



**ASBURY UNIVERSITY**  
*Academic Excellence & Spiritual Vitality*

**DEPARTMENT OF SOCIAL WORK  
BSW PROGRAM**

**SW 440  
SOCIAL WORK PRACTICUM II**



**Upper Division Level Course  
Spring 2024**

**SW 440 Field Practicum II**  
**Wednesday, 8:00–9:50 AM**  
Spring 2024

Professor Sarah Bellew, MSW

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**Communication:** I welcome individual communication with students! To schedule a time to meet, please email me. For 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.

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**Course Description:**

Students will apply social work values, knowledge and skills from prerequisite courses to actual clients' situations, within a social service agency, under the supervision of a professional social worker. Practicum II students must complete no less than **280** hours (20 hr/wk for 14 weeks) of practice experience within the designated agency. Driving time to or from the agency does not count towards hours completed. Additionally, students are required to participate in a practicum seminar, complete monthly time logs, and related learning experiences beneficial to their agency. Students are responsible for arranging transportation to and from their practice agency.

**REQUIRED TEXTBOOK**

Comer, J. M. (2019). *The ruthless elimination of hurry: How to stay emotionally healthy and spiritually alive in our current chaos*. Hodder & Stoughton.

<https://research.ebsco.com/linkprocessor/plink?id=89b02fac-ca04-3c4d-aeac-0bb73d7ef217>

**Course Objectives:**

- Social workers practice personal reflection and self-correction to ensure 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 with 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 the 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, systems of all sizes, and their use of self. Through their classroom learning application, they understand their role as professionals providing service to others more fully. They understand the complex, multidimensional, interrelated, and interactive world related 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 target a particular system, such as with an individual, group, or community, generalist social workers perform simultaneous, multilevel interventions with people and their environments to solve problems.

Students are expected to continue building on what they have learned from prerequisite courses this semester. **Students should take 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 can 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 must 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 people's unique natures and situations. Generalist social workers are, therefore, skilled at assessing the nature and causes of human problems. They are social scientists, able to evaluate their actions and the outcomes of their interventions critically. They are mature critical thinkers who exercise respect and sound judgment in their work with others. They also appreciate the complexity of the world and the

need always to be lifelong learners. 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 significant 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 - knowledge and practice skills - is essential to the field experience. However, significant non-science components 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. Some may characterize this natural ability as an "art." Individuals possessing warmth, genuineness, dedication, and empathy can engage more effectively in the helping relationship. Individuals with these personality qualities and motivation (art) can 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 unique personality qualities and begin to apply knowledge and skills in a seamless "marriage" of science and art. The development of one's personal and professional identity serves the dual purpose of the social work profession - that of focusing on helping to improve 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 and multiple theoretical orientations.

The Social Work Program administers field education 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 in working with clients and agency practice.
2. The development of an awareness of self in the intervention process.
3. Supervised practice experience in applying knowledge, values, ethics, and practice skills to enhance the well-being of people and to work toward ameliorating environmental conditions that affect people adversely.
4. Use oral and written professional communications consistent with the language of the practicum setting and 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, focusing 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 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. 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 the agency Field Instructor approves. Please note that you may need to adjust your schedule at some point in the semester to ensure 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 usually work, you are still responsible for making up those hours. Above all, do not be 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 practice without undue defensiveness, etc. The Agency Field Instructor will document performance in these areas. Performance improvement plans will be utilized as needed between the Agency Field Instructor, Field Liaison Professor, and the student.

**Learning Contract (5%):** Each student must develop a Learning Contract in collaboration with their 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 actively contribute to the group process with active listening and speaking. Faculty will lead the class in a group discussion of a major social problem relevant to practicum agencies. **At the end of each week and prior to the seminar class, the student is expected to submit a reflection log (format will be discussed in class) and preparation assignments which will count toward the weekly participation grade.** The lowest two grades will be dropped.

**Monthly Time Log (4%):** Format for logs is found in the Field Manual. Students must log their practicum experience hours regularly. **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 "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. (100% will be given for complete submissions on time; 50% for complete submissions within one week of due date; 0% for submissions beyond one week late) Students will not be held accountable for supervisor meeting

the deadline as long as the student can document their own timely request (ie: inform professor by email or forward email request to supervisor)

**Agency Presentations (5%):** (Practice Behaviors 3, 5, 14). 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 administrative and staff structure, 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 that is encouraged if you want to use PowerPoint or other digital presentations. Feel free to include the class with questions and discussion. This is just as much for the whole class as for you.

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

1. What are the agency's mission statement, goals, and/or purposes?
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 client population's demographic, social, and economic status? 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 potential ethical issues are 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 (5%):** (Practice Behaviors 3, 18, 19, 20, 26). Each student will have an assigned class to present a case study from their placement that presents ethical issues, complex 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, and Macro perspective for the client	out of 10
Ethical Issues	out of 5
Possible Treatment Plan (Tx/Intervention Plan)	out of 10
Use of Supervision with casework	out of 5

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

**Final Summary Reflection on Self and Agency Paper and Evaluation of Agency (5%):** This is a two-part reflection paper. The first part focuses on your professional growth and development, identifies what you learned about yourself, and insights into how you manage personal biases and self-regulation. In the second part, the student evaluates the strengths and weaknesses of the agency placement itself, the available learning opportunities within the agency, and the structure and format of the practicum. The minimum length is 1,000 words (4 pages). The Evaluation of Field Agency form will be conducted in class.

