

APPROVED RECEIVED ✓✓

APR 27 2012

# The University Of Toledo

## Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
<b>Code:</b>	CM
<b>Date Received:</b>	(mm/dd/yyyy)
<b>Date Effective:</b>	(mm/dd/yyyy)
<b>CIP Code (If changed):</b>	
<b>Subsidy (If changed):</b>	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

<b>College:</b> Judith Herb College of Education, Health Science and Human Service	<b>Dept:</b> Criminal Justice and Social Work
<b>Contact Person:</b> Martha Delgado	<b>Phone:</b> 419-530-4663
<b>Email:</b> martha.delgado@utoledo.edu	

PRESENT	PROPOSED
<b>Course Alpha/Numeric:</b> SOCW 5900	<b>Course Alpha/Numeric:</b> SOCW 5900
<b>Course Title:</b> Foundation Field Experience and Integrative Seminar I	<b>Course Title:</b> Foundation Field Experience and Integrative Seminar I
<b>Credit Hours:</b> 3	<b>Credit Hours:</b> 3
<b>Cross Listings:</b>	<b>Cross Listings:</b>
<b>Prerequisites:</b> SOCW5330	<b>Prerequisites:</b> Permission of Field Director Pre or Corequisites: SOCW 5010, SOCW 5110, SOCW 5210, SOCW 5330
<b>Catalog Description:</b> The student participates in a weekly seminar to be oriented to field requirements, expectations and safety; and to integrate classroom learning to field experience. During the 6th week the student adds a field experience in an assigned agency and completes 16 field hours per week for a total of 160 field hours. The course must be taken in consecutive semesters with SOCW 5910.	<b>Catalog Description:</b> Students participate in a weekly seminar to integrate classroom learning to the field experience; and during the 3rd week begin a 208 hour field experience in an assigned agency. The course must be taken in consecutive semesters with SOCW 5910..
<b>UNIV CORE:</b> <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	<b>UNIV CORE:</b> <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
<b>TRANSFER MODULE:</b> <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	<b>TRANSFER MODULE:</b> <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

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**Reason for Change:** Course description to reflect an increase in required internship hours.

**Has course content changed?**  Yes  No

If Yes, give a brief topical outline of the revised course:

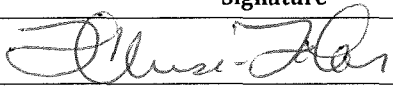



**NOTE:** *Please attach a copy of the syllabus or course outline.*

**Has the course changed from a non-core curriculum course to a core curriculum course?**

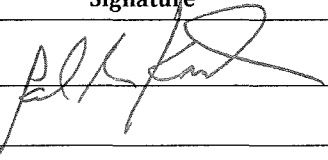
Yes  No


**List any course or courses to be dropped:**

**APPROVAL:**

	Signature	Date
Department Curriculum Authority:		4/4/12
Department Chairperson:		4-5-12
College Curriculum Authority:		4-23-12
College Dean:		4-24-12

*After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.*

	Signature	Date
UUC or Graduate Council Curriculum Chair:		10-16-2012
Faulty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

<p><b>Instructor: Heather M. Sloane MSW,</b>  <b>LISW Office:</b>  <b>HSHS 2607</b>  <b>Office Phone: 419-530-5188</b>  <b>Email: Heather.Sloane@utoledo.edu</b>  <b>Web:</b>  <b><a href="http://utoledo.edu/hshs/socialwork/grad+program.html">http://utoledo.edu/hshs/socialwork/grad+program.html</a></b></p>	 <b>COLLEGE OF HEALTH SCIENCE  AND HUMAN SERVICE</b> <hr/> <small>THE UNIVERSITY OF TOLEDO</small>  <b>M SW</b> <b>Program</b>  <b>Semester: Fall</b>	<p><b>Office Hours:</b>  <b>Monday: 12:00-3:00</b>  <b>Friday: 12:30 -3:30</b>  <b>Other times available by appointment.</b></p>
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I. Course Title, Time, Location:  
Foundation Field Lab (SOCW 5900)

This is a web-assisted course; the primary location is the student's field agency and is supplemented by weekly field seminar meetings with the field liaison/course instructor.

