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FIELD EDUCATION

A Generalist Approach

Field education is an exciting and challenging part of your social work curriculum. The purpose of this chapter is to ground you in an understanding of the role that field education plays in your education and training as a social worker and to prepare you to be successful in your field placement. As part of that grounding, the chapter will provide an overview of social work education with an emphasis on field education and introduce you to the generalist field education approach (GFEA).

SOCIAL WORK EDUCATION

Social work education is organized along multiple levels, and each level has its own educational outcomes and scope of practice. At the baccalaureate level, a student can obtain a Bachelor in Social Work (BSW) degree. The purpose of undergraduate social work education as articulated by the Council on Social Work Education ([CSWE], 2015) is to develop generalist practitioners. At the graduate level, a person can obtain a Master of Social Work (MSW) degree, which is considered the terminal degree of the profession. Master's-level students are trained to be advanced practitioners. Both undergraduate (BSW) and graduate (MSW) social work programs use field education as an important part of a student's curriculum. Many graduate programs offer advanced standing for students who have a BSW degree and meet the academic standards for admissions. *Advanced standing* means that the student is exempt from much of the foundation work and often enters the MSW program in the concentration year. The last level of social work education is a doctorate-level PhD or Doctor of Social Work degree and is usually for individuals interested in conducting research or working as a professor in a university.

FIELD IN SOCIAL WORK EDUCATION

Field education has been a part of social work training and education since its inception. In fact, the first training program in 1898 was a six-week program that involved lectures, agency visits, and field work. That training program went on to become the Columbia School of Social Work in New York (Fortune, 1994).

In the history of social work education, there were two early types of programs—agency based and university based—and each had its own focus and expected outcomes. The agency-based training programs were grounded in the idea of learning by doing, with the student modeling a primary practitioner and focusing on common elements that defined social work methods. The university-based programs focused on social work's purpose in social reform and emphasized research and academic-based knowledge. Interestingly enough, field work in the early university-based programs consisted of “field excursions to observe rather than through actual work” (Fortune, 1994, p. 153). Thus, the emphasis was on learning by observing and thinking rather than on doing.

A third type of education that emerged was undergraduate public education, mostly located in midwestern rural areas that prepared people for public service. According to Fortune, “The legacy of the undergraduate state schools includes the public service and rural missions, responsiveness to localized service needs, and a detachment from the developments and strictures of field education in the other streams” (Fortune, 1994, p. 153).

It was not until 1970 that field became a required part of undergraduate social work education. Since then, models and theories emerged to shape today's field experience (Schneck, Grossman, & Glassman, 1991). Some social work programs emphasized the *doing* and saw field as the last part of a sequence of learning that began in the classroom, while others took a different approach, emphasizing the integration of classroom and field.

In fact, the struggle to define the role and place of field in the curriculum and in the development of professionals continues today (Wayne, Bogo, & Raskins, 2006). In 2008, the CSWE deemed field education the signature pedagogy in its educational policies and accreditation standards (EPAS). According to the 2008 EPAS, signature pedagogy signifies field education as “the central form of instruction and learning” (CSWE, 2008, p. 8). This designation was continued in the most recent revision of the EPAS in 2015 (CSWE, 2015).

Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the social work competencies. Field education may integrate forms of technology as a component of the program (CSWE, 2015, p. 12).

The intent to elevate field within social work education via the designation of field as signature pedagogy is widely recognized; however, as a result, social work educators have questioned, analyzed, and reconceptualized the profession's understanding of signature pedagogy (Earls Larrison & Korr, 2013; Wayne, Bogo, & Raskins, 2010). Earls Larrison and Korr (2013) state that field is a necessary but not singular component of the profession's pedagogy and argue that social work's pedagogy also occurs in other aspects of a program, such as in the classroom and in the interactions between a student and his or her program faculty and professional social workers. The authors go on to provide a reconceptualization of the profession's signature pedagogy as “a framework that focuses on three integrating features: thinking and performing like a social worker, development of the professional self, and characteristic forms of teaching and learning” (p. 194). These three integrating components offer a more nuanced way of thinking about how the classroom and field curriculum come together to develop competent social workers and “move beyond acquiring conceptual knowledge and check-listing performance actions and toward the reasoned thoughtful application—or practical judgement—of how to engage as a practitioner” (p. 201). Last, even given the elevation of field as the signature pedagogy since 2008, field continues to experience great challenges in meeting this expectation and, specifically,

in relying on agencies and social workers to voluntarily prepare social workers (Bogo, 2015). For instance, Carey and McCardle (2011) developed an introductory field experience to combat two problems inherent in field education: the ability of an agency to offer a fully generalist practice experience and the opportunity for students to integrate theory into practice. Given this discussion, it becomes increasingly important for social work programs to support students as they navigate the field experience, which is the foundational goal of this book.

Finding oneself at the intersection of classroom learning, field training, and professional socialization can be challenging for students. I have seen students struggle to meet the often-competing academic and practice demands of field, feeling pulled in multiple directions. Furthermore, students often struggle with their own conceptualizations of what they think field should be and, thus, are often left feeling confused and overwhelmed. Yet, the integration of classroom curriculum into real-life practice experiences and bringing field experiences back to the classroom is the reason you are in field. Field is much more than simply working in an organization. You will form and strengthen the connections between your existing knowledge and practical experience at this intersection of classroom learning, field training, and professional socialization as well as develop new knowledge and skills, all of which will result in deeper understanding and an expected level of competence.

In terms of the structure of field, the EPAS (CSWE, 2015) outline specific guidelines regarding the structure and number of hours required in field. Students at the undergraduate level must complete a minimum of 400 hours in an organization, working under the supervision of a social worker. At the graduate level, students must complete a minimum of 900 hours, although many schools require more. The 900 hours for MSW is for both the foundation and concentration years, thus students who qualify for advanced standing may do less than 900 because they will receive some credit for their BSW field hours. However, the exact number of hours varies program to program, so you will want to check with your program to determine the number of required hours. Field is a significant commitment of time, as reflected in the clock hours as well as when you consider the expectations for the outcomes of field. Thus, I always ask my students to reflect on why they think field is such an important part of their social work education.

REFLECTION QUESTION 1.1

Now that you have a beginning understanding of field and its challenges within social work education, why do you think field education is important? And what

role do you think field should play in your education and training as a social worker?

ROOM TO REFLECT

THE GENERALIST FIELD EDUCATION APPROACH

This book is grounded in a conceptualization of field that considers the history and evolution of field education and captures the best of all the early approaches as well as current practices and expected outcomes. This is accomplished by emphasizing *doing*, mentorship with a field instructor, professional development of self, critical thinking, and the conscious and deliberate integration of field training and classroom learning. The primary goal of the GFEA is to assist you in the process of developing and demonstrating your competence as a generalist practitioner while in field. The approach was developed after researching generalist practice and is grounded in three key conceptualizations from the literature (Johnson & Yanca, 2007; Kirst-Ashman & Hull, 2006; Schatz, Jenkins, & Sheafor, 1990). The GFEA is defined as field education that is grounded in, integrates, and impacts curriculum; takes place in an organization under the supervision of a social worker; requires that students engage in multilevel field tasks and the foundational roles of social work; and emphasizes ethical practice, diversity and social justice, critical thinking, and the application of the planned change process, with specific emphasis on multilevel assessment, planning, and implementation. From a practical standpoint, this book offers integrative activities (IAs) that will help you put the conceptual aspects of the approach into practice while in field as well as bring that learning back to the classroom and thus enable you to develop and demonstrate your competence as a generalist practitioner (see Figure 1.1). The IAs can be found throughout the book and are grounded in field tasks that enable you to demonstrate the core competencies necessary for effective social work practice. Each IA will start with the expected core competency and requisite knowledge, values, skills, and or cognitive and affective processes that undergird the component behaviors and will direct you to focus on a specific task or case from field. This will allow you to be more targeted as you develop as competent generalist social work practitioners.

