



ASBURY UNIVERSITY
Academic Excellence & Spiritual Vitality

**DEPARTMENT OF SOCIAL WORK
B.S.W. PROGRAM**

**SW 340
SOCIAL WORK PRACTICUM I**



**Upper Division Level Course
Spring 2023**

SW 340 Field Practicum I: Monday, 3:00-4:40 PM, MO 11

Spring 2023

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Communication: I welcome individual communication with students! To schedule a time to meet, please email me. For both students and faculty, the Asbury email addresses are official forms of communication. Please check your email and know that you are responsible for course updates and information sent to your email.

Course Description:

Students will apply social work values, knowledge, and skills from prerequisite courses to actual client situations within a social service agency. Practicum I students must complete no less than **175** hours (12.5 hr/wk for 14 weeks) of practice experience within the designated agency. Driving time to or from the agency does not count toward hours completed. Students are responsible for arranging transportation to and from their practicum agency. Additionally, students are required to participate in a two-hour practicum seminar each week, complete monthly time logs, and related learning experiences beneficial to their agency.

REQUIRED TEXTBOOKS

Smith, S.W.. (2010). *Soul custody: Choosing to care for the one and only you*. David C. Cook.

E-Book available for free through Kinlaw Library by the link below:

| Course | Course Section | Linked Book Title | Maximum Simultaneous Users |
|--------|----------------|--|----------------------------|
| SW 340 | A | Soul Custody Choosing to Care for the One and Only You | Unlimited Users |

Course Objectives:

- Social workers practice personal reflection and self-correction to assure continual professional development
- Social workers demonstrate professional demeanor in behavior, appearance, and communication
- Social workers use supervision and consultation
- Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- Social workers view themselves as learners and engage those whom they work as informants
- Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Social workers substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
- Social workers collect, organize, and interpret client data

- Social workers assess client strengths and limitations
- Social workers develop mutually agreed-on intervention goals and objectives
- Social workers select appropriate intervention strategies
- Social workers help clients resolve problems
- Social workers negotiate, mediate, and advocate for clients
- Social workers facilitate transitions and endings
- Social workers critically analyze, monitor, and evaluate intervention

Relationship to CSWE Educational Policy and Accreditation Standards (2015):

The Asbury University BSW Program complies with the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. The BSW student experience is evaluated across explicit measures such as graded assignments and implicit measures such as overall experience and satisfaction in the BSW Program. Each course meets specific Competencies and Practice Behaviors; student performance is assessed against these Competencies and Practice Behaviors. This ensures that the Asbury University BSW curriculum proficiently covers required areas of social work education and practice. Note that each assignment includes references to the related Competencies and Practice Behaviors. A complete list of these Competencies and Practice Behaviors is at the end of each syllabus.

Course Rationale:

Field Practicum provides a professionally supervised hands-on educational experience that allows students to apply classroom learning to real-world situations. Students forge their professional identity through their observations and interactions with professional social workers, with systems of all sizes, and through their use of self. Through their application of classroom learning, they understand more fully their role as professionals providing service to others. They understand the complex, multidimensional, interrelated, and interactive world as it relates to generalist social work practice. In other words, they understand the need to investigate and determine whether problems occur within an individual (their own personal difficulty); as a product of environmental stresses; and as the result of the interaction between the person and their environment. Although social work interventions tend to be targeted at a particular system such as with an individual, group or community, generalist social workers perform simultaneous, multi-level interventions with people and their environments in order to find solutions to problems.

During this semester, students are expected to continue building on what they have learned from prerequisite courses. **Students should be taking leadership of their learning experience**, and they should be actively engaged in social work practice under the supervision of a professional social worker. They should be integrating classroom knowledge, professional experience, and their professional self so that by the end of the semester, they are able to engage in generalist social work.

