention in the field.

Three practice courses help students become knowledgeable of theories and learn the basic practice skills of engagement, assessment, intervention and evaluation applied to all levels of clients and constituencies. SWK 370 (Communication Skills), SWK 371 (Intervention Planned Changed) and SWK 372 (Social Justice Advocacy)

Classroom learning and supervised direct practice will bring the nine competencies and practice behaviors together through acquired knowledge, values, skills, and cognitive and affective processes all enhanced through the extensive two semester Senior Field Practicums and concurrent seminars (SWK 489: 75 hrs field in the Fall and SWK 499: 400 hrs in the Spring for a total of 475 hours).

## **4.7 B.S.W. Course Requirements and Prerequisites**

The Bachelor of Social Work (B.S.W.) degree requires completing 121 hours of coursework, at least 50% of which must be completed at Ferrum College. These hours must include courses required to satisfy the College's General

Education requirements in Core Competencies and Exploration Areas, and also the course of study required for the Social Work major.

Students must maintain a 2.2 GPA within the major and overall to continue in the program. Courses within the Social Work major require a minimum grade of C or better and must be repeated if this grade is not earned. Many upper-level courses are taught only one semester each year, so you should work closely with your advisor to make sure you do not miss an important class that would delay your graduation. Many students choose to complete the program in the traditional four-year timeframe. However, with careful course planning the program may be finished in three years.

#### 4.7.1 Core Competencies

The College requires students to complete four courses in Core Competencies before the end of their first year of study. Two of these courses must be ENG 112 (Composition & Research) and SWK 201 (Introduction to Social Work). The third and fourth courses must be in the areas of Written Communication and Quantitative Reasoning, respectively. A [complete list of Core Competency courses](#) is maintained in the college catalog.

#### 4.7.2 Exploration Areas

The Exploration Areas requirement consists of 21 hours of coursework. Students must choose at least one course which addresses each of the four “big questions”:

1. What shapes human identity?
2. How do we interact with different cultures and times?
3. How do we evaluate and solve problems?
4. How can we prepare for and engage in a meaningful life?

In addition, at least one course must be chosen from each of these three subject areas:

1. humanities/fine arts
2. social/behavioral sciences
3. natural sciences/mathematics

Finally, students must choose at least one course from each of these engagement types:

1. reading
2. writing
3. quantitative
4. speaking
5. experiential

A course may satisfy more than one of these requirements. For example, PSY 211 satisfies the ‘What shapes human identity?’ requirement, the social sciences requirement, and the experiential requirement from each of the three lists.

A complete list of Exploration Areas courses can be found on the College website.  
The following table might be helpful as well:

Big Question	reading	writing	quantitative	speaking	experiential
1	ENG 214 <sup>FO</sup>	ENG 218 <sup>SE</sup>	PSY 325 <sup>F</sup>	SPA 326 <sup>P</sup>	PSY 211
	HIS 316 <sup>S</sup>	ENG 338 <sup>FO</sup>			REC 103 (1)
	HIS 335 <sup>SO</sup>	HIS 306 <sup>SE</sup>			REC 104 (1)
	HIS 353 <sup>FE</sup>	HIS 308 <sup>SO</sup>			REC 106 <sup>S</sup> (1)
	SPA 325 <sup>P</sup>	REC 360 <sup>F</sup>			REC 139 <sup>F</sup> (1)
2	ENG 301 <sup>FE</sup>	HIS 302 <sup>FO</sup>		ENG 215 <sup>FE</sup>	REC 275
	HIS 201 <sup>F</sup>	HON 216 <sup>SOH</sup>		HIS 357 <sup>SO</sup>	
	HIS 376 <sup>FO</sup>	REL 316 <sup>SEP</sup>		MUS 205	
	MUS 155 (1)	REL 320 <sup>FO</sup>		REL 210 <sup>FO</sup>	
	REL 222 <sup>SO</sup>	SPA 301 <sup>FP</sup>		SPA 302 <sup>SP</sup>	
3	ENG 401 <sup>P</sup>	PSY 307 <sup>FP</sup>	AGS 110 <sup>F</sup>	ESC 405 <sup>FE</sup> (4)	ART 215
	ESC 313 <sup>SE</sup>	SCI 398	BUS 330 <sup>P</sup>	HIS 347 <sup>FE</sup>	ART 222
	HIS 307 <sup>FE</sup>		ESC 203 <sup>S</sup>	HON 213 <sup>FOH</sup>	EDU 203
	HON 210 <sup>SEH</sup>		ESC 413 <sup>FO</sup> (4)	NUR 470 <sup>SP</sup>	
	PSC 304 <sup>SE</sup>		GEO 221 (4)	PSC 324 <sup>SO</sup>	
	PSY 332 <sup>FO</sup>		MTH 203 <sup>SP</sup>	PSY 210	
	REC 440 <sup>S</sup>		MTH 208 <sup>P</sup>	SCI 250 <sup>FP</sup> (4)	
			PSC 402 <sup>FOP</sup>	SCI 498 <sup>P</sup>	
			PSY 306 <sup>SP</sup>	SPA 320 <sup>P</sup>	
			REC 410 <sup>FO</sup>	THA 222	
4	HIS 398 <sup>SP</sup>	BUS 208 <sup>F</sup>	NUR 440 <sup>FP</sup>	COM 201	ART 206
	PSC 399 <sup>SE</sup>	ENG 461 <sup>SO</sup>	PSC 310 <sup>FE</sup>	HIS 360 <sup>FO</sup>	BIO 202 <sup>FP</sup>
		HON 223 <sup>SOH</sup>		SOC 340 <sup>SE</sup>	REC 285
		REL 216 <sup>SE</sup> SPA 299 <sup>S</sup> THA 498 (2)		SCI 241 (2)	

F Fall semesters only All courses are 3 credits unless noted in parentheses

S Spring semesters only

O Odd years only

E Even years only

P Course has a prerequisite not ordinarily taken by SW majors

H Honors students only or permission of the instructor

### 4.7.3 Social Work Major Requirements

The Social Work major requires 57 credits. Students must earn a C or better in each of these courses and maintain a GPA of 2.2 or better both overall and within the major to continue within the major. Students can chart their progress to program completion using Colleague Self-Service.

#### Table 1: Pre-Professional Coursework

These courses are taken early in the student's career before formal admission to the Social Work major (10 credits). Note that SWK 201 also counts towards the College's Core Competencies requirement.

Concurrent with the semester, or just after, in which the below Liberal Arts Requirements and Pre-Professional courses are completed, students should have completed or plan to enroll in SWK 297 (Professional Preparation Seminar I). This course assists students in reviewing all of the Social Work Major Requirements and preparing to submit the Application to the Professional Social Work Program. The student must complete a formal interview which includes outside social work professionals. Often the interviewers will be Ferrum College BSW alumni. If a student meets all academic requirements, and the application process is approved, then the student may advance to the professional program courses.

