FERRUM COLLEGE
SOCIAL WORK PROGRAM
STUDENT HANDBOOK

2021-2022

The Ferrum College Baccalaureate Degree Program in Social Work
Accredited by the Council on Social Work Education
Awards Graduates the BSW Degree

Revised June 14, 2021
Welcome Letter and Faculty/Staff Contacts

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2021

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 through 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 …..**

**Program Coordinator:** Dr. Martha Haley-Bowling, MSW, Ph.D., LCSW  
Associate Professor of Social Work  
Office: Beckham Hall, Rm. 312  
Email: mhbrowning@ferrum.edu  
Phone: 540 365-4481

**Field Coordinator:** Professor Aaron C. Slusher, MSW, CSW  
Assistant Professor of Social Work  
Office: Beckham Hall, Rm. 311  
Email: aslusher@ferrum.edu  
Phone: 540 365-4406
Ferrum College and the Social Work Program

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.

Ferrum College Statement of Mission: To create a vibrant community where students thrive, belong and are engaged world citizens.

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) 365-4596. 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. “(Ferrum College Handbook, 2020-2021, p. 2).
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 the 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 which 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 discussion about policies, human rights issues, lack of resources, and the numerous avenues to be agents of change.

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 a strong Academic Resource Center 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 https://www.ferrum.edu/academic-affairs/academic-resources-center/accessibility-services/

Accreditation: Ferrum College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate 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.
II. 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 (www.socialworkers.org) and the Council on Social Work Education (www.cswe.org).

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

<table>
<thead>
<tr>
<th>Dignity and Worth of the Person</th>
<th>Service</th>
<th>Social Justice</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Human Relationships</td>
<td>Integrity</td>
<td>Competence</td>
<td>Scientific Inquiry</td>
</tr>
</tbody>
</table>

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.
III. The Social Work Program

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

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

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

1. Appreciate and abide by the NASW Code of Ethics.
2. Apply generalist social work practice knowledge, skills, and values to engage, assess, intervene, and evaluate all different types of client needs and constituencies, while demonstrating appropriate use of self.
3. Apply research and critical thinking skills to practice using appropriate communication.
4. Respect and empower diverse clients using a strengths approach and cognizant of bio-psycho-social-spiritual and cultural considerations.
5. Advocate with and for clients to address policy changes to advance human rights while promoting social, economic and environmental justice.
6. Behave professionally in field practicum and applied service-learning projects in a variety of contexts.
7. Realize the importance of continuing professional education.

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.
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.
V. 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:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

**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.

**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.

**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.

**Liberal Arts 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 Liberal Arts Core 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.

**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.

**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.).

**Social Work Major Course Requirements and Prerequisites**

A successful social work major must pay close attention to several areas of course requirements. Many courses have prerequisites which means that certain courses must be completed before upper level courses can be taken. More so than most majors, the social work major is developmentally structured and most courses must be taken in a specific sequence. Pay special attention to the course notations where the social work major must make a minimum grade of “C”. Also, certain courses are only taught one semester each year so planning and timing are crucial. The following guide sheets will help the student plan ahead and stay on track.

**Table 1: Ferrum College Liberal Arts Core Requirements**
- **Specific Core** courses a social work major must complete (listed in bold)

**Table 2: Additional College Requirements**

**Table 3: Social Work Major Requirements**

**Table 4: Eight Semester Plan: Social Work Major (BSW)**

**Table 5: Summary Plan of Completion Worksheet for Future Semesters**

A social work major must also maintain a minimum GPA of 2.2 in the major and overall. If the student earns below the minimum requirement in a course then she or he will have to repeat a course to meet the requirement. The student may risk not being formally accepted into the major or be in jeopardy of losing one’s status as a social work major if the GPA drops below the
required 2.2. Typically the faculty advisor will try to work with the student to plan how to address these concerns but the student will usually not have more than one semester to improve.

**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 is able to 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 Eterm; 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 additional diverse course areas of interest such as art, music, recreation, criminal justice, psychology, sociology, a foreign language, or business. Many of these minors might provide helpful skills that would complement the social work major. Most minors require 18 credit hours. Due to the fact that the Social Work program requires several sociology and psychology courses, a minor in either of these areas is most accessible.
### Table 1: Liberal Arts Core Requirements