Table 1.1 provides an overview of GFEA. The table identifies each element of the GFEA, corresponding supplemental resources, IAs that relate specifically to that element, and the corresponding activities or paperwork of field and suggested time frame for their completion.

FIGURE 1.1 ■ The Relationship of Classroom and Field in the Development of Competent Generalist Practitioners

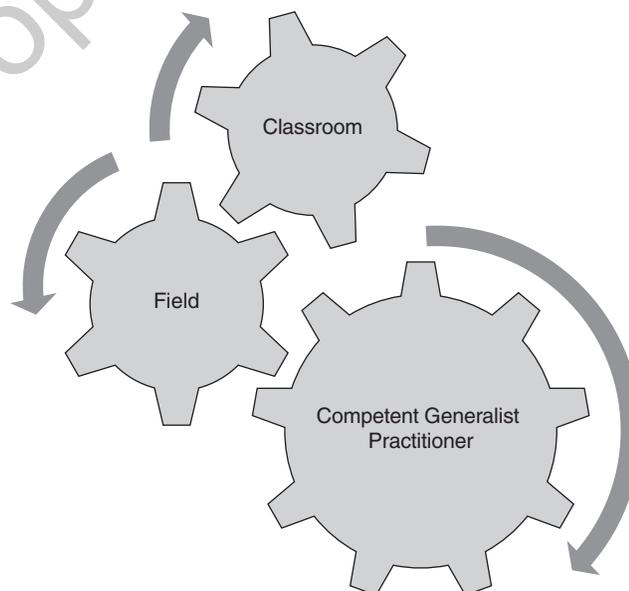


TABLE 1.1 ■ The Generalist Field Education Approach

Element Generalist Field Education	Supplemental Resources	Integrative Activity	Field Activity/ Paperwork Time Frame
1. is grounded in, integrates, and impacts curriculum	<ul style="list-style-type: none"> CSWE 2015, EPAS Department curriculum Course syllabus 	2.3 Curriculum Review 12.1 Curriculum Analysis	<ul style="list-style-type: none"> Orientation Weeks 1–3 End of academic year
2. takes place in an organization	<ul style="list-style-type: none"> Organization-based orientation materials 	2.1 Orientation and Training 2.2 Agency Analysis 3.2 Identifying Foundational Roles of Social Work in Field 4.1 Field Safety Assessment	<ul style="list-style-type: none"> Orientation training Weeks 1–3
3. is under the supervision of a social worker		5.1 The Supervision Outline 5.2 The Supervision Agenda 5.3 Documenting Your Supervision Session	<ul style="list-style-type: none"> Establish supervision time Week 1 or 2 Weeks 3–15
4. requires that students engage in multilevel tasks and the foundational roles of social work	<ul style="list-style-type: none"> Agency job description 	3.1 Identifying Multilevel Learning Tasks 3.2 Identifying Foundational Roles of Social Work in Field 3.3 Constructing the Field Learning Plan	<ul style="list-style-type: none"> Learning plan Weeks 3–5
5. emphasizes ethical practice, diversity, social justice, and critical thinking	<ul style="list-style-type: none"> National Association of Social Workers (NASW) code of ethics NASW standards and indicators of cultural competence in social work practice NASW, Association of Social Work Boards (ASWB), CSWE, & Clinical Social Work Association (CSWA) standards for technology in social work practice Agency code of ethics 	1.1 Translating Core Competencies into Field Competencies and Tasks 1.2 The Field Portfolio 1.3 The Field Journal 7.1 The Agency Ethics Audit 7.2 Resolving Ethical Dilemmas 8.1 Understanding Diversity in Field: A Multilevel Approach 8.2 Developing Culturally Competent Practice Skills in Field 8.3 Identifying Social, Economic, and Environmental Injustice in Field 8.4 Policy Analysis and Practice 9.1 Task Analysis 9.2 The Literature Review 11.1 Professional Development of Self Capstone Paper 12.2 Pulling It All Together	<ul style="list-style-type: none"> Orientation (Week 1) Weeks 6–15
6. emphasizes the application of the planned change process with specific emphasis on multilevel assessment, planning, and implementation	<ul style="list-style-type: none"> Agency intakes and assessments Agency service plans Agency interventions Agency discharge reports 	10.1 The Phases of the Planned Change Process in Field 10.2 The Multidimensional/Multilevel Assessment 10.3 Identifying Theoretical Perspectives, Practice Models, and Commonly Used Interventions in Field 10.4 Developing and Implementing Multilevel Plans 10.5 The Planned Change Case Analysis	<ul style="list-style-type: none"> Week 4 Weeks 6–15

Note: The following time frame is based on a two-semester academic year with a six-week semester; thus, your particular time frame may vary, depending on your program and agency requirements. Also, not all chapter activities are included in this table, only those that directly relate to the elements reflected in the GFEA.

DEVELOPING AND DEMONSTRATING COMPETENCE IN FIELD

In 2008, the CSWE adopted a competency base approach to social work education that was maintained during its last review in 2015. This approach has been used by other disciplines such as medicine, nursing, and psychology prior to social work's adoption. According to Bogo (2010), "competency-based education shifts focus from input, such as curriculum structure and process, to output or outcomes, expressed as student performance" (p. 56). For social work,

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. (CSWE, 2015, p. 6)

In the above definition, the ability of the student to demonstrate specific competencies is emphasized. The nine core competencies for social work are articulated in the EPAS and include corresponding component behaviors (CSWE, 2015). The core competencies, corresponding knowledge values, skills, cognitive and affective processes, and component behaviors are presented in Integrative Activity 1.1. For field education, the challenge is to consider how each core competency and component behavior can be demonstrated in practice at your placement. In order to address this challenge, five overarching field competencies that emphasize what is both unique and shared about field and the classroom as they relate to the expected core competencies of generalist social work practice are provided:

1. Student will demonstrate professional and ethical behavior as a social worker in field.

Learning Objectives:

- a. Student will demonstrate the skills necessary for lifelong learning as a professional social worker.
- b. Student will accurately apply knowledge of organization and history of the profession to practice in field.
- c. Student will use supervision effectively in field.
- d. Student will demonstrate appropriate professional behavior in appearance and oral, written, and electronic communication as a social work student in field.
- e. Student will appropriately utilize foundational social work roles in field and accurately identify the role of other professionals, if applicable.
- f. Student will demonstrate ethical practice in field.

- g. Student will utilize an ethical decision-making process to appropriately resolve ethical dilemmas in field using the NASW code of ethics.
 - h. Student will demonstrate the ability to reflect on practice and professional development in field.
 - i. Student will demonstrate ethical and appropriate use of technology in field.
2. Student will effectively engage diversity and difference in practice to advance human rights and social, economic, and environmental justice.

Learning Objectives:

- a. Student will demonstrate an accurate understanding of the impact of diversity and difference on client systems.
 - b. Student will demonstrate an accurate understanding of the impact of social, economic, and environmental injustice on client systems in field.
 - c. Student will develop culturally competent practice skills in field.
 - d. Student will demonstrate an ability to advance social justice in field.
3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field.

Learning Objectives:

- a. Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field.
 - b. Student will demonstrate the ability to effectively analyze field tasks using critical-thinking skills.
 - c. Student will accurately identify policies used by the agency and analyze how they impact practice with client systems.
 - d. Student will apply an analysis of client systems, using knowledge of human development and the person and environment framework in field.
 - e. Student will effectively use research in practice in field.
4. Student will demonstrate effective communication skills in field.

Learning Objectives:

- a. Student will apply effective oral communication skills in field.
 - b. Student will apply effective written communication skills in field.
 - c. Student will apply effective electronic communication skills with client systems in field.
 - d. Student will evaluate communication skills with client systems in field.
5. Student will effectively use the planned change process with individuals, families, groups, organizations, and communities in field to assist client systems in meeting needs.