PSY 201	General Psychology	3
PSC 101 or PSC 202	American National Government and Politics State and Local Government	3
SOC 101 or SOC 202	General Sociology Social Problems	3
SWK 201	Introduction to Social Work	3
SWK 297	Social Work Professional Preparation Seminar I	1
CSC 100 or ACC 110 or BUS 201 or BUS 230	Computer Literacy Introduction to Accounting Personal Finance Computer Applications	3

**Table 2: Professional Coursework** Following completion of SWK 297, the student will formally apply to the Social Work program. These courses are taken by students who have been admitted to the program (47 credits).

PSY 210 or PSY 211 or PSY212*	Human Growth and Development—Lifetime Human Growth and Development-Child and Adolescent Human Growth and Development-Adulthood	3
SOC 203 or PSY 420	Sociology of US Cultural Diversity Multicultural Psychology	3
PSY 306	Intro to Research Methods & Statistics	3
PSY 307	Advanced Research Methods & Statistics	3

PSY 320	Abnormal Psychology	3
SWK 320	Social Welfare Policy: History, Philosophy, and Current Policies	3
SWK 330	Human Behavior and the Social Environment	3
SWK 350	Substance Abuse	3
SWK 370	Social Work Communication Skills	3
SWK 371	Intervention and Planned Change	3
SWK 372	Social Justice Advocacy	3
SWK 397	Social Work Professional Preparation Seminar II	1
SWK 489	Senior Field Placement and Seminar I (75 hours in field agency)	3
SWK 497	Social Work Professional Preparation Seminar III	1
SWK 498	Senior Capstone Seminar	3
SWK 499	Senior Field Placement and Seminar II (400 hours in field agency)	9

\*PSY 210 or PSY 211 is recommended, as they also satisfy an Exploration Area requirement.

#### 4.7.4 Eight-Semester Plan

The Social Work program is typically completed in 8 semesters. The table below demonstrates how students typically work through the requirements.

<b>Fall Freshman</b>	<b>HRS</b>
SOC 101 General Sociology or SOC 202 Social Problems (odd)	3
SWK 201 Introduction to Social Work	3
SWK 297 Professional Preparation Seminar I	1
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Spring Freshman</b>	
<b>HRS</b>	<b>HRS</b>
PSY 201 General Psychology	3
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Fall Sophomore</b>	
<b>HRS</b>	<b>HRS</b>
PSC 101 American National Government and Politics or PSC 202 State and Local Government	3
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Spring Sophomore</b>	
<b>HRS</b>	<b>HRS</b>
PSY 210 Human Growth and Development – Lifespan or PSY 211 Human Growth and Development – Child and Adolescent	3
SOC 203 Sociology of U.S. Cultural Diversity or PSY 420 Multicultural Psychology (odd)	3
MTH 107 Introduction to Finite Mathematics	3
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Fall Junior</b>	
<b>HRS</b>	<b>HRS</b>
SWK 320 Social Welfare Policy: History, Philosophy, and Current Policies	3
SWK 370 Social Work Communication Skills	3
PSY 211 Human Growth and Development – Child and Adolescent or PSY 212 Human Growth and Development – Adulthood	3
PSY 306 Intro to Research Methods and Statistics	3
SWK 350 Substance Abuse: Interactive Techniques (odd) or <i>Elective Courses to reach at least 15 credits</i>	3
<b>Spring Junior</b>	
<b>HRS</b>	<b>HRS</b>
PSY 307 Advanced Research Methods and Statistics	3
SWK 330 Human Behavior and the Social Environment	3
SWK 371 Social Work Intervention and Planned Change	3
SWK 372 Social Justice Advocacy: Policy and Practice	3
SWK 397 Professional Preparation Seminar II	1
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Fall Senior</b>	
<b>HRS</b>	<b>HRS</b>
SWK 489 Senior Field Practicum and Seminar I	3
SWK 497 Professional Preparation Seminar III	1
SWK 341 Social Work Research	3
PSY 320 Abnormal Psychology	3
SWK 350 Substance Abuse: Interactive Techniques (odd) or <i>Elective Courses to reach at least 15 credits</i>	3
<b>Spring Senior</b>	
<b>HRS</b>	<b>HRS</b>
SWK 498 Social Work Senior Capstone	3
SWK 499 Field Practicum and Seminar II	9
<i>General Education or Elective Courses to reach enough credits to complete 121 total</i>	

### 4.7.5 Three Year Completion Plan

With a carefully crafted curriculum, students may complete their program in three years by taking classes during the winter and summer terms.

<b>Fall Freshman</b>	<b>HRS</b>
SOC 101 General Sociology or SOC 202 Social Problems (odd)	3
SWK 201 Introduction to Social Work	3
SWK 297 Professional Preparation Seminar I	1
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Winter Freshman</b>	<b>HRS</b>
PSY 201 General Psychology	3
<b>Spring Freshman</b>	<b>HRS</b>
MTH 107 Introduction to Finite Mathematics	3
SWK 330 Human Behavior and the Social Environment	3
SOC 203 Sociology of U.S. Cultural Diversity or PSY 420 Multicultural Psychology	3
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Summer Sophomore</b>	<b>HRS</b>
SWK 299 ??? (not required in the program? Odd years) (listed twice for rotation)	3
PSY 210 Human Growth and Development – Lifespan or PSY 211 Human Growth and Development – Child and Adolescent or PSY 212 Human Growth and Development – Adulthood	3
PSC 101 American National Government and Politics or PSC 202 State and Local Government	3
<i>General Education or Elective Courses to reach at least 12 credits</i>	
<b>Fall Sophomore</b>	<b>HRS</b>
CSC 100 Computer Literacy or ACC 110 Introduction to Accounting (odd) or BUS 201 Personal Finance or BUS 230 Computer Applications	3
SWK 297 Professional Preparation Seminar I	1
SWK 320 Social Welfare Policy: History, Philosophy, and Current Policies	3
SWK 370 Social Work Communication Skills	3
PSY 306 Intro to Research Methods and Statistics	3
SWK 350 Substance Abuse: Interventive Techniques (odd) or <i>Elective Courses to reach at least 15 credits</i>	3
<b>Spring Junior</b>	<b>HRS</b>
SWK 330 Human Behavior and the Social Environment	3
SWK 371 Social Work Intervention and Planned Change	3
SWK 372 Social Justice Advocacy: Policy and Practice	3
SWK 397 Professional Preparation Seminar II	1
PSY 307 Advanced Research Methods and Statistics	
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Summer Junior</b>	<b>HRS</b>
SWK 299 ??? (not required in the program? Odd years) (listed twice for rotation)	3
PSY 320 Abnormal Psychology	3
<i>General Education or Elective Courses to reach at least 12 credits</i>	
<b>Fall Senior</b>	<b>HRS</b>
SWK 350 Substance Abuse: Interventive Techniques (odd) or <i>Elective Courses to reach at least 15 credits</i>	3
SWK 489 Senior Field Practicum and Seminar I	3
SWK 497 Professional Preparation Seminar III	1
<i>General Education or Elective Courses to reach at least 15 credits</i>	
<b>Winter Senior</b>	<b>HRS</b>
<i>General Education or Elective Course</i>	3
<b>Spring Senior</b>	<b>HRS</b>
SWK 498 Social Work Senior Capstone	3
SWK 499 Field Practicum and Seminar II	9
<i>General Education or Elective Courses to reach enough credits to complete 121 total</i>	

#### **4.7.6 Elective Courses and Minors Supporting the Social Work Major**

The Social Work Major is interdisciplinary and does not require the student to have a minor. However, each student majoring in social work can take several elective courses. The Social Work Program provides several optional electives including SWK 299: Introduction to Community Services (an initial 75-hour agency experience) offered usually during May; SWK 350: Substance Abuse Intervention Techniques; SWK 355: Child Welfare Systems and Services; and SWK 329/REC 329: Foundations of Adventure Based Counseling. Social work majors may choose to use their elective credit hours in many diverse areas of interest such as art, music, recreation, criminal justice, psychology, sociology, a foreign language, or business. Many of these courses leading to a minor provide a broad knowledge base that complements the social work major. Most minors require 18 credit hours. Because the Social Work program requires several sociology and psychology courses, a minor in either of these areas is most accessible.