Generalist social workers are problem solvers who work with others to understand, prevent, alleviate, and/or eliminate problems they encounter in our complex, multidimensional, interrelated, and interactive world. Generalist social workers need to know about people as individuals and as members of groups such as families, organizations, communities, and societies. They study a broad range of knowledge on topics such as political science, sociology, psychology, biology, etc. This knowledge is necessary to understand and be open to the unique nature of

people and their situations. Generalist social workers are, therefore, skilled at assessing the nature and causes of human problems. They are social scientists, able to critically evaluate their own actions and the outcomes of their interventions. They are mature critical thinkers who exercise respect and good judgment in their work with others and they appreciate the complexity of the world and the need to always be a life-long learner. See the list of competencies and practice behaviors as an appendix on the syllabus.

Philosophy of Field Instruction:

The Asbury University Social Work Program views the task of field instruction as one of collaboration between itself and social work agencies, with the Director of Field Placement retaining the primary responsibility for directing the total educational program of the Practicum student. Social work is understood as a method of helping people in the social context of their lives. It is recognized that social work knowledge, values, and skills can only be adequately learned as they are applied. Practice is a major part of the learning experience. Therefore, the main objective of field placement is to provide a student with experience in **doing social work** with clients and working with agency staff under professionally trained field instructors. **Simply observing social work does not fulfill the field placement objective.** The scientific aspect of social work - the knowledge and practice skills - is an essential aspect of the field experience. However, there are significant non-science components that are more subjective and just as essential for the student to recognize and develop. Some people have a natural talent for working with others in a helping capacity. This natural ability may be characterized by some as an "art". Individuals possessing qualities such as warmth, genuineness, dedication, and empathy are able to engage much more effectively in the helping relationship. Individuals with these personality qualities and motivation (art) are able to capitalize on the formal educational process and benefit from professional knowledge (science). The overall field experience is designed in such a way as to provide students with opportunities to recognize and integrate their own unique personality qualities and begin to apply knowledge and skills in a seamless "marriage" of science and art. The development of one's personal as well as professional identity serves the dual purpose of the social work profession - that of focusing on helping to improve both individual competencies and societal supports within the client system(s). Focus on the interface between systems, with equal emphasis on the goals of social justice and improving the well-being of people, requires a multilevel problem-solving methodology as well as multiple theoretical orientations.

The Social Work Program administers field education that is consistent with CSWE Educational Policy Standards. Therefore, the field setting provides the student with opportunities for:

1. The development and application of critical thinking skills about work with clients and agency practice.
2. The development of an awareness of self in the process of intervention.
3. Supervised practice experience in the application of knowledge, values, ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
4. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
5. Use of professional supervision to enhance learning.
6. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.
7. Professional growth and development.

8. Growth and development by working with clients and staff of diverse socioeconomic, racial, ethnic, abilities/disabilities, gender, sexual orientation, religious views, and world views.

Meeting the standards previously noted requires that students become proficient in generalist social work practice with systems of all sizes; with a focus on the individual, family, group, organizations, and community/society. The development of the field instruction process is viewed as a coordinated effort among the Social Work Program, agency, and student. A deep commitment on the part of all three is required to prepare students for effective service to others through social work. The efforts and concerned involvement of all are needed and greatly appreciated.

Course Requirements and Grading

Agency Placement: (50%) Students must work with their agency Field Instructor to establish a professional practicum weekly schedule that goes through the entire semester. Practicum hours should be completed in the agency setting with agency staff. A maximum of 5% of practicum hours may be completed as independent work “off-site” if approved by the agency Field Instructor. Please note that you may need to adjust your schedule at some point in the semester in order to ensure that you complete the required **175 hours** of field practice. This will be especially significant if you are doing a practicum in a public school. Your hourly requirement does not include time spent in conferences with your faculty instructor, practicum seminars, or travel to and from your agency. **Winter Weather** - If your agency is closed on a day when you normally work, you are still responsible to make up those hours. Above all, do not place yourself in a dangerous driving situation if avoidable. However, be aware that your total number of hours is still required

Professionalism: Students are to demonstrate professional behavior by meeting agency expectations; appropriate dress, keeping appointments, maintaining confidentiality, communicating professionally with co-workers, using supervision to examine their own practice without undue defensiveness, etc. The Agency Field Instructor will document performance in these areas.