Learning Objectives:

- a. Student will effectively engage individuals, families, groups, organizations, and communities in field.
- b. Student will conduct multidimensional assessment of client systems in field.

- c. Student will analyze multidimensional assessment of client systems in field.
- d. Student will develop multilevel plans with client systems in field.
- e. Student will implement interventions with client systems in field that are grounded in theories and knowledge.
- f. Student will terminate effectively with client systems in field.
- g. Student will evaluate practice in field with client systems.

In Integrative Activity 1.1, you will have an opportunity to see how the preceding field competencies and student learning objectives (SLOs) link to the core competencies and component behaviors identified in EPAS (CSWE, 2015). For instance, the first field SLO (1.a. Student will demonstrate the skills necessary for lifelong learning as a professional social worker) links specifically to Competency 1 and the specific statement, “Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective” (CSWE, 2015, p. 7). This competence expectation will come to life in field as students identify their specialized learning needs and attend trainings to develop their knowledge, values, and skills.

Hand-in-hand with identifying field competencies is identifying the tasks that you can engage in while in field to develop and demonstrate a particular competence. As you can see, Integrative Activity 1.1 also provides a list of possible tasks to engage in while in field. For instance, in order to achieve the competence of developing as a lifelong learner, you can engage in ongoing training and education by attending community- or agency-based trainings, reading the literature, or viewing training videos. For instance, a student in an agency that serves clients who are dealing with addiction will take specific trainings on types of addiction and develop skills necessary to effectively intervene with those client systems. This task will assist the student in meeting this competency in field and lay the foundation in his or her development as a lifelong learner once he or she is practicing as a social worker. As you complete various field tasks, you will develop and demonstrate the field competencies and ultimately demonstrate and achieve the necessary core competencies and component behaviors of social work.

INTEGRATIVE ACTIVITY 1.1

TRANSLATING CORE COMPETENCIES INTO FIELD COMPETENCIES AND TASKS

Purpose: The purpose of this activity is to assist you in the process of developing your understanding of the EPAS (CSWE, 2015), core competencies, and component behaviors and how they relate to the field competencies and SLOs outlined in the book as well as to identify the possible tasks you can engage in to demonstrate that competency in field. The first three columns outline the core competencies; characteristic knowledge, values, skills, and cognitive and affective processes; and component behaviors as identified in EPAS (CSWE, 2015, pp. 7–9). Following those columns are the corresponding field competencies and

SLOs that are linked with that core competency and the tasks you can engage in while in field in order to develop and demonstrate that you have met a particular core competency.

Directions: First, review the first four columns to familiarize yourself with the CSWE EPAS (2015) and the corresponding field competencies and SLOs. Then, review and identify the tasks you can engage in while in field to develop and demonstrate each core competency and component behaviors and discuss with your field instructor in supervision.

Competency: 1–9

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>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 lifelong 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.</p>	<p>Social workers</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Student will demonstrate professional and ethical behavior as a social worker in field. <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will demonstrate skills necessary for lifelong learning as a professional social worker. Student will accurately apply knowledge of organization and history of the profession to practice in field. Student will use supervision effectively in field. Student will demonstrate appropriate professional behavior in appearance and oral, written, and electronic communication as a social work student in field. Student will appropriately utilize foundational social work roles in field and accurately identify the role of other professionals, if applicable. Student will demonstrate ethical practice in field. Student will utilize an ethical decision-making process to appropriately resolve ethical dilemmas in field. 	<ul style="list-style-type: none"> Review related course work. Engage in orientation and training. Tour agency. Introduce self to all staff. Establish supervision time. Attend and plan for supervision. Use supervision appropriately. Demonstrate an understanding of the agency. Examine and analyze the mission, goals and objectives, programs and services, history, funding, and organizational structure, and relate these to history of profession and organizational theory. Review and complete field and agency paperwork, time sheets, learning plan, safety assessment, evaluation, mileage reimbursement, incident reports, and such. Determine your title and role as a student. Review relevant agency job descriptions. Discuss the culture of the agency. Identify a backup for when your field instructor is not available. Identify your primary role and tasks. Set up your work space.

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Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
<p>(Continued)</p>			<p>h. Student will demonstrate ability to reflect on practice and professional development in field.</p> <p>i. Student will demonstrate appropriate use of technology in field.</p> <p>3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field.</p> <p>Learning Objectives:</p> <p>a. Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field.</p> <p>b. Student will demonstrate ability to effectively analyze field tasks using critical thinking skills.</p> <p>4. Student will demonstrate effective communication skills in field.</p> <p>Learning Objectives:</p> <p>a. Student will apply effective oral communication skills in field.</p> <p>b. Student will apply effective written communication skills in field.</p> <p>c. Student will apply effective electronic communication skills with client systems in field.</p>	<ul style="list-style-type: none"> • Obtain an ID and computer/voice mail access. • Set an appropriate voice mail message identifying when you will be in the agency and who should be reached when you are not available. • Identify your work schedule. • Discuss behavioral expectations and appearance standards of the agency, such as dress code. • Function independently in the agency. • Join a social work club, a professional organization such as NASW, or a community group. • Identify and engage in philanthropic social action activities. • Engage a mentor. • Attend agency-based, community, or campus trainings and events. • Engage in self-care activities and monitor your stress and burnout levels. • Explore professional development of self. • Identify key players and the role of each according to the learning triangle (field instructor, field director, faculty field liaison). • Identify yourself as a student with client systems. • In supervision, identify and discuss personal values and distinguish personal and professional values.

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
				<ul style="list-style-type: none"> • Read and review the NASW code of ethics and any agency-based code of ethics or other relevant codes of ethics. • Discuss ethical principles and standards and any agency-based ethical standards. • Identify and discuss common ethical dilemmas in a practice setting. • Conduct an agency audit regarding ethical practices. • Identify, analyze, and resolve ethical dilemmas using the NASW code of ethics standards as a guide. • Communicate with clients and at the organizational level using oral, written, and electronic communication skills. • Evaluate professional supervision, describe and explain practice tasks. • Present and analyze client system information. • Demonstrate the ability to conceptualize practice. • Complete documentation and professional writing. • Use reflection to explore your role, tasks, and experiences of field. • Articulate your learning from tasks. • Explain knowledge, skills, and values developed as a result of field experiences.

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(Continued)	Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
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 to manage the influence of personal biases and values in working with diverse clients and constituencies.	<p>Social workers</p> <ol style="list-style-type: none"> 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. 	<p>2. Student will effectively engage diversity and difference in practice to advance human rights and social, economic, and environmental justice.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will demonstrate an accurate understanding of the impact of diversity and difference on client systems. Student will develop culturally competent practice skills in field. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field. <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field. Student will demonstrate the ability to effectively analyze field tasks using critical thinking skills. 	<ul style="list-style-type: none"> Review related course work. Identify diversity at the agency- and client-system level. Increase your knowledge of special populations served by agency. Identify value-based issues related to engaging diversity. Review the standards of cultural competence as set forth by NASW. Develop your cultural competency skills in practice. Design and implement culturally competent practice interventions. 	
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	<p>Social workers</p> <ol style="list-style-type: none"> apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and 	<p>2. Student will effectively engage diversity and difference in practice to advance human rights and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> Review related course work. Identify and discuss issues of oppression and human rights violations that directly impact clients in the agency at all levels. Identify how the role of advocacy is utilized at the placement site to advance social, 	

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
	<p>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.</p>	<p>b. engage in practices that advance social, economic, and environmental justice.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Student will demonstrate an accurate understanding of the impact of social, economic, and environmental injustice on client systems in field. b. Student will demonstrate an ability to advance social justice in field. 3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field. <p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field. b. Student will demonstrate the ability to effectively analyze field tasks using critical thinking skills. 	<p>economic, and environmental justice.</p> <ul style="list-style-type: none"> • Design and implement interventions that target advocacy (case and cause) to address oppression and human rights violations and advance social, economic, and environmental justice.
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>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.</p>	<p>Social workers</p> <ol style="list-style-type: none"> a. use practice experience and theory to inform scientific inquiry and research; b. apply critical thinking to engage in analysis of quantitative and qualitative research 	<ol style="list-style-type: none"> 3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field. <p>Learning Objectives:</p> <ol style="list-style-type: none"> a. Student will use and accurately link knowledge, values, 	<ul style="list-style-type: none"> • Review related course work. • Identify and discuss how research is used by the agency to support the activities of the organization. • Assist in the agency's annual report and other auditing, program evaluation, client satisfaction.