<table>
<thead>
<tr>
<th>Specific Core Courses Required for Social Work Major: in bold*</th>
<th>Credit Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman English: ENG 101 + ENG 102 minimum grade of “C” required*</td>
<td>3 + 3</td>
<td></td>
</tr>
<tr>
<td>Religion: REL 111, 112, 113, or Philosophy 131</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Philosophy or Religion (any REL, PHI, or HON 206)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Activity Course: designated course in HHP, DAN, or REC</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fine Arts (any three-hour ART, MUS, THA, or designated HON)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mathematics: MTH 105 or higher required; MTH 208 Statistics is recommended for Graduate school</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Science: BIO 110 (4 cr) or SCI 128 (2 cr.) and SCI 129 (2 cr.) * Plus any other Science (suggest Topics in Science course series)</td>
<td>4 cr. + 2 = 6 cr</td>
<td></td>
</tr>
<tr>
<td>Literature: (ENG 201, 202, 203, 204, 205, 206, 207, or RUS 401, 402, or SPA 403, 404)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History: (Choose 2 courses from HIS 101, 102, 201, 202, 205, or 206)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social Sciences: SOC 101 or SOC 202 (choose one) *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total Liberal Arts Core Required</strong></td>
<td><strong>37</strong></td>
<td></td>
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### Table 2: Additional College Requirements

| Gateway Seminar: Required of all entering freshmen or any transfer student with less than 24 credits, not including dual-enrollment | 2 cr. |       |
| Experiential Term (E-term): All students must take one E-term designated course of 2, 3, or 4 credits offered in a 3-week May term prior to graduation. Students register for the E-term course during Spring course registration. The course does not count toward the min. 12 hours for spring semester and will not count as overload if over 19 hours. SWK 299: Intro to Community Service -elective not required | 3 cr. |       |
| **Liberal Arts Degree Specific Requirements** |       |       |
| BUS 230 or other approved computer science course | 3 cr. |       |
| ECO 201, or PLS 101 or PLS 202 | 3 cr. |       |
| Speaking Intensive Requirement: Complete one 3 hr. course COM 201, THA 222, or ENG 433 with C or higher-after completion of ENG 102. | 3 cr. |       |
| **Writing Intensive Requirements:** All students must complete ENG 102 with C or higher, Then complete 2 Writing Intensive (WI) courses (with C or higher). SWK 320 WI (3 cr.)* and SWK 330 WI (3 cr.)* | Credits in SW Major |       |
| **Experiential Component:** Required for Social Work Major: SWK 489: Senior Field Practicum (75 hrs) and Seminar I 3 cr. SWK 499: Senior Field Practicum (400 hrs) and Seminar II 9 cr. | Credits in SW Major |       |
| **Social Work Major Requirements (See Table 3 on next page)** | 57 |       |
| **Electives** | 13 cr. | 121 cr. |
Table 3: Social Work Major Requirements

Social Work major students must earn a minimum of C grade in all courses below and maintain both a minimum 2.2 GPA in SWK required major courses and overall GPA.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Hrs</td>
<td></td>
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**Pre-Professional Status**
- PSY 201: General Psychology
- SOC 101 or SOC 202: Intro or Social Problems
- SWK 201: Introduction to Social Work
- SWK 297: Social Work Professional Preparation Seminar I

**Professional Status: Must be formally admitted into the SWK Major**
- PSY 211: Human Growth and Development – Child and Adolescent or PSY 212: Human Growth and Development - Adulthood
- PSY 320: Abnormal Psychology (may be taken here or below)
- SOC 203: Sociology of U.S. Cultural Diversity (or SOC 303)
- SWK 370: Social Work Communication Skills
- SWK 341: Social Work Research
- SWK 330: Human Behavior and the Social Environment (WI)
- SWK 355: Intro to Child Welfare or SWK 350: Substance Abuse
- SWK 397: Social Work Professional Preparation Seminar II
- SWK 371: Intervention and Planned Change
- SWK 472: Social Justice Advocacy
- SWK 489: Senior Field Placement and Seminar I (75 hrs. in field agency)
- SWK 497: Social Work Professional Preparation Seminar III
- SWK 498: Senior Capstone Seminar
- SWK 499: Senior Field Placement and Seminar II (400 hrs. in field agency)

**TOTAL** 57
Table 4: Eight Semester Plan: Social Work Major (BSW)
FERRUM COLLEGE B.S.W. DEGREE IN SOCIALWORK

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<thead>
<tr>
<th>FRESHMAN (FALL)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC-101 Sociology or SOC-202 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Core (REL/PHI)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Composition and Rhetoric (grade of “C” or higher required)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Core (Fine Arts)</td>
<td>3</td>
</tr>
<tr>
<td>GWS 101 Gateway Seminar</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
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<table>
<thead>
<tr>
<th>FRESHMAN (SPRING)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MTH 105 Fundamentals of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BIO-110 Biology or BIO 105 or SCI-128 Healthy Body &amp; SCI-129 Diseased Body</td>
<td>4</td>
</tr>
<tr>
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<td>PSY 320 Abnormal Psy</td>
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<td>SWK Elective SWK 350 Substance Use (every other year)</td>
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TOTAL HOURS REQUIRED FOR FERRUM COLLEGE B.S.W. DEGREE IN SOCIALWORK: 121
Table 5: Summary Plan of Completion Worksheet for Future Semesters