## **5 Field Practicum as Signature Pedagogy**

**A Field Practicum opportunity is a privilege, not a right.** The Ferrum College Social Work Program is very proud of its distinguished reputation in the community for preparing generalist professional social workers who will provide quality and ethical service to client consumers. As field education is social work's "signature pedagogy", the Ferrum College program works very closely with field instructors and students to ensure a valuable learning experience. A qualified field instructor (a BSW with two years experience or an MSW), along with other agency staff, makes a serious time commitment to instruct and provide learning opportunities for our students. The Field Coordinator will provide weekly supervision with a student for those rare occasions where a competent field instructor does not hold a social work degree. 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.

### **Career Fair**

Early in the spring of each year, the Social Work Program works closely with the Ferrum College Director of Career Services to sponsor a career fair on campus. Representatives from various human services-related agencies come to provide students with information about their agency, including jobs and field practicum options. Students who want to explore social work careers can engage with field professionals to get an overview of the possibilities. Students who are planning to enroll in SWK 299: Introduction to Community Services course (includes 75 hours in a field practicum along with a seminar) and juniors who are ready to plan

for their required senior practicum meet with several different agencies, sometimes including formal interviews for placement. Seniors also may attend as they begin their post-graduation job search.

## Senior Year Courses, Field Practicums and Seminar

The Social Work Program prepares students for professional generalist social work by aligning senior courses with field practicum for both semesters of the senior year curriculum. The goal is for students to have learning projects in their courses that can be related to their field practicum. Typically, seniors enroll in:

FALL	PSY 306 Intro to Research Methods and Statistics
	SWK 371 Interventions and Planned Change
	SWK 372 Social Justice Advocacy
	SWK 489 Senior Field Practicum and Seminar I (75 hrs. in agency + weekly field seminar)
	SWK 497 Professional Preparation Seminar III
SPRING	SWK 498 Senior Capstone
	SWK 499 Senior Field Practicum and Seminar II (400 hrs. in agency + weekly field seminar)

### **Social workers rarely work with only 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 to deepen 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 interests 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 of diverse experiences.

The program utilizes Field Practicums in a broad spectrum of settings and qualified field instructors to fit the student's career objectives. After a field orientation training session is conducted by the social work faculty, each field instructor and student intern collaborate to develop the Field Performance Plan and Evaluation, Form E. (See [Ferrum College Field Practicum Manual](#)) (**please copy the file before editing**) This ensures all nine CSWE competencies and practice behaviors are continually developed and evaluated. Faculty remain available to assist as necessary. This training session is often held off campus at a central location easily accessible for students and field instructors.

## Employment-Based Field Practicum Policy

Any student currently employed in a human services agency who desires to complete the requirements of either of the two senior Field Practicums in the same agency must meet with the Social Work Field Coordinator to discuss the CSWE stipulations about employment-based field practicums. To maximize learning opportunities students are strongly encouraged to complete their field practicum in a completely new agency, apart from their employment. However, in limited situations, an intern may request to remain in their employment agency to complete their practicum hours. Approval requires that the intern be assigned new responsibilities and be evaluated by a different supervisor. Any such arrangement must be carefully considered and approved by the Social Work Field Coordinator, employment supervisor, and field instructor with a thorough understanding of the Social Work Program policies.

A student is not allowed to complete a practicum under the same employment supervisor and in the same agency unit.

## Social Work Major Program Admissions Process

The Ferrum College Social Work Program admissions process consists of three phases:

<b>Phase I:</b>	<b>Pre-Professional Status</b> consists of the successful pursuit of some college liberal arts core requirements as well as some specific early courses relevant to the social work major courses (see Table 1: Liberal Arts +Table 2: Core Requirements)
<b>Phase II:</b>	<b>Application and Interview to the Major</b> includes the student completing all components of the Application Process (see below) including completion of the application itself, meeting the minimum 2.2 GPA, the interview, and adherence to college and Social Work Program requirements and policies. This process is included in SWK 297: Professional Preparation Seminar I.
<b>Phase III:</b>	<b>Professional Status</b> includes continuing successful completion of major courses meeting the required GPA, demonstration of professional social work knowledge, practice skills and behaviors, values and ethics as out-lined in the <a href="#">NASW Code of Ethics</a> .

Students may declare social work as their major of study at any time. However, a student is not officially considered as enrolled in the social work program until she or he has completed the majority of Phase I: Pre-Professional courses and Phase II: Application to the Social Work Major requirements with full review and formal acceptance as part of the SWK 297 course. Any student who is admitted to Ferrum College is eligible to take the first designated pre-professional social work course, SWK 201: Introduction to Social Work and to self-designate social work as a major of choice. Students considering the social work program are encouraged to take this course early in their curriculum. Many people tend to have misconceptions about the profession of social work and this course provides

an initial introduction to the broad range of career opportunities as well as the knowledge, values/ethics, skills, and cognitive/affective processes of the profession. Students are encouraged to learn more about the social work profession by joining the Social Work Club and participating in educational and service activities, special events, and socials.

## 5.1 Phase I: Pre-Professional Status

A student who is seriously considering the social work major is encouraged to:

1. Make an appointment with the Social Work Program Coordinator, Prof. Martha Haley-Bowling, (Beckham 312, email: [mhbowling@ferrum.edu](mailto:mhbowling@ferrum.edu)) to discuss the program and student's interests.
2. Consider transferring to a social work faculty advisor after the first semester of freshman year. Social Work faculty advisors are knowledgeable about how to efficiently complete the program. Progress toward completion can also be tracked through self-service.
3. Complete the Pre-Professional courses with a minimum grade of "C" in addition to most of the courses in the full list of General Education Core Distribution Requirements (designated in the College Catalog and in this Handbook) while earning a minimum 2.2 GPA overall as well as in the major courses; and
4. Enroll in SWK 297: Professional Preparation Seminar which will include an overview of the major, the application, and the interview process. Due to the important nature of the professional program students must be fully knowledgeable of later phases and requirements of the program.