Meeting Place: Section 1: HHS 2603 Fridays 3:45 – 5:15  
Section 2: HHS 2601 Mondays 3-4:30

II. Prerequisites:

Must be accepted into the Master's of Social Work Program and must have completed or concurrently taking Social Work Practice I, Micro Perspectives of HBSE, Social Policy Issues and Analysis, and Research Methods and Analysis.

III. Course Descriptions:

In this course the student is prepared to enter Field Placement and to develop strategies for success with an emphasis on safety in the agency. It provides an overview of the field placement requirements and their relationship to the mission, goals and objectives of the Graduate Social Work Program and competencies of CSWE. In this course the student will be placed in a field agency and guided through the development of the Foundation Field Placement Education Plan and complete 204 hours in a field agency.

III. Course Objectives:

Upon successful completion of this course:

1. Understand the Mission, Goals and Objectives of the Social Work Program and their integration into the Field Placement.
2. Know how to use the Graduate Field Education Manual and understand the goals, expectations, requirements, procedures and evaluation process of the field placement courses.
3. Identify one's learning style and how to apply it to the field experience learning.
4. Understand supervision, the role of the Field Instructor and Field Liaison and how to use them effectively
5. Learn how to identify personal safety and health risks in the field placement and strategies for addressing them.
6. Identify professional habits and characteristics that optimize success in the field experience.
7. Review the Social Work Code of Ethics and its significance in the Field Placement.
8. Complete Graduate Field Placement Application, the agency interview process, and complete 160 hours of placement in an agency.
9. To provide the guidance and structure for the development and fulfillment of the Field Placement Education Plan. The student is to master the core competencies.

## Foundation Core Competencies

### 1. **COMPETENCY 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

- a. Practice behaviors:
- i. Advocate for client access to the services of social work
  - ii. Practice personal reflection and self-correction to assure continual professional development
  - iii. Attend to professional roles and boundaries
  - iv. Demonstrate professional demeanor in behavior, appearance, and communication
  - v. Engage in career-long learning
  - vi. Use supervision and consultation

### 2. **COMPETENCY 2.1.2 – Apply social work ethical principles to guide professional practice**

- a. Practice behaviors:
- i. Recognize and manage personal values in a way that allows professional values to guide practice
  - ii. Make ethical decisions by applying standards of the NASW code of ethics and other SW codes
  - iii. Tolerate ambiguity in resolving ethical conflicts
  - iv. Apply strategies of ethical reasoning to arrive at principled decisions

### 3. **COMPETENCY 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

- a. Practice behaviors:
- i. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
  - ii. Analyze models of assessment, prevention, intervention, and evaluation
  - iii. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

### 4. **COMPETENCY 2.1.4 – Engage diversity and difference in practice**

- a. Practice behaviors:
- i. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
  - ii. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups
  - iii. Recognize and communicate their understanding of the importance of difference in shaping life experience
  - iv. View themselves as learners and engage those with whom they work as informants

5. **COMPETENCY 2.1.5 – Advance human rights and social and economic justice**

a. Practice behaviors:

- i. Understand the forms and mechanisms of oppression and discrimination
- ii. Advocate for human rights and social and economic justice
- iii. Engage in practices that advance social and economic justice

6. **COMPETENCY 2.1.6 – Engage in research informed practice and practice-informed research**

a. Practice behaviors:

- i. Use practice experience to inform scientific inquiry
- ii. Use research evidence to inform practice

7. **COMPETENCY 2.1.7 – Apply knowledge of human behavior and the social environment**

a. Practice behaviors:

- i. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- ii. Critique and apply knowledge to understand person and environment