Student’s Name: ______________________________ Catalog Year: ____________________

Graduation requires minimum of 121 credits: meet all liberal arts core and major requirements. (Course rotations are found online www.ferrum.edu, click on Administration, Academic Resources Center, Course Sequences; Social Work course rotations are also listed in the SWK Student Handbook online)

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<thead>
<tr>
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<th>Spring Semester</th>
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V. 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 positive reputation in the community for preparing responsible, ethical, hardworking interns who recognize their important responsibilities to be educated in the field to learn to be 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, make 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.

Human Services Career Fair: Early in the spring of each year the Social Work Program works closely with the Ferrum College Student Leadership and Engagement Office career development staff to sponsor this 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 visit with different people to get an overview of the possibilities. Students who are planning to enroll in the optional 3 week May Eterm 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 job search for after May graduation.

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 which can be related to their field practicum. Typically seniors enroll in:

FALL
- SWK 341: Social Work Research
- 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 in order to deepen their knowledge and skills 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 in diverse experiences.

The program utilizes a broad spectrum of settings for Field Practicums that are developed to fit the students' career objectives and the student is supervised by a field instructor. After a field orientation training session is conducted by the social work faculty, each field instructor, in conjunction with the student, work together to develop the Field Performance Plan and Evaluation (See Ferrum College Field Practicum Manual, Form E) as a planning tool to ensure the student’s learning directly addresses all nine competencies and practice behaviors. Faculty remain available to be of any needed assistance. This training session is often held at an Adult Learning Center or agency conference room, located in the heart of the county seat, so that field instructors can arrive easily from nearby agencies.

**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 practicum. Generally students are strongly encouraged to complete their field practicum in a completely new agency environment in order to maximize learning. **At no time** is a student allowed to complete a practicum under the same supervisor and in the same agency unit in which he or she is employed. If a student is approved for a field practicum in his or her employment agency the student must have completely new responsibilities and a new supervisor for all practicum related hours and responsibilities. Any such arrangement must be approved by the Social Work Field Coordinator, employment supervisor, and field instructor with a thorough understanding of the Social Work Program policies.
VI. Social Work Major Program Admissions Process

Students who are considering a Social Work Major need to realize that the Ferrum College Social Work Program consists of three Phases:

**Phase I: Pre-Professional Status** consists of 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)

**Phase II: Application and Interview** to the Major 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.

**Phase III: Professional Status** 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 outlined in the NASW Code of Ethics (see Appendix).

Students may declare social work as their major at any time. Students are expected to be knowledgeable of the requirements of each phase. However, a student is not officially considered a social work major until she or he has successfully 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, SW 201: Introduction to Social Work and to self-designate social work as major of choice. Students considering the social work major 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 to enjoy educational and service activities, special events, and socials.

**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) to discuss the program and student’s interests.
2. Consider transferring to a social work faculty advisor after first semester freshman year. The advantage of this is to gain assistance in how to organize your course planning. You make use of the 8 Semester Plan (https://www.ferrum.edu/downloads/registrar/Ferrum_College_Social_Work_Degree_Plan.pdf) that can be found on the Academic Resource Center home page.
3. Complete the Pre-Professional courses listed below with minimum grade of “C” in addition to most of the courses in the full list of Liberal Arts 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 I 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.

**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--located in this Handbook’s Appendix--application form, typed resume, two reference forms (**Form A-1**), the SWK 297 in-class typed essay, and include your Self Awareness Essay from SWK201 class;
3. Successfully complete the Criminal Background and DMV Checks and sometimes Health Requirements further discussed below;
4. Complete a formal interview with an external community social worker and faculty;
5. Be in compliance with college academic requirements and community codes of conduct as well as the social work program behavioral requirements; and finally
6. Any remaining or new concerns will be discussed as part of the acceptance process.

**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, and volunteers as well as student interns. Social work education programs, agencies and students have a duty to protect client consumers of services as well as the public and community at large. 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 which s/he might be prevented from participating in 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 which 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:

Step 1: Be enrolled in or have successfully completed SWK 297 with minimum grade of C.

Step 2: Turn in completed application folder by announced due date:

A. Application Form: Must be typed or neatly printed in ink. Complete required prerequisite courses (listed on 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 make 2 copies of the Reference Form A-1 and have two people complete the form recommending you for the social work major. Contact references early.
   -No relative may be used as a reference.
   1) A faculty or staff member on campus (not Social Work faculty)
   2) A work supervisor: job, work-study, or volunteer with a service organization.
   -Persons completing the reference form should return it to you in a sealed envelope with signature on back
   -Include the two signed/sealed reference envelopes when you turn in your application.
   -Application will be considered incomplete and not accepted without 2 reference forms.