(Continued)

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
(Continued)	Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.	<p>methods and research findings; and</p> <p>c. use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>skills, and cognitive and affective processes from courses to practice in field.</p> <p>b. Student will demonstrate ability to effectively analyze field tasks using critical thinking skills.</p> <p>c. Student will effectively use research in practice in field.</p>	<ul style="list-style-type: none"> Identify at least one research question that relates to your placement setting. Conduct a literature review on a practice area, identifying databases searched and search parameters, and identify both qualitative and quantitative research. Read varying types of research, discuss and present findings of research in supervision, and explain how it informs practice.
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.	<p>Social workers</p> <p>a. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>b. assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field.</p> <p>Learning Objectives:</p> <p>a. Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field.</p> <p>b. Student will demonstrate the ability to effectively analyze field tasks using critical thinking skills.</p> <p>c. Student will accurately identify policies used by the agency and analyze how they impact practice with client systems.</p>	<ul style="list-style-type: none"> Review related course work. Obtain and read agency policies and procedures. Analyze current policies that have an impact on client systems. Engage in policy development. Research legislative history of an existing or proposed policy that impacts the client systems served by the agency. Engage in advocacy of a policy at the legislative or organizational level. Prepare and present information in support of a policy or program reform.

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>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.</p>	<p>Social workers</p> <ol style="list-style-type: none"> apply their knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	<p>3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field. Student will demonstrate the ability to effectively analyze field tasks using critical thinking skills. Student will apply an analysis of client systems using knowledge of human development and the person and environment framework in field. <p>4. Student will demonstrate effective communication skills in field.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will apply effective oral communication skills in field. Student will effectively use the planned change process with individuals, families, groups, organizations, and communities in field to assist client systems in meeting needs. 	<ul style="list-style-type: none"> Review related course work. Engage with your field instructor and field setting. Review phases of the planned change process in field. Intake and engage with individuals, families, groups, organizations, and communities via phone and in person. Interview clients, demonstrating the effective use of empathy and interpersonal skills. Identify how the agency applies knowledge of human behavior and the social environment, and person-in-environment, and other theoretical frameworks in the engagement process with diverse clients. Prepare for client system contacts. Use empathy and effective interpersonal skills with diverse client systems.

(Continued)

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
<p>(Continued)</p> <p>Competency 7: Assess Individuals, Families, Groups, Organi- zations, and Communities</p>	<p>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.</p>	<p>Social workers</p> <ol style="list-style-type: none"> 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 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will effectively engage individuals, families, groups, organizations, and communities in field. <p>3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field. Student will demonstrate the ability to effectively analyze field tasks using critical thinking skills. Student will apply an analysis of client systems, using knowledge of human development and the person and environment framework in field. Student will effectively use the planned change process with individuals, families, groups, organizations, and communities in field to assist client systems in meeting needs. 	<ul style="list-style-type: none"> Review related course work. Review template tasks and identify specialized learning tasks necessary to achieve field competencies and SLOs on learning plan. Identify multilevel learning opportunities and tasks. Complete your field learning plan. Gather information on client systems. Identify assessments utilized by the agency. Conduct assessments (intakes, social histories, ecomaps, genograms, or other agency-based assessments) on client systems. Review and discuss multidimensional/multilevel assessment and how that looks in the agency. Identify client systems strengths and limitations. Identify how agency-based assessment integrates knowledge of human behavior and the social environment and person-in-environment.

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
		<p>knowledge, and values and preferences of clients and constituencies.</p>	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will conduct multidimensional assessments of client systems in field. Student will analyze multidimensional assessments of client systems in field. Student will develop multilevel plans with client systems in field. 	<ul style="list-style-type: none"> Utilize your knowledge of human behavior and the social environment, person-in-environment, and theory to understand the client. Demonstrate your knowledge of theory by defining and explaining how agency uses theory in assessment. Identify how the larger practice context and specific issues impacting agency practice direct and impact assessment. Identify how the agency engages in interprofessional collaboration and how that impacts assessment. Identify client system goals and objectives and interventions necessary to assist clients in meeting goals and objectives.
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>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</p>	<p>Social workers</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field. <p>Learning Objectives:</p> <ol style="list-style-type: none"> Student will use and accurately link knowledge, values, skills, and cognitive and affective processes from courses to practice in field. Student will demonstrate the ability to effectively analyze 	<ul style="list-style-type: none"> Review related course work. Complete field tasks to achieve learning goals and objectives on your learning plan and to develop and demonstrate competence. Review how this phase of the planned change process looks in field and identify commonly used interventions by the agency. Identify theories used by the agency or social workers within the agency that direct intervention.

(Continued)

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
<p>(Continued)</p>	<p>of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.</p>	<p>with clients and constituencies; use interprofessional 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.</p>	<p>field tasks using critical-thinking skills.</p> <p>c. Student will apply an analysis of client systems, using knowledge of human development and the person and environment framework in field.</p> <p>5. Student will effectively use the planned change process with individuals, families, groups, organizations, and communities in field to assist client systems in meeting needs.</p> <p>Learning Objectives:</p> <p>a. Student will implement interventions with client systems in field that are grounded in theories and knowledge.</p> <p>b. Student will terminate effectively with client systems in field.</p>	<ul style="list-style-type: none"> Identify how the agency integrates knowledge of human behavior and the social environment, person-in-environment, and theory in interventions. Engage in interventions (implement plans) that integrate knowledge of human behavior and the social environment, person-in-environment, and theory to assist client systems in meeting their goals. Engage in interprofessional collaboration and practice as indicated to assist clients in achieving their goals. Demonstrate the roles of negotiation, mediation, and advocacy in serving client systems. Plan for and implement client and agency termination.
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>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</p>	<p>Social workers</p> <p>a. select and use appropriate methods for evaluation of outcomes;</p> <p>b. apply knowledge of human behavior and the social environment, person-in-environment, and</p>	<p>3. Student will effectively integrate knowledge, values, skills, and cognitive and affective processes acquired in the classroom with the practice experiences of field.</p> <p>Learning Objectives:</p> <p>a. Student will use and accurately link knowledge,</p>	<ul style="list-style-type: none"> Review related course work. Evaluate progress in meeting goals and objectives of field and core competencies and practice behaviors. Identify how the agency evaluates practice. Identify and discuss how the agency integrates knowledge of theory and human behavior

Core Competency	Characteristic Knowledge, Values, Skills, and Cognitive and Affective Processes	Component Behaviors	Corresponding Field Competency and SLOs	Field Tasks (Note: The tasks are in no particular order of importance)
	<p>workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 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</p>	<p>other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>values, skills, and cognitive and affective processes from courses to practice in field.</p> <p>b. Student will demonstrate the ability to effectively analyze field tasks using critical thinking skills.</p> <p>c. Student will apply an analysis of client systems, using knowledge of human development and the person and environment framework in field.</p> <p>5. Student will effectively use the planned change process with individuals, families, groups, organizations, and communities in field to assist client systems in meeting needs.</p> <p>Learning Objectives:</p> <p>a. Student will evaluate practice in field with client systems.</p> <p>4. Student will demonstrate effective communication skills in field.</p> <p>Learning Objectives:</p> <p>a. Student will evaluate communication skills with client systems in field.</p>	<p>and the social environment in evaluation.</p> <ul style="list-style-type: none"> • Monitor and evaluate practice strategies. • Evaluate practice in the agency field. • Evaluate interviewing skills in field. • Engage in program-level evaluation.