## 5.2 Phase II: Application, Interview, and Formal Acceptance

When a student has almost completed the Pre-Professional courses, the student must:

1. Enroll in and successfully complete SWK 297: Professional Preparation Seminar I.
2. Complete the [Application to the Social Work Professional Program Form A](#) by the publicized required date—Online form, use link above—application form, typed resume, two reference forms (Form A-1) (send link to online form: <https://forms.gle/j2vBBH> to your two references), the SWK 297 in-class typed essay, and include your Self Awareness Essay from the SWK 201 class;

3. Successfully complete the Criminal Background and DMV Checks (requires payment) and sometimes Health Requirements further discussed below;
4. Complete a formal interview with an external community social worker and faculty;
5. Comply with college academic requirements and community codes of conduct as well as the social work program behavioral requirements; and finally
6. Discuss any remaining or new concerns.

**Note:** The majority of social work-related agencies are required by law or agency policy to conduct a criminal background check, a DMV check, and sometimes health tests on employees, volunteers, and student interns. Social work education programs, agencies, and students must protect client consumers of services as well as the public and community at large. These checks will be conducted through the Ferrum College Office of Human Resources. These are also conducted to protect the student from pursuing a major in which s/he might be prevented from participating due to some issues from one's past or present. This process is not intended to directly discourage anyone from considering social work. Social work is a professional field that believes in providing second chances and supporting people who have turned their lives around. Please have an honest conversation with one of the social work faculty members if you are concerned about anything that may come up.

## **Application Instructions for Admission Professional Social Work Major Program**

**Instructions:** A student who wants to be considered for acceptance as a formal social work major must at minimum complete the following steps:

1. Be enrolled in or have completed SWK 297 with a minimum grade of C.
2. Turn in the completed application folder by the announced due date:
  - (a) **Application Form:** Must be submitted electronically. Complete required prerequisite courses (listed on the application) with a minimum grade of C and maintain a minimum 2.2 GPA overall and in courses required for the social work major.
  - (b) **Reference Forms:** You must send links for Reference Forms to two people for them to recommend you for the social work major. **Contact references early.** *No relative may be used as a reference.*

- i. A faculty or staff member on campus (**not Social Work faculty**)
- ii. A work supervisor: job, work-study, or volunteer with a service organization.

Once submitted, the reference form will automatically be emailed to the Social Work Faculty. You will not receive a copy. Social Work faculty will add your references to your Application Folder

- (c) **Resume:** Include your typed updated resume with all of the required information: try to keep to 1 page, 2 max. Be sure your resume has been reviewed and approved by a Social Work faculty member in SWK 297 and/or Leslie Holden (Career Office); make any recommended changes.
  - i. Heading with Name, Address (home and campus), email, cell phone contact
  - ii. Education, expected graduation date, GPA if at least a 3.0
  - iii. Experience: Work, internship, and volunteer experiences to include each Name of Agency/ Organization, job title, and brief description of duties with total hours and dates worked.
  - iv. Briefly list relevant honors, co-curricular active membership, or leadership roles (sports, campus or community organizations, religious/faith groups, etc.)
  - v. Any special skills relevant to social work: foreign language, art, music, computer, etc.
- (d) **Criminal background and DMV checks:** Pay for and complete required forms. This process will be done through the Ferrum College Human Resources Office. (HR representative will come to SWK 297) Each student intending to apply to the social work program must, at minimum, complete a criminal background check and a DMV records check. You will be informed early in the SWK 297 class with more information, including the costs you must pay to have these completed. (Some social work field agencies may require drug testing and TB tests.)
- (e) Include a copy of your **Self-Awareness Essay** from SWK 201 class.
- (f) Complete the **Professional Behavioral Checklist**  
**OPTIONAL** if you would like your references to complete this as well, please share the link.
- (g) Please complete your own **8 Semester Plan** (copy file to your drive and share with Field Coordinator)

- (h) Complete [Student's Agreement for Acceptance into the Social Work Major](#) which will automatically be forwarded to the Field Coordinator
- (i) Complete an in-person writing sample essay as part of SWK 297 class— place an ungraded copy of this in your folder.
- (j) Turn in a completed application packet with all required items in a black 2 pocket soft folder to the Social Work Field Coordinator.
- (k) **Student Interview** by a faculty member and a local social worker. When a completed application folder, writing sample, and background check have all been reviewed and meet the basic criteria for the social work program, the student will be notified of the interview date. If your folder is incomplete, you will not be interviewed.
- (l) **Notification:** Student will be notified by letter from the Social Work Program Director if accepted fully, accepted on a probationary basis (often due to not meeting the GPA | requirement), or if not accepted (explanation will be provided). Students may have the chance to reapply at a later date depending on the reason for denial.

### 5.3 Formal Acceptance to the Social Work Program

After the application interview, the student will be informed as to the outcome and the next steps:

1. **Acceptance into the program:** The student moves into Phase III: Professional Social Work Program and proceeds with professional courses as listed.
2. **Conditional acceptance into the program:** The student may have certain probationary restrictions but is allowed to proceed in the social work major. The student may not have completed 100% of the pre-professional required courses but has completed all of the SWK courses and the vast majority of other courses listed in the Phase I. The student meets the 2.2 GPA and a minimum of a “C” in completed courses. The student and social work faculty advisor must devise a written plan, to be maintained in the student’s Social Work program file and the date by which the deficiencies will be addressed.
3. **Denied acceptance into the program at the time:** The student may not have the necessary GPA, or the required “C” in the pre-professional courses completed, or the Social Work Admissions committee members may have concerns regarding the student’s basic Social Work values, ethics or professional behaviors. The student may be required to address the specific areas of concern before

reapplication. The faculty may assist the student in devising a remediation plan to address the cited areas for the reason for denied acceptance. Some circumstances may exist such that the student is prohibited from reapplying.

## **5.4 Phase III: Professional Social Work Program**

Once a student has been accepted into the Professional phase of the program she or he must continue to abide by the following at all times

- appropriate personal and professional behavior consistent with the NASW Code of Ethics
- stay in good academic standing with no future honor code violations; complete all social work major required courses earning a minimum grade of “C” and minimum G.P.A. of 2.2; and
- maintain good standing regarding College and Social Work Program Code of Conduct

Students must carefully review before signing the agreement on the following page and turn in to the Social Work Program Coordinator by an announced date.

# **6 Social Work Program Policies and Procedures**

## **6.1 Academic Advising Relationship: Expectations of Faculty Advisor and Student**

Ferrum College provides a faculty advisor for each student beginning the student’s first semester. This person usually also teaches the student in the Freshman Gateway Seminar course. After the first semester, as soon as a student determines that she or he wants to continue majoring in social work, the student should make arrangements to shift to a faculty advisor in Social Work. The student can contact the Social Work Program Director, Martha Haley-Bowling at [mhbowling@ferrum.edu](mailto:mhbowling@ferrum.edu).