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.
   a) Heading with Name, Address (home and campus), email, cell phone contact
   b) Education, expected graduation date, GPA if at least a 3.0
   c) 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.
   d) Briefly list relevant honors, co-curricular active membership or leadership roles (sports, campus or community organizations, religious/faith groups, etc.)
   e) 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.
   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. Include your copy of **Professional Behavioral Checklist** completed and discussed with faculty.

G. Turn in a completed application packet with all required items in a black 2 pocket soft folder—which will be provided to you by the Social Work Program.

**Deliver completed folder by announced due date in second Fall Semester to:**
Prof. Martha Haley-Bowling, Program Coordinator of Social Work and Sociology, Beckham 312.

H. Complete an in-person writing sample essay as part of SWK 297 class-place an ungraded copy of this in your folder.

I. **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 interview date. **If your folder is incomplete, you will not be interviewed.**

J. **Notification:** Student will be notified by letter from the Social Work Program Coordinator if accepted fully, accepted on a probationary basis (often due to not meeting the GPA | requirement) or if not accepted (explanation will be provided). Student may have the chance to reapply at a later date depending on the reason for denial.
APPLICATION FOR ADMISSION TO FERRUM COLLEGE
PROFESSIONAL SOCIAL WORK MAJOR PROGRAM

I. Full Name: ________________________________ Ferrum email: ___________________

Student ID#: _____________ Cell phone: ( ) __________ Date of Birth: ___/___/____

Local/Campus Address: ______________________________________________________

Home Address: ______________________________________ Home Ph. ( )___________

In Case of Emergency: Contact: ______________________ Relationship: __________

Address ____________________________________________________________________

Phone Number (___) ______________

II. Have you ever been convicted of a crime other than minor traffic violation? __Yes __No
(If yes, enclose an explanation with your application. The application will not be processed without a typed explanation.)

III. Circle your current classification:   So      Jr      Sr     Earned # of credits: ________

Current Cumulative GPA: _________ (2.2 minimum GPA is required for acceptance)
(NOTE:  If GPA is between 2.0-2.19 applicant must attach a typed request for a conditional acceptance with a
detailed plan as to how required 2.2 GPA will be reached by end of semester.)

The following courses should be completed, or place * IP if in process at the time of your
application. (If not, attach an explanation and plan for completion within the coming
semester.) Must have at least a grade of “C” or better for courses in bold*;
--Must attach copy of college transcript courses/ grades from Portal.

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<td>SWK 297 *</td>
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Folder must also include the following:

IV. Two completed appropriate References (Form A-2) in envelopes signed and sealed.

V. Your typed resume that has been approved with all of the required information: try to keep to 1 page, 2 max.

VI. Eight Semester Degree Plan with unofficial transcript attached.

VI. Copy of Self-Awareness essay from SWK 201 class and writing sample essay from SWK 297.

VII. Copy of completed Professional Behavioral Checklist.

VIII. Copy of completed Student's Agreement for Acceptance into the Social Work Program

Note:
Your criminal background and DMV check must have been completed and reviewed by the Field Instructor.

I hereby submit that all information provided in this application is true and I understand this material will be shared with a local Social Work professional who will be conducting my interview.

_________________________________________  _________________________
Student Signature  Date
Ferrum College Social Work Program
Reference for Application to Social Work Major

FORM A-1

Student Must Complete this section before giving form to reference:

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<th>Print Student’s Full Name</th>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

The above student is applying for acceptance into the Ferrum College Professional Level of the Social Work Major. In addition to specific pre-professional level academic courses which the student must complete with minimum of “C” grades, it is also critical the applicant be a person of positive character. The student is requesting for you to respond to the following questions. When you have completed the form please put it in a sealed envelope, sign the back and return to the student so s/he may add to the completed application package. (If preferred, you may email the completed form to: mhbowling@ferrum.edu or mail it to: Prof. Martha Haley-Bowling, Ferrum College Social Work Program, 225 Ferrum Mountain Rd., Ferrum, Va. 24088. Please contact Professor Haley-Bowling by email if you have questions. Thank you for your assistance.