Learning Contract: Each student is required to develop a Learning Contract in collaboration with his or her Agency Field Instructor and Field Professor due on the date on the course calendar. The contract should reflect outcomes consistent with social work knowledge, values, and skills. Attainment of these goals will be evaluated at the mid-term and final evaluation conferences. The format for the learning contract is in the Field Manual.

Participation: (20%) Seminar attendance and your participation in seminar discussions are included in participation. You will receive a participation grade for your weekly seminar class involvement. Each student is expected to be actively involved in making contributions to the group process with both active listening and speaking. Faculty will often lead the class in a group discussion of a major social problem relevant to practicum agencies. **PRIOR TO EACH seminar class, the student is expected to submit a reflection log (format will be discussed in class) which will count toward weekly participation grade.** The lowest two reflection log grades will be dropped.

Monthly Time Log: (4%) Format for logs is found in this syllabus and the Field Manual. Students are required to log their practicum experiences on a regular basis as shown later in this syllabus. **Logs will be due online (with all required signatures) by the Monday after each four week section.** This means that students must submit the timesheet in IPT and make professional requests in time for their supervisors to also “sign” the form online by the due date. Students will be provided login information for the Intern Placement Tracking Program (IPT) and instruction during the first seminar class.

Agency Presentations: (10%) Each student will have an assigned class to present their agency. The student will present the type of agency, the populations it serves, its role in society, the structure (administratively), relevant policy and legislation, and how it delivers services to its population. Finally, a historical overview of similar agencies will be provided. The presentation should last about 15 minutes. Discover this information while at your placement and ask many questions to those who have been at your practicum site for some years. This will not require a paper or display presentation. But if you want to use Powerpoint or other digital presentation, that is encouraged. Feel free to include the class with questions and discussion. This is just as much for the whole class as it is for you.

***The following questions may be used as a guide to help think critically. Not to be turned in for a grade.**

1. What is the mission statement, goals and/or purposes of the agency?
2. What is the population served? What are the qualifications to receive services? How does one go about applying for services?
3. What is the demographic, social, and economic status of the client population? Would you consider this an oppressed group? Why or why not?
4. What are the programs utilized by the agency? Are they consistent with the mission of the agency?
5. Present an organizational flow chart. Who does what? How are decisions made? Who has the power to make decisions regarding agency policy? Regarding agency practice?
6. What social policies, values, etc. influence agency policy? How does this impact service to the client?
7. Is the agency non-profit or for-profit? What is the agency’s annual budget? How does the agency survive financially?
8. What other agencies intersect with this agency in providing services to its clientele?
9. How does this agency determine its effectiveness?
10. What are some potential ethical issues relevant to this agency setting and service population?

Rubric for Agency Presentation

| | |
|-------------------------------|-----------|
| History of Agency | out of 10 |
| Administrative Explanation | out of 10 |
| Delivery of Services | out of 10 |
| Overview of Population Served | out of 10 |
| Policy Connections | out of 10 |
| Ethical Issues | out of 10 |

Case Study Presentations: (10%) Each student will have an assigned class to present a case study taken from their placement that presents ethical issues, difficult treatment, and policy issues. **Keep in mind to make all names and identifying details confidential.** The student will have no less than a one-page summary of the case and a mini-treatment plan. The student will have copies of the case study consisting of important case details for all class members. Examples will be given during class. The student will present the case to the class and lead a discussion during the segment. Presentations will last about 15 minutes.

Rubric for Case Study Presentation

| | |
|--|-----------|
| Presentation of Case (Bio/Psycho/Social/Spiritual; problems/needs, strengths) | out of 20 |
| Micro, Mezzo, Macro perspective for client | out of 10 |
| Ethical Issues | out of 5 |
| Possible Treatment Plan (Tx/Intervention Plan) | out of 10 |
| Use of Supervision with case work | out of 5 |

Self-Care Book Response: (5%) Assignment instructions will be provided in class and in course on Discovery

Summary Paper and Evaluation of Agency: (Not graded specifically but indicates participation and required for course completion). This is a brief paper (no less than two pages double spaced) in which the student evaluates the strengths and weaknesses of the agency placement itself, of the available learning opportunities within the agency, and of the structure and format of the practicum. The Evaluation of Field Agency form will be turned in with this paper at the date indicated on the course schedule.