All faculty advisors are required to maintain at least 4 office hours per week and are available by appointment. Office hours are noted on each course syllabus. Students can drop by or make an appointment to discuss various issues -academic requirements or concerns, questions about social work careers or graduate school, Field Practicum options, or assistance with contacting needed campus resources: academic, career, health, social, cultural, and spiritual. Various resources exist on campus and are listed on the next page. From tutoring to time management issues, physical and mental health services to spiritual needs, the resources are available for students. A link for this handbook and the Field Practicum Manual are available on the Social Work Major website as well as from the faculty in Beckham Hall (Third Floor) including information about the Social Work

major (policies and procedures, required courses, forms, Field Practicum info), the Social Work Club, NASW membership, Graduate Schools, and volunteer opportunities.

**A Social Work Faculty Advisor** will work closely with you as an advisee and is expected to:

- keep regular office hours—a minimum of 4 hours per week
- pre-registration sign-up appointment times to assist advisees with course selection, scheduling, and registration,
- stay up to date on college distribution requirements,
- assist students with goal planning and problem-solving skills,
- connect students to various campus resources for academic tutoring and counseling, personal mental health counseling, career placement information and
- abide by appropriate professional ethical and confidentiality guidelines.

**A Social Work Student Advisee** is expected to:

- meet with advisor as needed and be on time for appointments;
- abide by the academic criteria applied to courses and behaviors as specified:
- carefully plan the student's college-required formal degree plan outlining projected courses through the Academic Planning tool in the online system in the Self-Service Portal;
- each semester during pre-registration, the social work faculty advisor reviews and approves the student's course selection through the Self-Service Portal, and then at the appropriate time, the student can register for classes;
- the online college registration system has prerequisite requirements built into the data base which can only be overridden by the College Registrar in
- consultation with the Program Director and the School Dean. Contact your advisor for assistance.
- be aware of all college and social work program requirements;
- inform advisor of academic or personal difficulty and seek assistance from resources;
- provide accurate and honest information when needed and follow through promptly with any paperwork or meeting requirements;
- enroll in SWK 297 Professional Preparation Seminar I with or after successful completion of SWK 201 with a minimum grade of C;

- be a responsible student who attends classes, completes assignments, maintains good study habits, and follows through on all Field Practicum responsibilities;
- be a responsible individual citizen who behaves in a safe, respectful, and appropriate manner at all times; and to stay informed and abide by all Ferrum College policies and procedures, both academic and behavioral, found in the [College Catalog](#) and the [College Student Handbook](#).

## **6.2 Student Access to Departmental Records Policy and Confidentiality of Student Data**

Ferrum College and the Social Work Program maintain information on each student in the program.

1. Each faculty advisor and student can access password-protected academic information on the student advisee through the college web management system, Portal's Advisee Information. This file is ultimately the property of the Ferrum College Advising Program. The student's academic requirements for the liberal arts core and social work major course checklist serve as the basis of the Academic Degree Plan. The student is ultimately responsible for maintaining his or her appropriate academic progress.
2. The Program Director's office maintains a confidential file on each student accepted to the program. The file contains the student's completed application, field practicum evaluations, field time sheets, the senior PowerPoint presentation, and evaluation. Toward the end of the final semester seniors are evaluated by external social work agency representatives from our Social Work Program Advisory Committee through a formal portfolio presentation. The evaluators provide constructive criticism to the students and faculty related to program assessment. These are kept on file for at least 7 years. However, it is the student's responsibility to keep copies of field evaluations and time records. At any time a student may review his or her files, and if needed make copies.

### **6.3 Course Performance Criteria, Sequence, Prerequisites, and Grading Policies**

All courses within the Social Work Program are carefully developed and integrated so that course objectives flow in sequence. Course syllabi are constructed so that prior course knowledge and skills are expected to be carried over into the next sequential course. Students are not allowed to take sequential courses out of order and must pass all specified major courses with a minimum grade of “C” or better.

### **6.4 Grading Scale**

The college catalog lists the undergraduate standardized ten-point grading scale. Each course syllabus specifies the grading criteria for each course assignment and is most often on a point scale basis. Many syllabi will also include grading rubrics for larger assignments to fully inform the student on criteria and points earned on each sub-component. The intent is to assist student improvement with clear grading, better enabling the student to improve in specified weak areas.

### **6.5 Accommodation for Students with a Disability**

Ferrum College and the Social Work Program work diligently with students who need accommodations through the Office of Academic Accessibility (OAA). As stated in all course syllabi “As directed by Ferrum College’s policy, any student with a disability who qualifies for and seeks academic accommodations (such as testing or other services) must work through the Office for Academic Accessibility for accommodations. The office is located **Lower Stanley Library, Office 110**, and the director may be reached by phone at 365-4262 or by email at [dmilloy@ferrum.edu](mailto:dmilloy@ferrum.edu). Please remember that accommodations cannot be granted retroactively; they must be requested promptly before the accommodation is needed. Students who wish to use accommodations through OAA are encouraged to meet with the director during the first weeks of the semester to discuss the process, and are also invited to read the [policy manual](#) on for specific information.”

### **6.6 Transfer of Social Work Credits Policy**

Any student who wishes to have previously completed social work course credit from another institution considered for transfer credit must document the following:

1. The student must have received a minimum grade of “C” in the course and it must have been completed at a social work program in a college or university fully accredited by the Council on Social Work Education.
2. The student must provide a syllabus and description of the course.
3. The Social Work Program Coordinator, in consultation with program faculty, must conclude that the course content is highly similar to a specific Ferrum College Social Work course.
4. The college does have rules as to the maximum amount of transfer credit that can be approved overall and within the major; see College Catalog.

## **6.7 No Credit for Life or Work Experience**

The Ferrum College Social Work Program does not grant college credit for life experience or prior work experience regardless of its nature; consistent with CSWE Accreditation Standards.

## **6.8 Ferrum College Social Work Program Class Policies**

### **6.8.1 COMMUNICATION**

Both oral and written communication skills are critical for social workers. Both skills are vital if one’s goal is to provide the client or consumer with the best services possible. Students must pay close attention to the development and presentation of these skills. All written assignments (tests, papers, and online discussions) will be graded for both content and writing. Pay careful attention to spelling in all written tests and assignments. Partial points will be deducted for any misspelled words. Do your written assignments early so you have time to go to the Writing Center in Stanley Library to receive assistance. Sometimes there is a wait so do not leave it to the last moment. Speaking skills are also very important—practice speaking clearly, using good grammar, appropriate tone, terminology, and diction at all times, with eye contact.

### **6.8.2 CLASS ATTENDANCE AND PARTICIPATION**

Consistent, punctual attendance, and respectful participation (and early notification of problems) are key elements in an employer’s evaluation of an employee’s contribution to the workplace. This is similarly true of the instructor’s evaluation of the student’s class attendance and participation. Students are expected to assertively participate and contribute to the class

with clear evidence of having read required assignments and having synthesized materials.

### **6.8.3 POLICY ON ABSENCES**

Social workers assist people who have numerous problems. We as professionals need to be sure our behavior does not cause people additional difficulties. Thus, attendance and timeliness are very important. “College policy dictates that attendance is required at a minimum of three-fourths of all class meetings to receive credit in a course. The instructor, in consultation with the School Dean or the Vice President for Academic Affairs, may determine that unusual circumstances and the student’s work in the course justify the assignment of a grade other than F. [...] The policy governing the remaining one-quarter of class meetings is established by the individual professor and is recorded on the course syllabus ”(Ferrum College Catalog, Class Attendance, 2019). The Social Work Program adheres to the additional following policy: Students will be allowed a specified number of excused absences (with written documentation from appropriate sources) without negatively impacting the attendance/participation points. If unusual circumstances exist, the student must contact the instructor immediately to discuss the situation to seek a waiver of this policy.