For Reference to Complete:

How long have you known the applicant? ___________ (Approximate dates: __________) Describe how you have come to know the student: (class, organization, job, community, or agency):  _____________________________________________________________________  _____________________________________________________________________

Please rate the student on these attributes: 1-Poor 2-Fair 3-Good 4-Very Good 5-Excellent
Responsible: ___    Timeliness: ___          Sensitive to the needs of others: ___
Flexible: ___      Commitment: ___       Communication Skills: ___

Please discuss 2 specific examples of why you think this student might be appropriate for the Social Work profession. You might consider addressing some of the core social work values such as: Service, Integrity, Competence, Dignity and Worth of the Person, Social Justice, Importance of Human Relationships, Human Rights, and Scientific Inquiry.
1) ______________________________________________________________________
   ______________________________________________________________________

2) ______________________________________________________________________
   ______________________________________________________________________

Please attach additional page if needed. Thank you.

Do you have any reservations in recommending this person for the social work professional program? ___No   ___Yes   (Attach comments; discussing any areas necessary for growth)  
Print Name: ____________________________ Title: ___________________
Email: _________________________________ Organization: ___________________
Signature: _____________________________ Date: _____________________
**Formal Acceptance to the Social Work Major**

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

a. **Acceptance into the program**: student moves into Phase III: Professional Social Work Program and proceeds with professional courses listed.

b. **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, date by which the deficiencies will be addressed.

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

**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; completing 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

Student must carefully review before signing the agreement on the following page and turn into the Social Work Program Coordinator by an announced date.
Student’s Agreement for Acceptance into the Social Work Program

1. After the student has been formally admitted into the Social Work Program, the student must
do and agree to the following:
   a. Download the **BSW Student Handbook** from the FC Social Work Program website
   b. **Review the handbook carefully.**
   c. The student must agree to the following and return this completed form to the Social
      Work Program Coordinator. **Initial each item below:**
         ___ I have **reviewed and understand** the policies and procedures stated within the **Ferrum
      College Social Work Student Handbook.**
         ___ I understand that **I am expected to follow** the policies and procedures therein.
         ___ I recognize that failure to follow the policies and procedures set forth in the **Ferrum
      College Social Work Student Handbook** may affect my standing in the program.

2. **Student Behavior Code for BSW Students**
   The student must read the **National Association of Social Workers’ Code of Ethics.**
   It can be reviewed on-line at the following address: http://www.socialworkers.org/pubs/code/code.asp
   **Initial each item below.**
   ___ I have reviewed and understand the **NASW Code of Ethics.**
   ___ I agree with, support, and commit myself to uphold the principles contained within.
   ___ I recognize that any violation of the principles contained within the NASW Code of
      Ethics may result in my removal from the BSW program.
   ___ I agree to abide by the NASW Code of Ethics regarding Dishonesty, Fraud, and
      Deception and Unethical Conduct of Colleagues (note the following statement).
      NASW Code 4.04 states that “Social workers should not engage in, condone, or be
      associated with dishonesty, fraud, or deception.”

   **Conduct Pledge:** Initial each item.
   ___ I affirm I have completed and will complete all requirements for this program without
      the use of fraud, dishonesty or deception.
   ___ I have completed and will complete all class assignments on my own without any help from
      any other person (including students, family, friends, co-workers, internet chat rooms, etc.)
      unless otherwise instructed.
   ___ I affirm that unless otherwise instructed I have completed and will complete the “in class”
      exams with no help from other people, notes, phones, or any other means.
   ___ I have not and will not misrepresent my participation in any required activity.
   ___ I affirm that I will share with the appropriate instructor or the Program Coordinator
      knowledge of any other student who acts in a dishonest or deceptive way, who cheats, who
      receives help from any other person, who misrepresents their participation in a required
      activity, or who conducts themselves in an inappropriate way related to the completion of
      any of the Social Work Program requirements.

   __________________________  __________________________  ______________
   Student’s Name (print)          Student’s Signature                      Date
VI. Social Work Program Policies and Procedures

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 consider majoring in social work, the student should make arrangements to shift to a faculty advisor in the Social Work. The student can contact the Social Work Program Coordinator Martha Haley-Bowling at mhbowling@ferrum.edu.

All faculty advisors are required to provide at least 8 office hours per week and will usually do more. Faculty members have posted office hours on their door and note on each course syllabus so that a student can drop by or even better 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- 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 Portal;
- each semester at time of pre-registration, the social work faculty advisor reviews and approves the student’s course selection through Portal, and then at the appropriate time, the student can register for classes;
- the online college registration system has prerequisite requirements built into the database which can only be overridden by the College Registrar in consultation with the Program Coordinator and the School Dean by completion of a Student Petition to Add a Course form; available online under Registrar link.
- keep 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 in a timely manner with any paperwork or meeting requirements;
• enroll in SWK 297 Professional Preparation Seminar I 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 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.

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 liberal arts core and social work major course checklist serves as the basis of the Academic Degree Plan. The student is ultimately responsible for maintaining his or her appropriate academic progress.