**Midterm and Final Field Evaluation (1% 50%):** The midterm evaluation grade is based entirely on the 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.** (This is also good practice and professional development).

Due to the nature of this course, only **one unexcused absence is allowed.** On the second unexcused absence, the grade is lowered by a two-step reduction (A to B+, B+ to B-). The third unexcused absence is lowered by 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.

Unexcused absences may be used for doctor's appointments, not feeling well, family responsibilities, and conflicting schedules. This course allows for one (1) unexcused absence.

Excused absences **must be obtained through the registrar's office and submitted to the instructor** in the case of (a) hospitalization or severe 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 inconsistent with ethical conduct in social work practice and unacceptable in social work classes. All academic community members are expected to produce their own scholastic work. When using outside sources, students are to give credit for *ideas* and *information* taken from others. This includes published as well as unpublished works. Both cheating and plagiarism are serious matters and will result in severe consequences. *PLEASE*- if there is a question, document your sources. Refer to the Asbury University Catalog for the definitions of academic dishonesty and the appeals process.

**EVALUATION AND GRADING SUMMARY**

Class Participation	10%
Weekly Reflections and Assignments	10%
Learning Contract	5%
Monthly Time Logs and Midterm	5%
Agency Presentation	5%
Case Study Presentation	5%
Self-Care Book Response	5%
Final Summary Reflection on Self and Agency	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. 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 necessary for each student to carefully review this syllabus periodically to evaluate and monitor their performance. As you review the grading scale, you will note that*



*inattention to scheduled appointments, late logs, absences from the seminar, etc., will harm 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 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 services 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 center is in **Kinlaw Library, Room 139**, and is open Monday-Friday from **8 AM – 5 PM**.

**The Center for Wholeness and Wellness** houses Health Services and the Center for Counseling. They are open Monday through Friday from 8:00 a.m. to 4:30 p.m. when fall and spring semester classes are in session and are located in the Alumni Clinic at the corner of Hughes and West College Streets.

**Student Health Services** provides health services by registered nurses and our staff physician for currently enrolled undergraduate students. Most services, including evaluation and treatment of illness and injury, both acute and chronic, are offered free of charge to full-time undergraduate students. There is a minimal charge for some medications, testing, etc. To schedule an appointment, call the office at **(859) 858-5277**, or email [health.services@asbury.edu](mailto:health.services@asbury.edu).

**The Center for Counseling** offers a wide range of services, including personal counseling, couples/premarital counseling, and Student Wellness Groups. Integrating counseling practice with Christ-centered principles, our staff of licensed counselors and graduate school interns seek to prepare students for a lifetime of learning, leadership, and service. Services are free to full-time undergraduate students, and all services are confidential. Counseling registration is available through the Student Portal. For further details, call the office at **(859) 858-5277**, or email [counseling@asbury.edu](mailto:counseling@asbury.edu).

**Academic Accessibility** Any student with particular needs should contact Dr. Victoria Slocum, Academic Accessibility Resources Director ([academicaccessibility@asbury.edu](mailto: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 the faculty of accommodations. Then we can agree on implementing the plan in this course.

**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](http://reach360.asbury.edu).

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

## Tentative Schedule

<b>Week</b>	<b>Subject/theme</b>	<b>Activities/Readings</b>	<b>Assignments Due</b>
1	<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>Field Manual (read through the manual, including the 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><b>Establish a schedule for the semester at your site and weekly supervision with Agency Field Instructor</b></p> <p><b>Sign and turn in during class:</b></p> <p><b>Release of Information</b></p> <p><b>Student Placement Agreement</b></p> <p><b>Week 1 Reflection Log Due in Discovery by Friday at 5 PM</b></p>
2	<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><b>Bring to class – working draft of Learning Contract</b></p> <p><b>Schedule Learning Contract Conference with Agency Field Instructor and faculty during Week 4</b></p> <p><b>Reflection Log Due in Discovery by Friday at 5 PM</b></p>
3	<p>Ethical and Professional Behavior Engaging in Diversity</p> <p>Advancing Human Rights and Social, Economic and Environmental Justice</p>	<p>Review Competencies 1, 2 and 3, and related behaviors</p> <p>Suicide Prevention (engage, assess, intervene)</p>	<p><b>REQUIRED Attend QPR (suicide prevention) Training 2/1 (TH), 3:00 – 4:30 -request hours</b></p> <p><b>Reflection Log Due in Discovery by Friday at 5 PM</b></p>