Midterm and Final Field Evaluation (1% and 50%): The midterm evaluation is grade is based fully on completion of the evaluation (not the ratings of progress in competency areas) and is created to help the student and supervisor understand where they are making good progress on the learning contract and where they need to create more opportunities to fulfill the learning contract. Completion of the midterm evaluation will count as 1% of the course grade. The **Final Field Evaluation** counts as 50% of the final grade for this course.

Course Attendance Policy:

Class attendance is **required**, and **it is important that you come to class on time.** Due to the nature of this course, only **one unexcused absence is allowed.** On the second unexcused absence, the grade is lowered a two-step reduction (A to B+, B+ to B-). On the third unexcused absence, it is lowered an additional one-step reduction (A to A-, B+ to B). The fourth unexcused absence results in failing (F) the course.

Attendance will be taken at the start of class. Full participation credit cannot be received when tardy or absent. Two times tardy will equal one absence and will follow the policy above.

When you miss class, email me as a courtesy. Then contact a classmate to find out what you missed. It is **entirely up to you** to make up the work. After doing your part to catch up on the missed material, you are welcome to meet with me to ask additional questions.

Excused absences must be obtained through the registrar's office and submitted to the instructor in the case of (a) hospitalization or serious illness (as determined by a physician), (b) Asbury University approved group event or travel (i.e., class trip, athletic team trip, etc.), (c) death or serious illness of family member, or (d) other unusual circumstance.

Academic Standards:

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is not acceptable in social work classes. All members of the academic community are expected to produce their own scholastic work. When using outside sources, students are to give credit for *ideas* as well as *information* taken from others. This includes published as well as unpublished works. Both cheating and plagiarism are serious matters and will result in serious consequences. *PLEASE-* if there is a question, document your sources. Refer to the Asbury University Bulletin for the definitions of academic dishonesty and the appeals process.

EVALUATION AND GRADING SUMMARY

| | |
|-------------------------------|-----|
| Class Participation | 10% |
| Weekly Reflections | 10% |
| Monthly Time Logs and Midterm | 5% |
| Agency Presentation | 10% |
| Case Study Presentation | 10% |
| Self-Care Book Response | 5% |
| Final Field Evaluation | 50% |

EVALUATION SCALE

| | |
|----------------|---------------|
| 94-100 A | 78-79 C+ |
| 90-93 A- | 74-77 C |
| 88-89 B+ | 70-73 C- |
| 84-87 B | 60-69 D |
| 80-83 B- | Below 60 F |

A grade of C- or above is required for this course.

Any social work major must receive a C- or above in each required social work course, or the course will need to be repeated.

*Please note: This is a performance-oriented course, and as a result, the final grade is determined primarily by the student's **demonstration of skills and application of knowledge** from prerequisite courses. Successful completion of this course is also a reflection of one's attitude and ability to plan ahead. It will be absolutely necessary for each student to carefully review this syllabus periodically in order to evaluate and monitor his/her performance. As you review the grading scale you will note that inattention to scheduled appointments, late logs, absences from the seminar, etc., will have a detrimental effect on your overall grade. Please maintain a professional attitude as well as an open channel of communication with both your Field Instructor (Agency Supervisor) and this professor.*

CAMPUS ACADEMIC RESOURCES

The **Center for Academic Excellence (CAE)** offers out-of-class academic support services that are paid for as part of your enrollment at Asbury University. **CAE services are available for students at all levels of academic achievement to help you become a better student.**

Some of the service available through the CAE are: ***Drop-In Study/Writing Consulting/Homework Help Sessions, One-on-One Course Tutoring, One-on One Writing Consulting, and Group and One-on-One Academic Coaching.***

All CAE services can be accessed at <http://cae.asbury.edu>.