2) The Program Coordinator’s office maintains a confidential individual file on each accepted major which includes the student’s completed application to the major, field practicum evaluations and field time sheets, and senior PowerPoint presentation information 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 as well as to the 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.

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.

Grading Scale
The college catalog lists the college-wide standardized ten point grading scale. Each course syllabi 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.

**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 nbeach@ferrum.edu. Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner prior to when 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 www.ferrum.edu/disability for specific information.”

**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.

**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.
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 discussion) will be graded for both content and writing. Misspelled words will be counted off for partial points on tests and all other written work will be graded on both content and writing. Do your written assignments early so you have time to go to the Writing Composition Center 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.

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.

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 in order 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 source) without it 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 voice mail before class time. Otherwise, inform the professor in person or in writing prior to 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 credit course, meeting one day/night per week, 1 excused absence

Student will lose 5 pts. off attendance portion of final grade for any absence without prior notification to the professor. Student is totally 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.
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 in excess of 3 times will lose 1 pt. from attendance portion of final grade for each LATE arrival after 5 MIN. Student should discuss the cause of lateness with instructor after class (or prior to class when acceptable excuse is available).

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 assigned due date to be considered on time.

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

POLICY ON MAKEUP TESTS: No makeup tests except for an excused absence (with proper documentation). Student must notify the instructor prior to the absence (at minimum a voice mail message prior to the class period). Instructor reserves the option to substitute a different assignment in lieu of the class test. Students with unexcused absence receive a zero.

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 prior to class. The professor has the right to have you removed from class if you repeatedly violate this policy.

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

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.
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.

Due to the importance of writing in professional social work practice the Social Work Program requires two of its upper level courses as writing-intensive. This meets the college requirement of two WI-Writing Intensive courses. These courses require extensive research papers and various other writing assignments. The courses are required to be structured such that a student must pass all writing assignments in order to pass the course with a grade of “C” or better.

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. It is critical for students to 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.

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.

**Academic Integrity:** 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 one 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 it is vital that the student is 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 as well as 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 are important sources of information which go into detail regarding rights and responsibilities.

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 result 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:

A. Academic Grounds for Termination

1. 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.
   c. 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.
   d. Honor violation related to academic work including but not limited to cheating or plagiarism.

B. Professional Concerns Grounds for Termination

2. Unsatisfactory field performance which may occur prior to or at a grading period. A field instructor may raise serious concerns about a student’s professional behavior or

3. 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:

a. Disrespectful oral or written statements about/towards others, including students, faculty, staff, field supervisors, community persons or clients/consumers of agency services;

b. 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;

c. Disregard for the principles of confidentiality or client self-determination;

d. Refusal to receive feedback and supervision in a positive manner, and inability to demonstrate use of feedback to enhance professional growth;

e. Inability to deal with current life stressors through the use of appropriate coping mechanisms;

f. Demonstration of consistently inadequate or unprofessional written and/or oral skills.

g. A student is convicted of a felony during the educational program which prevents the student from continuing in field placement.

h. A student’s performance in the classroom or a field practicum setting is clearly affected by substance abuse.

i. A student is involved in misconduct with a client (sexual or otherwise).

j. The student has been engaged in the falsification of program or agency documents (e.g., applications, travel logs, time sheets, case recording, etc.).

k. 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.

l. A student fails to comply with remediation plans generated by the faculty or college in concert with the student.

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, on the basis of the above policy and the facts in each case.

Procedures

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

1. The Social Work Program Coordinator 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 Coordinator will proceed with informing 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 Coordinator describing the nature of the offense. The Program Coordinator, in consultation with other social work faculty, will review the incident. Student will be notified about the alleged behavior(s). At the discretion of the Social Work Program Coordinator, an informal meeting may be held with the student. The student will be given the opportunity to review the situation and explain his/her behaviors or actions. The Coordinator will meet with other persons if s/he deems necessary. At this point the Program Coordinator 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 Coordinator may take one of the following steps: * See note on page 20.
   
   A. If the student has allegedly violated 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 Coordinator 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 Coordinator, the Field Coordinator, and at least one member of the Social Work Program Advisory Committee. If the specific violation warrants, the Coordinator 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. 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 still remain a student at Ferrum College. At such time the Social Work Program Coordinator 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 Coordinator 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 Coordinator’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.

**Appeals Process**

1. The student may accept the decision or appeal the decision to the Dean of the School of Social Sciences.
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.

**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 Coordinator to discuss whether reapplication is even an option. It is strongly recommended that a student wait at least a semester before reapplying in order to fully resolve/address the precipitating problems.
VII. 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!