REFLECTION QUESTION 1.2

After reviewing Interactive Activity 1.1, which field competencies are directly linked to EPAS (CSWE, 2015) core competencies and component behaviors and which are indirectly linked? Next, review and identify the tasks that you will need to complete in order

to demonstrate the field competencies. Are there any missing, or are there any additional tasks that you think will be necessary to engage in to demonstrate a competency? If so, jot those down to include on your learning plan.

ROOM TO REFLECT

THE WHO'S WHO OF FIELD EDUCATION

Now that you have laid the foundation for the big picture of field education, let's discuss and define the who's who of field education. The *who's who* refers to those individuals who are critical players in your field experience and their corresponding roles and responsibilities.

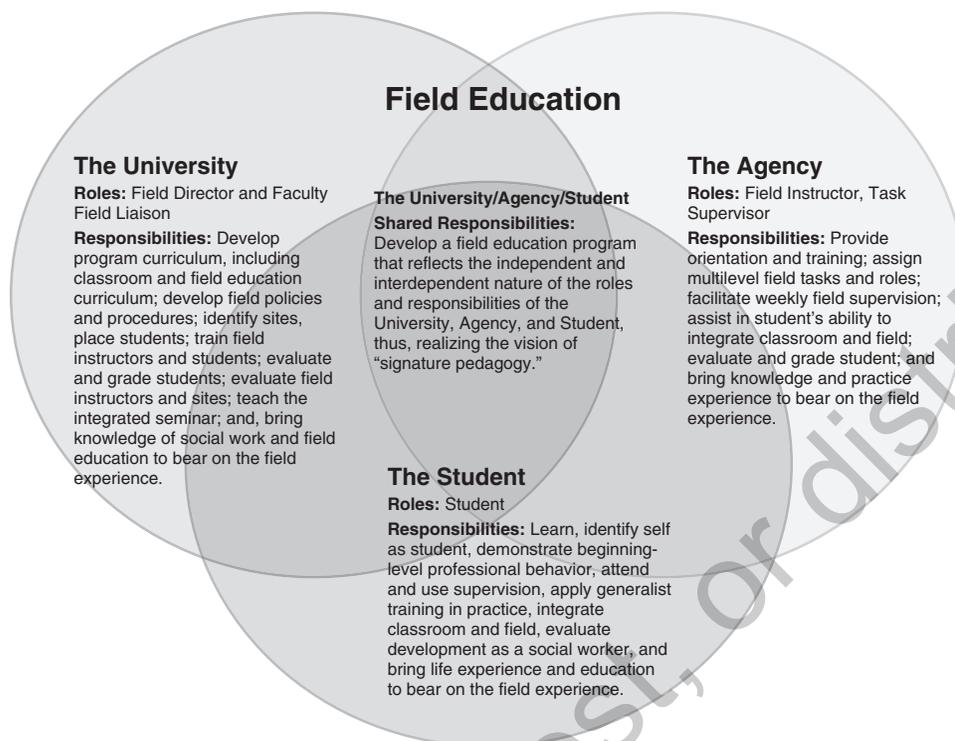
The Learning Triangle

Sherer and Peleg-Oren (2005) use the term *learning triangle* to conceptualize those involved in field education. They say that “each side of the learning triangle—teachers, field instructors, and students—plays its own part in developing the professional social worker” (p. 316). This concept clearly identifies those involved in field education and reflects the notion that field is unique in that it requires multiple entities—the university, the student, and the agency—to come together and function as a whole. This can be depicted using a Venn diagram such as the one in Figure 1.2.

The Venn diagram provides a visual representation of the distinct yet overlapping roles and responsibilities of each player and demonstrates that field is a unique part of social work education. As a student entering field, it is helpful to understand the following roles and responsibilities of each player.

THE UNIVERSITY

The first member of the learning triangle is the university and, specifically, the social work program within the university. Several roles within your program are important to define. First and foremost is the role of the field director or coordinator. This individual is responsible for overseeing the field program, which includes recruiting sites, placing students, establishing and defining all field paperwork and policies compiled in a field manual, and training students and field instructors. The next important role is the faculty field liaison. The purpose of this role is

FIGURE 1.2 ■ The Learning Triangle

to conduct site visits, engage in troubleshooting, and assign a final grade. The preceding roles may be fulfilled by one person or by many; thus, it is important for you to familiarize yourself with your field office and the roles and requisite responsibilities of those in the field office and to print out or obtain a copy of your field manual.

Also, your program may offer an integrative seminar course as part of the curriculum. This course serves an important role. This course usually runs concurrent with field instruction and may be taught by a member of the social work department, the field faculty liaison, or the field director. The purpose of the seminar course is to provide an opportunity for students to meet, usually weekly, and share their field experiences. Furthermore, it provides an additional opportunity to integrate classroom content with practice experiences through the completion of important academic assignments.

THE AGENCY

The agency is the second member of the learning triangle and also provides a critical function. Without the agency, field education could not happen. It is the belief of field educators that some things happen in field that cannot be replicated in the classroom and these experiences are critically important to the development of social workers.

The field instructor is the most important person at the agency. This is the social work practitioner who has agreed to manage the field education experience by planning your orientation and training program, assigning appropriate multilevel tasks, providing weekly supervision, and completing all required program paperwork, all with the goal of developing and demonstrating the competencies necessary to become a social worker. Furthermore, the field instructor brings practice experience and knowledge of the agency to field education. If you are in an agency that

does not have a social worker on staff, your field instructor may be a person outside the agency or affiliated with the university.

You may also have a task supervisor in addition to your field instructor. The task supervisor is a professional with whom you work closely with but does not assume the responsibilities of the field instructor. This person may or may not be a social worker. Last, throughout your field experience, you will work with and form relationships with many professional peers.

It is interesting to note that regardless of how much time has passed since being in school, most social workers report that what they remember the most about their social work education is their field instructor and field experience. This phenomenon explains why field education is considered the capstone experience in social work education. Field is where students integrate the knowledge, values, and skills they have learned and are learning in the classroom into their identity and practice as social workers. Kadushin (1991) states,

There is general consensus that field instruction is the most significant, most productive, most memorable component of social work education. Within the general consensus, this conclusion is most vehemently and most enthusiastically supported by social work students—present and former. (p. 11)

THE STUDENT

You as the student have many roles and responsibilities to yourself, your program, and your agency. First and foremost, you are a student, and your primary goal is to learn. Thus, you have an ethical responsibility to always identify yourself as a student and to expect that your agency treat you as such. You also have a responsibility to remember that field education is an academic endeavor. This is often easier said than done. I have worked with many students who struggle with this, identifying important activities of field as “boring”; saying they don’t want to think about “that” (usually some required academic element of field), they just want to serve their clients; or not reading important field documents. I often have to remind students that the only reason they are at the agency is to learn and prepare to be a social worker, which can happen only by integrating the classroom curriculum with all the possible practice experiences at the agency. Therefore, it is absolutely necessary to consider the academic aspect of field while in the field.

Most students enter field with volunteer service or paid work experience; however, regardless of your level of previous experience, it is important to remember that field is the first time you will have entered an agency as a social work student under the direct supervision of a social worker engaging in professional social work tasks.