The CAE is in **Kinlaw Library, Room 139** and is open Monday-Friday from **8 a.m. – 5 p.m.**

REACH 360 Asbury University has a robust referral system, **REACH 360**, which was created to connect students with the campus resources that will be most beneficial to them. Students may be referred by faculty for any student success issue (academic or personal). Students will be contacted by a care coordinator (Resident Director, Coach, University Pastor, etc.) or resource personnel (Center for Academic Excellence, Financial Aid, etc.) for follow-up. Students may also submit a self-referral through the student portal or at reach360.asbury.edu.

Academic Accessibility Any student with particular needs should contact Dr. Victoria Slocum, Academic Accessibility Resources Director (academicaccessibility@asbury.edu), at the start of the semester. This office is located in Kinlaw Library and more information can be found at <https://www.asbury.edu/academics/resources/academic-accessibility/>. The Academic Accessibility office will provide you with any necessary information and documentation of your needs. It is the responsibility of the student to notify faculty of accommodations. Then we can agree on the details of how the plan can be implemented in this course.

Emergency Alert Policy When there is an emergency or alert for our campus community, a text message and email is sent out to faculty, staff, and students. To ensure safety for all, the professor of this course monitors for alerts. Appropriate action will be taken by the professor for the emergency alert.

Tentative Schedule

| Week | Subject/theme | Activities/Readings | Assignments Due |
|---|---|--|---|
| 1: Jan 9 | <p>Review syllabus</p> <p>Review the purpose and framework for field seminar sessions</p> <p>Overview of Competencies; Discuss the process of Learning Contract Agreements; Use of supervision; and NASW Code of Ethics (a copy is in Field Manual)</p> <p>Use of Supervision: requesting feedback for development and growth</p> <p>Use of IPT</p> | <p>Field Manual (read through the manual, including NASW Code of Ethics)</p> <p>Read Competencies and Behaviors</p> <p>Begin to develop Learning Contract (have it ready for agency field instructor review)</p> | <p>Establish a schedule for the semester at your site and weekly supervision with Agency Field Instructor</p> <p>Sign and turn in during class:</p> <p>Release of Information</p> <p>Student Placement Agreement</p> <p>Week 1 Reflection Log Due in Discovery by Friday at 5 PM</p> |
| <p>2: Jan 16</p> <p>MLK Jr. Day No Class</p> | <p>Field Learning Contract Tasks</p> | <p>Begin developing Learning Contract in supervision with agency field instructor</p> <p>Discussion and creation of learning and experience goals for the semester (in-class activity)</p> | <p>Reflection Log Due in Discovery by Friday at 5 PM</p> <p>Working draft of Learning Contract</p> <p>Schedule Learning Contract Conference with Agency Field Instructor and faculty during Week 4</p> |

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|--|---|--|--|
| 3: Jan 23 | | Review Competencies 1, 2 and 3, and related behaviors | Reflection Log Due in Discovery by Friday at 5 PM |
| 4: Jan 30 | Ethical and Professional Behavior Engaging in Diversity Advancing Human Rights and Social, Economic and Environmental Justice Research and Policy in Practicum Engage, Assess, Intervene, Evaluate Introduce Agency Presentation | Review Competencies 4 & 5 and related behaviors Review Competencies 6,7,8,9 | DUE: Learning Contract signed by all parties online in IPT by the end of the week (2/3/23) TIME LOG # 1 DUE Monday 2/6/23 |
| 5: Feb 6 Alternative Class meeting time Feb 7, 3:30 – 5:00 | Attend SW 440 Agency Presentations Midterm Evaluation discussion and planning | Review the Evaluation Form in IPT | Schedule Midterm Evaluation review in supervision for the week of Feb 20 |
| 6: Feb 13 | Agency Presentations | | Agency Presentation |
| 7: Feb 20 | Integrity Competence Dignity and Worth of the Individual Student Midterm reflections of professional self | Bring an ethical dilemma from the agency setting to discuss in class | Midterm Evaluation with Agency Field Instructor Due Feb 24 signed by all parties |
| 8: Feb 27 Field Workshop | Field Preparation Workshop for Practicum II | | Time Log #2 Due March 6 |