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. As is true with most student organizations, a student needs to realize it is truly his or her right and responsibility to make the organization successful. 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.

Rally in the Valley

- An additional opportunity for social work students in Virginia is to attend, and help 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 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.

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.

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 usually seek additional student feedback during the semester.

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 Coordinator, 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 Social Sciences and Professional Studies or to upper level administrators when appropriate.

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 ask 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.

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 Coordinator and the Social Work Program Advisory Committee.

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 for more information or talk to the Social Work faculty members). Student membership is at a reduced cost and you can get involved in various ways to learn how to influence state and national policies which affect many client groups representing various populations-at-risk but also legislation which affects social work practice.

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.

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 make a selection keeping in mind the student input.
- The Jennie West Outstanding Social Work Senior Award: The Social Work faculty select 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.
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.

A. Stanley Library: A state-of-the-art building, it has numerous resources for students in addition to the typical books, journals, newspaper, 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.

B. Carter Center for Academic Success: Located in 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 white boards 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 ARC
      c. Director of Office of Academic Accessibility (accommodation services)
      d. Office Manager helps supervise sessions when students have special accommodations and need space for extended testing time, quiet individual testing space, etc.

5. Tri-Area Community Health Center: Located on the side of campus facing a public road with a large parking lot, this Health Center offers a level of privacy to students as well as community members and provides an array of health services. It also includes a pharmacy for access to prescriptions. It accepts various insurance plans but also provides services on a sliding scale for anyone.

6. 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. 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.
D. **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 a number of 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 Subway and Papa John’s Pizza are also located on the same floor.

E. **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.

E. **Ferrum Fitness Center:** Our campus is fortunate to have this fitness center right in the middle of campus that offers a number of 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.

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

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

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

<table>
<thead>
<tr>
<th>A. Attendance and Punctuality- Class, Field, or Appointments</th>
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</thead>
<tbody>
<tr>
<td>1. Has missed, been tardy, or left early excessively; with no communication prior to behavior.</td>
</tr>
<tr>
<td>2. Has been frequently absent, tardy or left early often with no notification prior to behavior.</td>
</tr>
<tr>
<td>3. Has been in attendance and on time except for rare or unusual circumstances with prior contact/explanation.</td>
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<tr>
<td>4. Has perfect attendance and has been on time.</td>
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<tr>
<td>Comments:</td>
</tr>
</tbody>
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<table>
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<tr>
<th>B. Professional Behavior/ Demonstrates respect and support in relationships</th>
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<tbody>
<tr>
<td>1. Often disrespectful and non-supportive of others; overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions</td>
</tr>
<tr>
<td>2. On a few occasions, is disrespectful and non-supportive; overly negative or critical, insensitive, or discourteous; sometimes does not value others’ ideas or ignores rules/common etiquette; or acts out of self-interest; may lack self-control in interactions.</td>
</tr>
<tr>
<td>3. Usually respectful and supportive of others; offers appropriate critique; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the</td>
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ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions.

4. Consistently respectful and supportive of others; uses positive approaches when questioning or critiquing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations.

Comments:

C. Oral Communication

1. Consistently gets feedback that oral expression is unprofessional; many errors; does not use voice effectively.

2. Oral expression is challenging to understand; may contain grammatical errors, slang words or poorly organized.

3. Usually articulate and professional in oral expression; few errors; uses voice appropriately.

4. Consistently articulate using professional terminology, good expression, no grammatical errors; uses voice effectively.

Comments:

D. Written Communication

1. Written work is consistently unacceptable or unprofessional; written assignments need extensive revisions with both grammatical errors and lack of clarity; does not follow APA guidelines correctly.

2. Written work lacks clarity and has some errors; when asked to use APA guidelines, does not use this correctly.

3. Written ideas/concepts are often expressed clearly with few errors and uses APA guidelines correctly when required.

4. Consistently expresses ideas/concepts very clearly with an absence of errors, and uses APA referencing accurately.

Comments:

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

1. Never checks Ferrum email/course site; not responsive to professors, classmates, or agency; unprofessional/disrespectful.

2. Rarely checks Ferrum email/course site; response is rare and/or not timely; sometimes unprofessional/disrespectful.

3. Usually checks Ferrum email/course site; response is usually timely and communication is professional/respectful.

4. Consistently checks Ferrum email/course site; response is very timely and consistently professional/respectful.

Comments:

F. Demonstrates Self Awareness

1. Rarely shows self-awareness about the impact of verbal and non-verbal communications.
2. Occasionally shows self-awareness about the impact of verbal and non-verbal communications

3. Almost always maintains a high level of self-awareness about impact of verbal and non-verbal communications.

4. Always maintains a high level of self-awareness about impact of verbal and non-verbal communications.

Comments:

G. Quality of Interaction/Participation and Collaboration

1. Often disruptive/off task or apathetic/indifferent; unprepared; does not contribute to class activities; does not collaborate.