4	<p>Research and Policy in Practicum</p> <p>Engage, Assess, Intervene, Evaluate</p> <p>Introduce Agency Presentation</p>	<p>Review Competencies 4 &amp; 5 and related behaviors</p> <p>Review Competencies 6,7,8,9</p>	<p><b>DUE: Learning Contract signed by all parties online in IPT by the end of this week</b></p> <p><b>TIME LOG # 1 DUE next Monday</b></p> <p><b>Reflection Log Due in Discovery by Friday at 5 PM</b></p>
5	<p><b>Agency Presentations</b></p> <p>Midterm Evaluation discussion and planning</p>	<p>Review the Evaluation Form in IPT</p>	<p><b>Agency Presentations Feb 7</b></p> <p>Schedule Midterm Evaluation review in supervision</p> <p><b>Reflection Log Due in Discovery by Friday at 5 PM</b></p>
6	<p><b>Alternative Class Time: Fri, Feb 16, 8 AM</b></p>	<p>Attend SW 340 Agency Presentations</p>	<p><b><i>Submit Research Article and Policy Review related to practicum setting with Reflection Log</i></b></p> <p><b>Reflection Log Due in Discovery by Friday at 5 PM</b></p>
7	<p>Connecting Research and Policy with Practice</p> <p>Student Midterm reflections of professional self</p>		<p><b>Midterm Evaluation with Agency Field Instructor</b></p> <p><b>DUE MARCH 1 signed by all parties</b></p> <p><b>ATTEND – Feb 27</b></p> <p><b><i>Juneteenth Film Workshop 3:30-4:30</i></b></p> <p><b><i>Film 7:00 – 8:30</i></b></p> <p><b>-request hours (diversity)</b></p> <p><b>Reflection Log Due in Discovery by Friday at 5 PM</b></p>

8	Social Work Core Values	Bring an ethical dilemma from the agency setting to discuss in class	<b>Time Log #2 Due next Monday</b> <b>Reflection Log Due in Discovery by Friday at 5 PM</b>
9	Case Study and Treatment Planning	Come prepared to discuss case documentation and treatment planning in your agency setting  Collection of Case Study information	<b>Practicum Poster Information Due</b> <b>Reflection Log Due in Discovery by Friday at 5 PM</b>
Spring Break			
10	Self-Care		<b>Self-Care Book Response Due</b> <b>Reflection Log Due in Discovery by Friday at 5 PM</b>
11	<b>Case Study Presentations</b>		<b>Case Study Presentations Due</b> <b>Reflection Log Due in Discovery by Friday at 5 PM</b>
12	Closure with clients and agency		<b>Time Log #3 Due Next Monday</b> <b>Reflection Log Due in Discovery by Friday at 5 PM</b>
13	Professional Self Awareness and Development (next steps)	Review Summary Paper and Final Field Evaluation Explanation  Final Eval preparation & Schedule site visits	<b>Schedule Final Evaluation review with Agency Field Instructor and Seminar Faculty</b>  <b>Final Evaluations must be completed at field agency site PRIOR to Final Field Conference with faculty</b>

			<b>Reflection Log Due in Discovery by Friday at 5 PM</b>
14	Overall debriefing and evaluation of the experience	<b>Evaluation of Agency Form (in class)</b>  Must have some agency hours during the last week of classes	<b>DUE: Summary Paper</b>  <b>Time Log #4 Due Next Monday or after final hours</b>  <b>All practicum hours are due to be completed by the last day of classes</b>  <b>Reflection Log Due in Discovery by Friday at 5 PM</b>

**Asbury University Social Work Program's Competencies & Associated Behaviors  
Related to the Course, SW 440:**

<b>Competencies</b>	<b>Behaviors</b>	<b>Assignments</b>
<b>Professional &amp; Ethical Behavior</b>	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;	<b>Field Evaluation</b>
	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;	<b>Field Evaluation</b>
	3) Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<b>Field Evaluation Agency Presentation Case Study</b>
	4) Social workers use supervision and consultation to guide professional judgment and behavior;	<b>Field Evaluation</b>
<b>Diversity &amp; Difference in Practice</b>	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	<b>Field Evaluation Agency Presentation</b>
	6) Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences	<b>Field Evaluation</b>
	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	<b>Field Evaluation</b>
	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;	<b>Field Evaluation</b>
<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	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.	<b>Field Evaluation</b>
	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;	<b>Field Evaluation</b>
	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.	<b>Field Evaluation</b>
<b>Practice-informed research &amp; Research-informed Practice</b>	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.	<b>Field Evaluation</b>
	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	<b>Field Evaluation</b>
<b>Policy Practice</b>	14) Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<b>Field Evaluation Agency Presentation</b>

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



**THE RUTHLESS ELIMINATION OF HURRY**  
BOOK RESPONSE

Part 1: Reflection and Response

Select three passages from various sections of *The Ruthless Elimination of Hurry* that you find especially meaningful or helpful in developing healthy personal practices.

For each passage:

- 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: Personal Application Action Plan

Write a paragraph or two (6-10 sentences) about **how** you can make adjustments and new practices in your personal life inspired by this reading. Be careful to focus on **your plan and how** to implement it, not just summarize your reading.