Also, with all the competing demands you will face, you may be tempted to skim over or not read this guide or your field manual. I encourage you to carve out time to read everything assigned to you, because if you do not, you compromise your learning, training, and professional socialization. Incidentally, it is usually obvious to all involved in your training when you have not done your homework. Thus, I ask you to make a conscious commitment to your learning. I also ask you to trust those in the field office and your field instructor and realize that they have your educational best interest at heart and are not there to make your life miserable. While your field director’s complete focus is on field education, your field instructor has multiple responsibilities and sometimes can overlook your academic needs as a student. Although this is understandable, given the demands of practicing as a social worker and being a field instructor, it can place the burden of ensuring the academic focus of field on you, the student. So, if you are not prepared, have not read the manual or the chapter, or have not completed the IA, you may miss an important opportunity to make or strengthen a new connection or increase your level of competence (not to mention your confidence). This book takes this into consideration and is grounded in an approach designed to empower you to assume the role of an active, engaged, and prepared learner.

Finally, it is important to realize that lifelong learning, which is central to being a professional social worker, is not always tested nor graded in the traditional sense you are accustomed

to, but it is nonetheless critical to the clients you will work with. Therefore, I encourage you to begin to embrace that now. A great deal of the reading and reflection will not be tested or graded in the way you are used to; however, you will be evaluated, and many of the competencies that you are expected to demonstrate cannot be met without reflection and academic integration.

REFLECTION QUESTION 1.3

Now that you have an introduction to field, reflect on and write about the following. First, reflect on the learning triangle and think about what you will need from each of the members, including from yourself, in

order for field to be successful. Second, think about what you are hoping to get out of field. What are you most excited about as you think about field? And finally, what are you concerned about?

ROOM TO REFLECT

PROCESS AND CONTENT IN GENERALIST FIELD EDUCATION

The most exciting thing about field education is that it is both a process- and content-driven experience. In terms of the process, field has a beginning, middle, and an end. As students have reported and I have observed year after year, the first day of field is significantly different from the last. This process reflects a transformation of sorts or the unfolding of an experience that is equally important as the second part, which is the content of field. A competency-based education emphasizes requisite knowledge, values, skills, and cognitive and affective processes that are necessary for effective practice and lay the foundation of the student's ability to demonstrate competence in field. Thus, you will simultaneously integrate educational content while going through an important process of socialization to the profession and professional development.

SOCIALIZATION TO THE PROFESSION

As stated earlier, one of the goals of field education is to assist you in your socialization to the profession and development as a competent social worker. This is accomplished through your ability to develop and demonstrate your professional identity as a social worker. Through a process of

- immersion in a professional organization,
- observation of professional social workers,

- role rehearsal, and
- reflection on current and past conceptualizations of social workers,

you will begin to develop your identity as a social worker. This means that you will begin to conceptualize what it means to you to be a social worker and demonstrate that in your practice behaviors. Earls Larrison and Korr (2013) emphasize the importance of the development of a professional self and, more specifically, “what it means to think and perform like a social worker through the development of the professional self” (p. 200). The authors state that “self-awareness, critical reflexivity, and analytical thinking” are necessary in order for a competent practitioner to recognize the role that the professional self plays in what they do as a social worker (p. 200). These three concepts—self-awareness, reflection, and critical thinking—are integrated throughout the text to assist you as you engage in your own process of professional development.

Field is a unique educational experience because you will have an opportunity to observe real-life professional social work practice in a social work setting. This will be helpful in that you will see behaviors you wish to emulate as well as behaviors you will feel are not a fit for who you are becoming as a professional social worker. In some settings, you will have interprofessional learning experiences in which you will observe other professionals, such as nurses, teachers, administrators, police officers, and psychologists, to name a few. Observing and interacting with professionals from other professions provide an opportunity to compare and contrast those professions with social workers and thus better define who social workers are and the role they play in the lives of clients.

Furthermore, field is an opportunity to determine if social work is the right fit for you as a profession. Many students tell me it is comforting to know that they have made the right choice. Field is also a safe opportunity to try on a particular role as a social worker. As many students tell me they could never work in their field setting again as do students who say their placement experience has confirmed that they have found the right professional practice area. Better yet, I have had students tell me that even though they did not see themselves working with the population they served in their field site, the significant knowledge, values, and skills they gained while working with that population in their field site will stay with them and contribute greatly in their development and practice as a social worker. All of these experiences form the foundation of how students begin to develop their own identities as social workers. These practice experiences are also important because they are real, and students often state that real-life practice experiences are handled very differently than the textbook case examples. Conversely, students have also told me that they have observed practice-based situations in their agencies that they could clearly point to and say, “I learned about that in class.”

Your development as a professional social worker is a dynamic and ongoing process. The outcome of this process will be explored in greater detail toward the end of your field experience in Chapter 12. At this time, it is useful to consider the following reflection question as a way to begin to conceptualize professional development.

REFLECTION QUESTION 1.4

What does it mean to you to be a professional? What are the advantages of being a professional versus an employee, and are there any disadvantages?

As you think about yourself as a professional social worker, what excites you and what creates anxiety?

ROOM TO REFLECT

THE USE OF PORTFOLIOS IN FIELD

The GFEA encourages you to be an active learner and to use reflection and various IAs in the learning process. One way to support this type of learning and organize the process is to create a portfolio. A portfolio has been found to be an effective tool in the process of integrating curriculum and field, professional development, and lifelong learning (Alvarez & Moxley, 2004; Cournoyer & Stanley, 2002; Riser, 1999; Schatz & Simon, 1999). Alvarez and Moxley (2004) present the portfolio as a “process, product, and tool” and describe each of these as an important part of the learning process (p. 92). The authors go on to outline the benefits of a portfolio for students that include expanding evaluation beyond traditional tests, providing a way to document accomplishments in learning, requiring that students engage in self-evaluation of their professional development (which can result in defining their professional self), and supporting self-awareness and finding the meaning and totality of their work. Fitch, Peet, Reed, and Tolman (2008) expand the discussion of portfolios to include eportfolios and found them to be effective in helping students become “self-authors’ who integrated competencies across courses, connected course knowledge and skills to field work, and engaged in ongoing self-reflection and peer review processes” (p. 51). Thus, a portfolio can provide a concrete way to link curriculum to practice.

Schatz and Simon (1999) state that “the use of a portfolio assignment supports students’ learning through the creation of a tangible product that illustrates practice knowledge and skills” (p. 101). In addition, they go on to say that “a portfolio is a collection of selected materials that demonstrate one’s knowledge, skills, and expertise amassed in a notebook or special type of binder” (p. 101). For field, the purpose of a portfolio is to assist you in

1. better understanding and integrating the experiences of field with the curriculum of the classroom by linking various elements to the overarching areas of social work education;
2. improving supervision by providing concrete, tangible products to discuss and review; and
3. displaying your professional development and accomplishments by including your résumé and samples of your work that may distinguish you from another social worker.

A portfolio can be a useful tool when applying for a job, graduate school, or your advanced field placement, or it can become a treasured keepsake of your field experience and education. Regardless of the outcome, developing a portfolio can be fun and educational. Integrative Activity 1.2 outlines a process of creating a portfolio and provides a list of possible elements to choose from to develop your portfolio. This all being said, portfolios can seem overwhelming, confusing,

and time-consuming and feel that they are yet another academic assignment that is taking away from your work with clients. In fact, Heron, Lerpiniere, and Church (2010) found that portfolios can “get in the way of practice rather than be informed by it” (p. 13). Thus, care should be taken in considering how best to use the portfolio and what should be included, given that students found that the separate parts of the portfolio were more helpful than the compilation of the portfolio as a whole. But, as Alvarez and Moxley (2004) state, “The portfolio offers a powerful opportunity for students to engage in critical reflection and to make up their minds about the merits of a particular learning experience, as well as to plan their next steps in job, career, and/or further education” (p. 102). Heron and colleagues (2010) recommend that in order for the portfolio to be helpful, it should complement the student’s experience in field, not take attention away from it. In order to meet this expectation, consider how the portfolio can be helpful in both your learning and as a means of demonstrating your competence as a social worker.