Note: Prior to an absence, a student is expected to notify the professor if s/he is going to miss class for any reason. If you are ill, email the professor or call and leave a voicemail before class time. Otherwise, inform the professor in person or in writing before a class absence.

For example:

- For a 3 credit course, meeting three days per week, 3 excused absences
- For a 3 credit course, meeting two days per week, 2 excused absences
- For a 3 credit course, meeting one day/night per week, 1 excused absence

Students will lose 5 pts. off the attendance portion of the final grade for any absence without prior notification to the professor. The student is solely responsible for any knowledge or missed materials caused by the absence—anything that happens when the class is together—video, guest speaker, etc.—may be included in exams.

### **6.8.4 POLICY ON LATENESS TO CLASS**

Students will be given a 5-minute safe period to be in their seats after the class is scheduled to begin though class will start on time. Any student who is recorded as late more than 3 times will lose 1 pt. from the attendance

portion of the final grade for each LATE arrival after 5 MIN. Students should discuss the cause of lateness with the instructor after class (or before class when acceptable excuse is available).

### **6.8.5 POLICY ON LATE ASSIGNMENTS OR PAPERS**

Social workers often are responsible for completing applications or reports that may greatly impact someone's life. You may be trying to help them gain access to social services or be reporting an assessment to a judge who will determine if a child needs protective custody or mental health services. You may be applying for a grant that might provide funds for additional needed services in the community. In all of these situations, a report must be turned in on time or you risk causing clients to lose out on what they need. Learning to meet deadlines is very important. If you are experiencing particular difficulties talk to the professor before the day the assignment is due. Students will lose grade points when any assignment is late. Assignments must be turned by 11:59 pm on the assigned due date to be considered on time.

Penalties (unless prior approval is granted by the instructor):

1. If a paper is not turned in at the beginning of class automatic 10% point penalty.
2. If a paper is turned in the following day by 11:59 pm to the professor (i.e. 24 hours late) 15% penalty.
3. No assignment will be accepted after the second late day and a grade of 0 will be entered in grade book.

### **6.8.6 POLICY ON MAKEUP TESTS**

No makeup tests except for an excused absence (with proper documentation). Students must notify the instructor before the absence (at minimum a voicemail message before the class period). The instructor reserves the option to substitute a different assignment in place of the class test. Students with an unexcused absence receive a zero on the test.

### **6.8.7 CELL PHONE POLICY: SIMPLY—NO! NO! NO!**

Class time is NOT for phone calls or text messaging for any reason. If you anticipate an important call due to a family emergency you need to inform the professor before class. The professor has the right to have you removed from class if you repeatedly violate this policy.

### **6.8.8 INAPPROPRIATE USE OF COMPUTERS**

Use of a computer in class is for specific course-related work only—typing notes or occasionally researching something the professor has asked you to look for. Any other usage is unacceptable and student may be penalized.

### **6.8.9 INAPPROPRIATE USE OF SOCIAL MEDIA**

Reading or posting on social media during class time is never acceptable. Use of social media to harass, threaten, bully, or belittle another person in any form or at any time is against college policy, human decency, and social work ethics.

## **6.9 Writing Intensive Policy**

Strong writing skills are essential for professional social work practice. All social work courses include some emphasis on the development of writing skills appropriate to the social work profession. Social workers must write using behaviorally descriptive, accurate and concise terminology with research documentation where appropriate. The social work curriculum views writing as a developmental process and course assignments grow in type and length as the student moves through the pre-professional to professional courses.

Faculty members are very willing to work with students on writing skills and often require draft stages of major papers along with individual review sessions. The Ferrum College Writing Center staff members, located in Stanley Library, are available to assist students in reviewing writing assignments. The library faculty and staff are amazingly helpful here at Ferrum College and students will discover that they just need to ask for help. However, ultimately it is the student's responsibility to devote the extensive time necessary to produce quality written assignments and to make timely use of the available resources. Students must recognize the importance of good writing for various purposes, whether it is to best represent your client's needs and interests when a case goes before a judge, carefully documenting data for a grant to meet a community need, or advocating for a person or program.

## **6.10 Academic Integrity and Plagiarism**

The *Ferrum College Student Handbook* includes a section on academic integrity, the definition of plagiarism, ways to avoid it, and the judicial process for addressing plagiarism cases. All Ferrum College course syllabi, including social work courses, address this topic.

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances. Cheating, which includes plagiarism (unintentional or intentional), is completely unacceptable. Any student who cheats may be given an F on an assignment, or an F in the course, and the case may be reported to the Honor Board. Unless specifically told to work as a group or team on a project, cheating includes claiming work as your own when someone else did it; or handing in any assignment that you used some or all of in another class. If unsure then see the instructor.

**Student Rights and Responsibilities** Students have important rights and responsibilities in multiple venues: academic coursework, Ferrum College Honor Code, Field Practicums, Campus Code of Conduct, student organizations, and sometimes as a student representative on a college-level committee. In each of these arenas, the student must be fully aware of the specific rights and responsibilities. As future social workers, students must uphold their responsibilities with integrity and competence but also be ready to speak up if any injustices occur just as they would empower a client to do. A student should be knowledgeable of the College Catalog, the Campus Student Handbook, and the Social Work Program Student Handbook. Once a student is in a Field Practicum, she or he is responsible for following all policies in the Field Practicum Manual and should also be aware of the field agency's policies. All of these manuals are important sources of information that go into detail regarding rights and responsibilities.

### **6.11 Student Status Review Policy: Grounds 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 results in a Student Status Review. This review process may ultimately lead to the student's termination from the Social Work Program or to a plan for improvement.

A Student Status Review may be initiated and conducted based on, but not limited to, any of the following reasons:

1. Academic Grounds for Termination
  - (a) Failure to maintain a cumulative 2.2 GPA required in overall college courses.
  - (b) Failure to maintain a GPA of 2.2 and/or a grade of "C" or better in all courses required for the social work major.
  - (c) A student has received a grade below "C" in any of the field-related courses: SW 498 and SW 499.

- (d) If a student fails to earn a grade of “C” for a second time in any Professional level required course the student’s acceptance in the major will be under review.
- (e) Honor violation related to academic work including but not limited to cheating or plagiarism.

## 2. Professional Concerns Grounds for Termination

- (a) Unsatisfactory field performance which may occur before or at a grading period. A field instructor may raise serious concerns about a student’s professional behavior or
- (b) Failure to uphold the NASW Code of Ethics and failure to demonstrate the capacity to master necessary generalist social work practice skills, such as emotional stability and growth in self-awareness, respect for and adherence to appropriate professional boundaries, responsible time management skills, respect for diversity and non-judgmental attitude, empowerment of client self-determination, client empathy, and appropriate professional oral and written communication skills.