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|--|--|--|--|
| 9: March 6 | Importance of Human Relationships Service Social Justice Case Study and Treatment Planning | Come prepared to discuss case documentation and treatment planning in your agency setting | |
| SPRING BREAK | | | |
| 10: March 20 | Self-Care | | Self-Care Book Response Due |
| 11: March 27 Alternative Class time Tue 3/28, 3:30 | Practicum II Case Study Presentations | Collection of Case Study information | |
| 12: April 3 | Case Study Presentations | | Case Study Presentations Due Time Log #3 Due April 10 (Holiday) |
| 13: April 10 Easter Holiday No Class | Closure with clients and agency | Review Summary Paper and Final Field Evaluation Explanation Final Eval preparation & Schedule site visits | Schedule Final Evaluation review with Agency Field Instructor and Seminar Faculty Final Evaluations must be completed at field agency site PRIOR to Final Field Conference with faculty (4/17-4/26) |
| 14: April 17 | Overall debriefing and evaluation of the experience | Evaluation of Agency Form (in class) Must have some agency hours the week of April 17-21 | DUE: Summary Paper Time Log #4 Due April 24 All practicum hours are due to be completed by 4/21 (last day of classes) |

| Asbury University Social Work Program's Competencies & Associated Behaviors Related to the Course, SW 340: | | |
|---|--|-------------|
| Competencies | Behaviors | Assignments |
| Professional & Ethical Behavior | 1) 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 at the micro, mezzo and/or macro levels; | |
| | 2) Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior; | |
| | 3) Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | |
| | 4) Social workers use supervision and consultation to guide professional judgment and behavior; | |
| Diversity & Difference in Practice | 5) Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels | |
| | 6) Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences | |
| | 7) Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations | |
| | 8) 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; | |
| Advance Human Rights and Social, Economic, and Environmental Justice | 9) Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice. | |
| | 10) 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; | |
| | 11) 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. | |
| Practice-informed Research & Research-informed Practice | 12) Social workers use practice experience and theory to inform scientific inquiry and research & use and translate research evidence to inform and improve practice, policy and service delivery. | |
| | 13) Social workers apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice | |
| Policy Practice | 14) Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | |

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|--|--|---------------------|
| | 15) Social workers assess how social welfare and economic policies impact the delivery of and access to social services; | |
| | 16) Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | |
| | 17) 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. | |
| Engage – micro/mezzo/macro | 18) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; | |
| | 19) Social workers use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies | |
| Assess – micro/mezzo/macro | 20) Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies; | |
| | 21) Social workers 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; | |
| | 22) Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | |
| | 23) Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | |
| Intervene – micro/mezzo/macro | 24) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; | Case Study |
| | 25) Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; | Case Study |
| | 26) Social workers negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations; | Case Study |
| | 27) Social workers facilitate effective transitions and endings that advance mutually agreed-on goals | Case Study |
| Evaluate Practice with micro/mezzo/macro | 28) Social workers select, analyze, monitor, evaluate and use appropriate methods for evaluation of program processes & outcomes; | Agency Presentation |
| | 29) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | Agency Presentation |
| | 30) Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels | Agency Presentation |

SOUL CUSTODY
BOOK RESPONSE

Part 1: Select three passages or three discussion questions from various sections of *Soul Custody* that you find especially meaningful or helpful in developing healthy personal practices. For each passage or question:

- Copy the passage or question (give page citation).
- In a paragraph of at least 5-6 sentences give your responses, thoughts, comments, and related questions.

Part 2: Of the eight choices presented in chapters 3 – 10, select two choices that you would most like to implement in the next year. For each choice write a paragraph (5-6 sentences) about how you believe this would help you make space for connecting with God and how you would like to implement this choice in your life. (Be careful to focus on YOUR PLAN and how you will do it, not summarizing the chapter in this section.)