INTEGRATIVE ACTIVITY 1.2

THE FIELD PORTFOLIO

Purpose: The purpose of the field portfolio is to (1) have an opportunity to create a tangible record of your work in field, (2) assist you in the process of integrating curriculum with the practice tasks of field, (3) enable you to translate the specific elements of your site to the expected competencies and overarching aspects of generalist practice, and (4) demonstrate competence as a generalist practitioner.

Directions: To create a portfolio, follow these steps:

1. Obtain a binder or accordion folder.
2. Create tabs for the sections; sections can either be the competencies or overarching areas of generalist practice—see the outline for suggestions.
3. Identify and produce an element.
4. Place the element in the appropriate section.
5. Consider or provide a rationale for how that element reflects the competency or aspect of generalist practice.
6. Add elements to your portfolio over the course of your field education experience.

Competency 1: Demonstrate Ethical and Professional Behavior

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

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

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

Suggested Elements: To assist in the process of selecting possible portfolio elements, a list of possible elements has been provided but is not exhaustive. The items are grouped in sections that reflect the core competencies. For those elements that reflect the overarching aspects of the GFEA, they are bolded. The items that make up the portfolio can come from two primary sources. First, an item may reflect a particular task that you do at your field site. For instance, if you conduct intakes, you could place a sample of an intake in the Competency 6 section. Second, you can choose to do a particular task that is not a normal part of your agency role, such as write a comprehensive social history or complete an ecomap. Either of these items would be placed under Competency 7. Other items can flow directly from the field course, such as IAs from the text and field paperwork (for example, your learning plan and field evaluation). Last, assignments from other courses can also be included.

For agency-based elements, it is critical that you discuss using these with your field instructor and ensure that no identifying client information is included. If you are not able to copy work, you can always create mock-ups of your work using composite clients so as to ensure client confidentiality.

The item selection and the process you go through to create your portfolio are useful in linking curriculum to practice. The portfolio becomes a record of your experiences and can be used to document your competencies and accomplishments with prospective employers, graduate programs, or advanced practice field sites.

Field Portfolio Outline

- I. Competency 1: Demonstrate Ethical and Professional Behavior
 - a. Course syllabi
 - b. Résumé
 - c. Integrative Activity 2.3: Curriculum Review
 - d. Training certificates related to specialized curriculum
 - e. Integrative Activity 12.1: Curriculum Analysis
 - f. Orientation materials
 - g. Integrative Activity 2.2: Agency Analysis
 - h. Agency brochure
 - i. Integrative Activity 3.1: Identifying Multilevel Learning Tasks
 - j. Integrative Activity 3.2: Identifying Foundational Roles of Social Work in Field
 - k. Integrative Activity 5.1: The Supervision Outline
 - l. Integrative Activity 5.2: The Supervision Agenda
 - m. Integrative Activity 5.3: Documenting Your Supervision Session
 - n. Integrative Activity 9.1: Task Analysis
 - o. Oral communication skills: Interviewing
 - a. Integrative Activity 6.1: Assessing Interviewing Skills
 - b. Integrative Activity 6.2: The Process Recording
 - c. Audio/video transcript
 - p. Written communication skills: Documentation/professional writing
 - a. Integrative Activity 6.3: Writing a Case Note
 - b. Task or treatment group notes
 - c. Program/project report
 - d. Meeting minutes
 - e. Newsletter article
 - f. Agency fliers
 - g. Letter to the editor
 - q. Electronic communication skills
 - a. Copy of professional e-mail
 - b. Social media submission
 - c. Electronic document submission
 - d. Copy of electronic client record submission
 - r. Foundational roles
 - a. Integrative Activity 3.2: Identifying Foundational Roles of Social Work in Field
 - b. Broker
 - 1. Identify community resources used as referrals
 - c. Advocate
 - d. Educator
 - e. Facilitator
 - f. Mediator
 - g. Counselor
 - s. Integrative Activity 7.1: The Agency Ethics Audit
 - t. Integrative Activity 7.2: Resolving an Ethical Dilemma
 - u. Integrative Activity 11.1: Professional Development of Self Capstone Paper
 - v. Integrative Activity 12.2: Pulling It All Together
- II. Competency 2: Engage Diversity and Difference in Practice
 - a. Training certificates
 - b. Integrative Activity 8.1: Understanding Diversity in Field: A Multilevel Approach
 - c. Integrative Activity 8.2: Developing Culturally Competent Practice Skills in Field
 - d. Examples of culturally competent practice interventions
 - e. Case notes
- III. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
 - a. Integrative Activity 8.3: Identifying Social, Economic, and Environmental Injustice in Field

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- b. Meeting minutes
- c. Organization membership certificates
- d. Case notes documenting specific interventions
- IV. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
 - a. Research papers from other courses
 - b. Research proposal
 - c. Agency-based research
 - d. Client satisfaction survey findings
 - e. Integrative Activity 9.2: The Literature Review
- V. Competency 5: Engage in Policy Practice
 - a. Policy analysis
 - b. Policy paper
 - c. Sample policy from agency practice
 - d. Integrative Activity 8.4: Policy Analysis and Practice
 - e. Letter to representatives
 - f. Testimony to representatives
 - g. Participation in Lobby Day event
- VI. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. Integrative Activity 10.1: The Phases of the Planned Change Process in Field
 - b. Agency-based intakes
 - c. Case notes documenting engagement
 - d. Integrative Activity 6.1: Assessing Interviewing Skills
 - e. Group icebreakers
 - f. Meeting minutes documenting facilitated introductions
- VII. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
 - a. Agency-based assessments
 - b. Integrative Activity 10.2: Multidimensional/Multilevel Assessment
- c. Ecomap
- d. Genogram
- e. Social history
- f. Mini mental status
- g. Activities of daily living/Instrumental activities of daily living
- h. Drug and alcohol
- i. Risk assessment
- j. Integrative Activity 10.4: Developing and Implementing Multilevel Plans
- k. Individualized service plans
- l. Goal sheets
- VIII. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 - a. Sample interventions: Activities completed with client systems
 - b. Case notes documenting interventions
 - c. Materials developed for group session
 - d. Integrative Activity 10.3: Identifying Theoretical Perspectives, Practice Models, and Commonly Utilized Interventions in Field
 - e. Integrative Activity 10.4: Developing and Implementing Multilevel Plans
 - f. Discharge summary
 - g. Closing note
 - h. Transfer note
 - i. Final report
- IX. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. Integrative Activity 10.5: The Planned Change Case Analysis
 - b. Individual client evaluation
 - c. Group evaluation
 - d. Program evaluation
 - e. Client satisfaction survey
- X. Other

Note: All elements in the portfolio must maintain confidentiality either by blacking out confidential information or by creating elements without any identifying information. It is critically important to discuss this with your field instructor.

THE ROLE OF REFLECTION IN FIELD

To achieve the goals identified in the conceptualization of generalist field education—socialization to the profession, professional development of self, and integration of the classroom content with the practice experiences of field—you will need to develop the skill of reflection.

Canda and Furman (2010) emphasize being reflective as a critical part of both personal and professional growth and state that “personal engagement in learning is a transformative experience that requires reflectivity, the practice of introspective self-reflection, and reflection about how one’s inner life and the outer world reflect on each other” (p. 17). They relate reflection specifically to what they call *reflective reading* and state that the prerequisite is “silence—that is, quieting in order to know oneself, the inner stirrings of the heart, and the discerning wisdom of the intellect” (p. 17). They go on to explain that reflective silence requires “a willingness to become introspective, to ‘get centered,’ and to pay gentle consistent attention to oneself and one’s situation” (p. 18).

This useful concept can be applied to the reflection process for field education and renamed *reflective experiencing* (Larkin, 2010), which emphasizes the experiential nature of field education. Canda and Furman (2010) discuss the importance of building this skill through being regular, consistent, and disciplined. It is important to set a time for reflection and keep to it by building it into your day or week.