Behaviors demonstrating a violation of the above requirements include, but are not limited to:

1. Disrespectful oral or written statements about/towards others, including students, faculty, staff, field supervisors, community persons or clients/consumers of agency services;
2. Inability to work with, or relate to, persons from diverse populations reflecting racial, ethnic, physical or mental ability, religious, socio-economic, political, gender, national origin or sexual orientation differences;
3. Disregard for the principles of confidentiality or client self-determination;
4. Refusal to receive feedback and supervision positively, and inability to demonstrate the use of feedback to enhance professional growth;
5. Inability to deal with current life stressors through the use of appropriate coping mechanisms;
6. Demonstration of consistently inadequate or unprofessional written and/or oral skills.
7. A student is convicted of a felony during the educational program which prevents the student from continuing in field placement.
8. A student’s performance in the classroom or a field practicum setting is clearly affected by substance abuse.

9. A student is involved in misconduct with a client (sexual or otherwise).
10. The student has been engaged in the falsification of program or agency documents (e.g., applications, travel logs, time sheets, case recording, etc.)
11. The student has violated Ferrum College policies (e.g., Honor Code, sexual or other forms of abuse or harassment, substance abuse, etc.), with resulting suspension.
12. A student fails to comply with remediation plans generated by the faculty or college in concert with the student.

## **6.12 Status Review Procedures**

The Social Work Program Coordinator is charged with making an administrative decision regarding a student's status review, and if necessary termination, based on the above policy and the facts in each case.

### **6.12.1 Procedures**

The following procedures are used in implementing the Student Status Review Policy:

1. The Social Work Program Director may receive a report from various sources— field instructor, agency representative, college faculty or staff member, client, or other students—stating that a social work student has demonstrated behaviors inconsistent with required standards of conduct. When a serious problem occurs that may require termination or other change in the status of a student, the Status Review procedures begin. If the violation is completely related to failure to meet academic grade standards, the Director will proceed with informing the student of his or her need to repeat a course, postpone field or the next sequential course, etc. If the student does not meet the academic standards within one additional semester or at maximum two semesters (if the course repeat was not available within just one semester, or the GPA could not be raised to meet the standard) then s/he may be terminated from the social work major without further review. Otherwise, the process moves on to Step 2.
2. The reporting party will be asked to provide a written statement to the Program Director describing the nature of the offense who will then, in consultation with other social work faculty, review the incident. Students will be notified about the alleged behavior(s). At the discretion of the Social Work Program Director, an informal meeting may be held with the student. The student will be allowed to review the situation and explain his/her behaviors or actions. The Director will meet with other persons if s/he deems necessary. At this point, the Program Director will determine if a formal Student Status Review needs to occur or that no further action is warranted. A brief report will be kept on file.

3. Depending on the nature of the alleged policy violation the Director may take one of the following steps:

(a) If the student has allegedly violated the college academic Honor Code or Standards of Conduct, the campus procedures will be followed first (such as honor board hearing, judicial hearing, etc.), and pending those findings, the Program Director will determine whether a formal Student Status Review needs to occur.

(b) If the student has allegedly violated any other Social Work Program policies identified as cause for review, then a formal Student Status Review

will occur

- Student will be notified in writing that a formal Student Status Review will occur. The student may submit a written statement for consideration and will be required to make an oral presentation to the Status Review Committee.
- This committee will be composed of the Social Work Program Director, the Field Coordinator, and at least one member of the Social Work Program Advisory Committee. If the specific violation warrants, the Director may request attendance by any other person related to the violation.

4. A formal Student Status Review may result in one of the following:

(a) No action needed: The basis of the alleged violation is unfounded and thus no action is necessary.

(b) Probation: A remediation plan is formulated jointly with the student to address deficiencies that have been identified; the student is placed on probation in the Social Work Program. Specific timelines and expected behaviors are documented. The student must successfully complete the remediation plan in the time specified to continue in the program. Failure to achieve the goals of the plan may result in termination.

(c) Termination: The student is not permitted to continue in the social work major, although he/she may remain a student at Ferrum College. At such time the Social Work Program Director may assist the student in reviewing options regarding other choices of major, or considering whether remaining in college is an option at all based on academic standing.

(d) Withdrawal: Students may be required to withdraw from specific courses of the program based on the review.

The Social Work Program Director will notify the student in writing of the decision within one week of the review unless extenuating circumstances exist. The Status Review Committee will maintain a written report on the case to be kept on file in the Program Director's office.

**Important Note:** Depending on the nature of the alleged violation, the student may be disallowed from attending field placement until the decision is rendered.

### **6.12.2 Appeals Process**

1. The student may accept the decision or appeal the decision to the Dean of the School of Undergraduate Studies.
2. If the student is still not satisfied with the decision, the student has the option of a final appeal to the Vice President of Academic Affairs.

### **6.12.3 Readmission**

Students who withdraw from the program may only be considered for reapplication depending on the reasons for withdrawal. A student should contact the Program Director to discuss whether reapplication is an option. It is strongly recommended that a student wait at least a semester before reapplying to fully resolve/address the precipitating problems.

## **7 Student Opportunities for Involvement and Campus Resources**

Students have several opportunities outside of the classroom to be involved in advancing their professional knowledge and skills while providing service and possibly helping to influence or change policies where needed. GET INVOLVED AND HELP BRING CHANGE!

### **7.1 Social Work Club: Education and Service**

A student can join the Social Work Club or any other student organization as a member or officer and play a major role in defining and leading the club activities. The Social Work Club is only as strong and active as its members make it. The club's purpose is to do community service projects, plan educational trips, and sponsor outside speakers such as various agency social workers or other community members. The club can also serve its members through tutoring and socials. The club may take on additional roles to assist or influence the Social Work Program.

The Social Work Club is required to send a representative to SGA Senate meetings which opens the door for additional involvement and input to campus student governance. This is often the way the club can seek funding assistance for various projects.

## **7.2 Rally in the Valley**

An additional opportunity for social work students is to attend, and collaboratively plan on a rotating basis, the Virginia Social Work Education Consortium (VSWEC) Student Rally in the Valley conference held each fall. This event brings together students from the CSWE-accredited college and university social work programs from throughout Virginia for an annual two-day Fall conference to focus on timely issues. Several colleges plan the program and students play an important role in choosing the theme, speakers, and activities. Again, this is an excellent way to be involved in the profession. The Virginia Chapter of NASW, National Association of Social Workers, helps to cosponsor this event thus students are usually introduced formally to this social work professional membership organization. Ferrum College typically co-hosts with Radford University and George Mason University every 4 years.

## **7.3 Campus Committees**

Various campus-wide committees include some student representatives so any interested student may seek to serve. For more information go to the Student Leadership and Engagement Office located on the ground floor of Franklin Hall, near the Panthers Den.

## **7.4 Course Evaluations**

Students are always asked to complete course evaluations at the end of each semester. This is a very important way that students can give their input and make constructive suggestions for changes. Faculty also encourage student feedback during the semester.