2. Sometimes disruptive/off task or apathetic/indifferent; only minimally prepared, contributes little and is not collaborative.

3. Is appropriately engaged and on task; usually prepared and contributes; collaborates well with others.

4. Fully engaged and on task; very well prepared and takes appropriate initiative; strong collaborator and good leader.

Comments:

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

1. Performance does not meet minimal requirements; is incomplete or late; does not make use of available resources.

2. Performance sometimes meets minimal requirements but often of poor quality or late; makes little use of resources.

3. Performance demonstrates good effort; work meets basic requirements, on time and complete; uses some resources.

4. Quality performance beyond the basic requirements; excellent work, always on time; make good use of resources.

Comments:

I. Professional Attire

1. Consistently dresses inappropriately (pants too low; attire reveals too much)

2. Sometimes dresses inappropriately

3. Usually dresses appropriately and professionally.

4. Consistently dresses appropriately and professionally.

Comments:

J. Critical Thinking Skills

1. Makes no effort to question, analyze, explain or evaluate; unable to justify arguments to back up statements or positions; close minded and defends perspective from self-interest not logic.
2. Finds it difficult to question, analyze, explain or evaluate; makes little effort to put forth logical arguments or information to justify position or does so to a minimalist degree.

3. Puts forth a genuine effort to question, analyze, explain or evaluate; is able to back up position with valid arguments and information while also being open-minded.

4. Takes initiative to question; makes extensive effort to analyze using appropriate information and carefully developing justification and sound argument to explain conclusions; willing to openly explore and investigate.

Comments:

K. Initiative; Dependability

1. Passive, depends on others; does not begin task early enough or allow enough time to complete task.

2. Occasionally gives input but rarely plans ahead and follows through; often stops task rather than asking for assistance.

3. Usually takes initiative and completes tasks with limited supervision; asks for clarification when needed.

Comments:

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

1. Defensive, does not demonstrate receptiveness to feedback/suggestions and does not use it to improve self/skills.

2. May be receptive to feedback/suggestions but does not demonstrate efforts to improve behaviors or skills.

3. Receptive to feedback and usually makes a good effort to implement changes.

4. Consistently receptive to feedback/suggestions; demonstrates excellent effort to make improvements

Comments:

M. Commitment to Diversity and Equity

1. Ethnocentric; demonstrates usage of personal viewpoint only

2. Demonstrates limited knowledge/awareness of diversity and equity; limited interest in considering multiple viewpoints.

3. Demonstrates knowledge and awareness diversity as well as a commitment to further understanding.

4. Consistently demonstrates knowledge and awareness of diversity along with a clear commitment to increasing knowledge as well as considering diversity when working with people.

Comments:

N. Ability to Handle Stress and Manage Workload

1. Often handles stress nonproductively (i.e. complaining, withdrawal, anger); difficulty managing demands of workload.

2. Sometimes handles stress nonproductively and sometimes does not manage demands of workload.
3. Usually handles stress productively and most often manages the demands of workload

4. Handles stress productively and uses positive techniques to reduce stress in order to manage workload successfully.

**Comments:**

**O. Attitude Toward Clients**

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

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

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

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

**Comments:**

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

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

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

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

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

**Comments:**

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

**Student concerns or comments:**

Student: __________________________ Date: __________________

**SWK Program Faculty concerns or comments:**

Faculty: ______________ Title: ______________ Date: ______________

Faculty: ______________ Title: ______________ Date: ______________

Developed Fall 2014: Portions of this form were adapted from: University of Vermont, Department of Social Work, Radford University Rubric for Assessing Professional Development and Ferrum College Teacher Education Program Checklist.
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 31 Practice Behaviors developed and approved by CSWE in the 2015 EPAS. The section below is directly quoted from that document.

“The nine Social Work Competencies are listed below… Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise 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, while the preceding statements represent the underlying content and processes that inform the behaviors.

**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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in 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.

**Competency 2—Engage Diversity and Difference in Practice**

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

apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

present themselves as learners and engage clients and constituencies as experts of their own experiences; and

apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

engage in practices that advance social, economic, and environmental justice.

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

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

use practice experience and theory to inform scientific inquiry and research;
apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 –Engage in Policy Practice

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

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

assess how social welfare and economic policies impact the delivery of and access to social services;

apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and other constituencies; and
use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

select and use appropriate methods for evaluation of outcomes;

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.”

Educational Policy and Accreditation Standards, CSWE (2015).
Code of Ethics of the National Association of Social Workers

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