Remember, the overall purpose of reflection and journal writing is to enable you to step back and take a longer, more integrated view of your field experiences. This is particularly important, given that students are often practicing in hectic, chaotic, and high-paced settings in which days can go by before they can come up for air. In these types of situations, it is not uncommon for students to report that they don’t even know what they did all week, just that it was crazy. Or, on the other hand, a student may find himself or herself engaged in what can seem to be a boring or mundane task and, without reflection, miss the learning opportunity present in the task. Making a commitment to regular and disciplined reflection becomes critically important to your development as a social worker. As Kiser (2008) states, “You might think of experience without reflection as being somewhat like an unread book sitting on a shelf, or perhaps a book that you have quickly scanned but not carefully read, understood, or thought about” (p. 70). My goal is to help you turn your field experiences into ones that resemble a well-read book, one that shows signs of study, with turned-down corners; fanned pages; items highlighted, underlined, and circled; and extensive notation in the margins. This is the point where field comes to life.

When writing field journals, it is important to go beyond the restating of events. Although setting the stage is helpful, your writing should be more than a blow-by-blow account of the day or a list of activities. The journal entry should express the thinking, feeling, and doing aspects of your field experiences. Reflection and journal writing are skills that do not come easy for all students; you may need to work on developing them. For help in getting started with your reflection and journal writing, see Integrative Activity 1.3. This handout provides several categories you can select to reflect on.

INTEGRATIVE ACTIVITY 1.3

THE FIELD JOURNAL

Purpose: The purpose of this IA is to provide some guidelines and suggested areas of reflection that will assist you in the development of your critical thinking skills through the process of writing reflection journals. It is important to note that writing reflection journals is a skill, and you need to determine how easily journal writ-

ing comes to you. The guidelines provided are structural in nature and may be all that you need. If that is not the case, consider the suggested areas of reflection that you can focus on in the context of a field experience. These can provide inspiration or a more structured approach when you write your reflection journals.

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Directions: Read and follow these guidelines:

1. Find a quiet place and get comfortable.
2. Write legibly or type your journal entry. Although the length is not as important as the time spent and the content, a general guideline is a minimum of 3–4 pages handwritten or 2–3 typed pages (with standard font and margins).
3. The reflection journal is for you. It is a place to process your experiences, ask questions, and explore your thoughts and feelings about specific content areas, the field process, field experiences, and general questions concerning field.
4. If you hand in your journals and receive feedback, read the comments. One of the purposes of the feedback is to improve *your* journal writing skills so that *you* will get the most from this learning task.

Competency 1: Demonstrate Ethical and Professional Behavior

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

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

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

Suggested Reflection Areas: Select one significant event or experience of field and explore it, addressing

any, all, or one to two of the following specific areas that apply:

1. **Placement Experience:** Describe what happened; identify the significant events, including successes, concerns, and challenges.
2. **Self-Awareness:** What were you feeling, thinking, and doing about the situation? What assumptions do you hold that help you understand what you are feeling, thinking, and doing with regard to the placement experience?
3. **Diversity Issues:** What diversity issues, if any, were present in relation to this event, and how did you deal with them?
4. **Legal and Ethical Concerns:** What significant legal or ethical issues are there in relation to this situation, and what did you do regarding them?
5. **Organizational or Systemic Concerns:** What are the significant organizational or systemic concerns or issues in relation to this event, and what did you do to address them? Include peer and coworker relationships and interactions.
6. **Supervision:** What was discussed with supervisors about this experience? What did you think about how the supervisory meeting went? What did you do with the information?
7. **Learning:** What did you learn from this experience about yourself, the agency, your client, the supervisor, and so on?
8. **Additional Observations:**

FINAL THOUGHTS ON THE IMPORTANCE OF FIELD

Field education is a significant learning experience because it is real life, the living classroom. This means you will have the opportunity to get out of the classroom and work with real client systems in an organization under the supervision of a practicing social worker. Field education is also an opportunity to act while still being a student. Students are usually excited to have an opportunity to practice what they have learned or are still learning in the classroom. Furthermore, the role of a student has interesting qualities of its own.

As a student, you have a unique opportunity to experience a practice setting in a way that you could never experience without being a student. That is, in many ways, you are an insider and outsider at the same time. This provides a unique perspective that will give rise to many important observations. These important observations also often become tough questions about why something is the way that it is or why something is done a certain way. Do not be afraid to ask the tough questions, as they often lead to interesting tasks and accomplishments on the part of the student.

FREQUENTLY EXPERIENCED SITUATIONS

The following is a frequently experienced concern that students have as they enter field and reflects the dynamic nature of field education. Reflect on this situation and discuss it in class or with your field instructor.

What if my clients don't want to work with me because I'm a student?

I'm afraid to tell my clients I'm a student because they might not want to work with me. Do I really have to tell them?

This concern is very common for students going into field. The short answer is yes, you and your field instructor have an ethical responsibility to notify the clients with whom you work that you are a student (NASW, 2017). The long answer is, once you do, you may experience a variety of responses that you might not have fully considered. First, it is possible that a client won't want to work with you because you are a student or that you cannot engage in a learning task because you are a student. This experience and the fear of this happening can cause students to question why they need to tell their clients they are students or, even worse, cause students to not disclose their student status to clients to prevent something such as this from happening.

Indeed, having a client refuse to work with you or being told you can't do something because you are a student can be frustrating and even upsetting. However, if this happens to you, it is important to keep a few things in mind.

First of all, as already stated, you, your field instructor, and the agency are ethically bound to inform the client systems you work with that you are a student. This is not negotiable. Second, in all likelihood, at some point during your field experience, you may have a client refuse to work with you, express concern about working with "the student," or not be able to do something because you are a student, so it is useful to prepare yourself now for how you will respond. The best thing to do is acknowledge that you hear the client and respect his or her wishes. If you feel that you can discuss the situation with the client, it is okay to let the client know that yes, you are a student, but you have been trained and are receiving supervision by a social worker, and you will ensure that the client receives the best possible service. If the client insists that he or she does not want to work

with a student, thank the client for meeting with you and let the client know that you will need to let your field instructor know about the client's request and that someone will be with him or her shortly. Inform your field instructor or agency designee of the situation, and make sure that someone meets with the client. After the client has been taken care of, discuss the situation with a supervisor to see if you or your field instructor can do anything else to keep this from happening in the future.

If the situation involves a learning task such as participating in a meeting, first handle the situation in a similar fashion as suggested in the preceding example. Then meet with your field instructor to determine if the field instructor or agency director can do anything to enable you to participate in that learning task in the future.

A bright spot related to being a student and one that is the opposite of the preceding situation is the fact that a number of students report that a client has opened up to them because they were a student. I have heard many stories of students saying they have met with clients who the social worker said probably wouldn't talk much, but when they met and the client was introduced to the student, the client completely opened up. What often happens is that many clients like the idea of helping a student and thus become engaged. Or the student's status actually becomes an effective engagement tool as they talk about the school, the program, or the student's desire to be a social worker. So, although sometimes your student status may become an issue for your client, there may also be times that it can be an asset. The most important thing you can do when working with clients is to be confident and have clarity about your role as a social work student in your agency and always introduce yourself as a student. This alone will translate into competence for a client.

Finally, try not to take these things personally or overemphasize your student status, because for some clients, anything may be used as a deterrent to the helping process. Or the client may be searching for a way to find some control in a situation that may be making them feel out of control. Or the client may have a legitimate concern that needs to be respected. So, the best course of action is to acknowledge and meet the client's need and move on to the next task at hand.

Suggested Field Tasks

- Review Integrative Activity 1.1.
- Identify key players and the role of each according to the learning triangle (i.e., field instructor, field director, faculty field liaison).
- Determine your title and role as a student.
- Use reflection to explore your role, your tasks, and your experiences of field.

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