## **7.5 Open Door Policy**

Ferrum College prides itself on being a place where students build strong relationships with faculty and staff. The Social Work Program welcomes students at any time to drop by and speak to the Program Director, Field Coordinator, or other faculty to discuss individual or programmatic concerns. It is very important that students feel at ease in discussing any issues with faculty. It is not unusual for students to come ask questions about assignments, or broader course issues, campus community concerns, or

personal issues. In addition, students are encouraged to take serious concerns to a higher level if needed such as to the Dean of the School of Undergraduate Studies or to upper-level administrators when appropriate.

## **7.6 Senior Closing Picnic and Time for Input**

At the end of each spring semester the social work program faculty hold a celebratory social/academic gathering with seniors. The time is spent informally with food and having each senior share about his or her growth while peers/faculty members also give feedback. In addition, the faculty asks for feedback from seniors about their experiences within the social work program. Seniors often have very helpful insight and suggestions, especially when it comes to considering particular curricular changes.

## **7.7 Social Work Program Advisory Committee**

The Social Work Program Advisory Committee meets typically once per semester and consists primarily of local social workers (most are current or former field instructors) representing a wide range of agencies. The group provides input in terms of curriculum changes and each spring assists with evaluating the senior competency presentations. Typically, two BSW students (one senior and one junior) are invited to participate.

Every few years an advisory member will lead at least one focus group of junior/senior majors to provide student feedback on programmatic issues. The facilitator then reports to the Program Director and the Social Work Program Advisory Committee.

## **7.8 National Association of Social Workers (NASW)**

Students can join the social work professional organization, NASW, at the national level and the Virginia Chapter (CONTACT: [www.naswva.org](http://www.naswva.org) for more information or talk to the Social Work faculty members). Membership provides students a way to get involved in influencing state and national policies that affect many client groups representing various at-risk populations and legislation that affects social work practice. Student membership is at a reduced cost.

## **7.9 Tao Rho National Social Work Honor Society**

Social Work major students who are typically junior status, of upstanding character, and earn a GPA of at least a 3.0 overall and 3.25 or higher in the major will be eligible for membership in the local chapter on campus. The chapter usually does one project a year.

## 7.10 Senior Social Work Awards

- *The Jane Addams Social Work Achievement Award*: Each spring the Social Work Program selects a graduating senior who exemplifies strong professional social work qualities, especially service. Senior students are asked to put in a nomination for one of their fellow social work peers. Faculty then select keeping in mind the student input.
- *The Jennie West Outstanding Social Work Senior Award*: The Social Work faculty selects a senior who has a very high GPA and has demonstrated exemplary professional social work qualities both in the classroom and in the field practicum.

## 7.11 Campus Resources: Academic, Career, Health, Social, Cultural, and Spiritual

Ferrum College, though a small campus, provides a wide array of campus resources to address all types of needs and interests.

## 7.12 Stanley Library

A state-of-the-art building, it has numerous resources for students in addition to the typical books, journals, newspapers, DVDs, etc. Desktop computers are available on various floors along with comfortable seating for group work, small study rooms that can be reserved, rooms to practice with video cameras, etc. In addition, the main floor also has areas that include:

1. Math Center: where faculty are available for tutoring.
2. Writing Center: where faculty will assist students with papers, from proofreading to organization, etc.

## 7.13 Carter Center for Academic Success

Located on the lower level of Stanley Library, the Carter Center provides a wide array of academic services. Open 24 hours a day, this large room with a variety of configured tables, chairs, sofas, etc. along with whiteboards provides a setting for relaxed meetings.

1. Faculty often hold some office hours in this location to make themselves available for student meetings.
2. PALS (Peer Assisted Learning) tutors are available for many courses at publicized scheduled times.
3. A small computer lab is available for any student to use.

#### 4. Staff offices:

- (a) Director of Advising
- (b) Director and Staff of the Carter Center for Academic Success
- (c) Director of Office of Academic Accessibility (accommodation services)
- (d) The Office Manager helps supervise sessions when students have special accommodations and need space for extended testing time, quiet individual testing space, etc.

### **7.14 Tri-Area Community Health Center**

Located adjacent to campus, the Tri-Area Community Health Center provides an array of health services including a pharmacy to students and community members. The health center accepts various insurance plans and offers a sliding scale for services.

### **7.15 Mental Health Services**

A full-time counselor is accessible on campus to all students, along with an additional part-time therapist. Also, a psychiatrist comes to the campus on a regular basis to do assessments for mental health needs, substance abuse, or learning challenges. The doctor provides appropriate referrals or medication when needed. It is not unusual for a faculty member to encourage and assist a student to seek counseling.

### **7.16 Vaughn Chapel: Chaplain.**

While religious services occur in the chapel, the chaplain's office is more centrally located in the lower level of Franklin Hall in the center of campus, to be easily accessible to students. Various spiritual events and religious services are available on campus as well as information about diverse religious groups in the surrounding community.

### **7.17 Office of Student Leadership and Engagement (SLE)**

This office is a hub for student organizations, SGA, Panther Productions, etc. It is located in the center of campus on the lower level of Franklin Hall, below the cafeteria and next to the Panther's Den. Students who want to be involved in various service or social organizations can easily find out what is happening on campus or can seek ways to start new interest groups. The office has some additional staff and several student assistants who help run

this center. Social activities such as bands and comedians, cultural events, panels on timely topics, speakers, and films often occur in the Panther's Den. A Boar's Head sandwich shop and Panther's Pizza are located on the same floor.

### **7.18 Career Services**

Staff in this office, located within the SLE area above, is available to assist students with resume development, mock job interviews, information on careers, GRE preps, career fairs, employment, etc.

### **7.19 Ferrum Fitness Center**

Our campus is fortunate to have this fitness center right in the middle of campus that offers several exercise machines, along with some classes such as yoga, Zumba, and cycling. The gym also provides space for intramurals or pick-up basketball games, ping pong, racquetball, etc.

### **7.20 Outdoor Recreation Services**

The campus has a variety of outdoor-led activities including a high and low ropes course, canoes/kayaks that can be borrowed, hiking events, rock climbing, etc. Equipment is available to check out in the Ferrum Fitness Center and other items are accessible for the Recreation Program House on the edge of campus.

# Appendices

## A Social Work Program Competencies and Practice Behaviors

The Ferrum College Social Work educational program prepares students for beginning generalist social work practice by building upon the nine Core Competencies and 20 Practice Behaviors developed and approved by CSWE in the 2022 EPAS. The section below is directly quoted from that document.

“The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

### A.1 Competency 1: Demonstrate Ethical and Professional Behavior

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 interprofessional 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:

- 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;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

## **A.2 Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social Workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

## **A.3 Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the

societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### **A.4 Competency4: Engage In Practice-informed Research and Research-informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

## **A.5 Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

## **A.6 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

## **A.7 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

## **A.8 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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

## **A.9 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Educational Policy and Accreditation Standards, CSWE (2022).

## **B Code of Ethics of the National Association of Social Workers**

The code can be found at: <https://www.socialworkers.org/About/Ethics/Code-ofEthics/Code-of-Ethics-English>