8. **COMPETENCY 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

a. Practice behaviors:

- i. Analyze, formulate, and advocate for policies that advance social well-being
- ii. Collaborate with colleagues and clients for effective policy action

9. **COMPETENCY 2.1.9 – Respond to contexts that shape practice**

a. Practice behaviors:

- i. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
- ii. Provide leadership in promoting sustainable changes in service delivery and

practice to improve the quality of social services

**10. COMPETENCY 2.1.10(a)-(d) – engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

a. Practice behaviors:

- i. (a) – Engagement
  1. Substantively and effectively prepare for action with individuals, families, groups, and communities
  2. Use empathy and other interpersonal skills
  3. Develop a mutually agreed-on focus of work and desired outcomes
- ii. (b) – Assessment
  1. Collect, organize, and interpret client data
  2. Assess client strengths and limitations
  3. Develop mutually agreed-on intervention goals, and objectives
  4. Select appropriate intervention strategies
- iii. (c) – Intervention
  1. Initiate actions to achieve organizational goals
  2. Implement prevention interventions that enhance client capabilities
  3. Help clients resolve problems
  4. Negotiate, mediate, and advocate for clients
  5. Facilitate transitions and endings
- iv. (d) – Evaluation
  1. Critically analyze, monitor, and evaluate interventions

IV. Required Texts:

University of Toledo Social Work Program Graduate Field Education Manual  
Retrieved from: <http://www.utoledo.edu/hshs/socialwork/gradprogram.html>

National Association Social Workers. Code of Ethics. Washington, D.C: NASW Press, 2008.

Retrieved from: <http://www.socialworkers.org/pubs/code/code.asp>

Recommended Text:

\*Garthwait, Cynthia L. (2011). The Social Work Practicum: A guide and workbook for students Fifth Edition. Boston, MA: Pearson

\* This text is required for the spring semesters of class

## V. Teaching and Methodology and Philosophy:

Through this course the instructor, who also is the field liaison, has set up the course structure with specific guidelines and specific learning goals and objectives to guide, support, monitor and evaluate the growth and progress of the foundation MSW student internship in a field agency. The Foundation Field Placement Education Plan is the primary tool used to assure that the student integrates the classroom theory and practice courses based on the Master of Social Work Generalists Program's mission and curriculum goals and objectives into his/her field experience. The course instructor/field liaison maintains ready accessibility and communication with the students' agency based field instructors and gives them support, guidance and the necessary tools and information to supervise and evaluate the field student. The course instructor/field liaison carefully monitors the students' progress through frequent and consistent communication through required class meetings and the use of Blackboard tools such as the discussion board, email, and feedback on assignments. It is the philosophy of the course instructor to build upon the students' strengths to become competent generalist social work practitioners and to be proactive in helping the students meet and address their challenges to become competent and ethical social workers. While the student's success in this field course is a primary goal, the course instructor/field liaison is also very cognizant of her ethical responsibility as gate keeper to the social work profession to pass only those students who have met all the course requirements.

## VI. Course Requirements:

1. Attendance in class is required. This class serves in part as supervision of field practice it also serves as a way to learn about a variety of social work settings from fellow students. The classroom discussion is much like a textbook might be in other classes. The student is allowed one missed class during the semester without consequences. Each absence thereafter will result in a reduction in the attendance and participation points. Repeated and/or excessive lateness and early departure from class will also lower the attendance and participation points. Students are expected to be good group members. Each student is expected to share their strengths and experiences for the betterment of the class.
2. The students are required to complete the Graduate Field Placement Application at the time they are accepted into the MSW program. The student will be referred to a field agency for an interview with the goal of being accepted as an intern. Subsequently the student will begin the internship in the field agency beginning in the 6th week of the semester (week of 9/26, 2011) and will complete 16 hours per week for a total of 160 hours at the end of the fifteenth week. The student will continue placement at this agency as a requirement of SOCW 5910, Foundation Field Placement during spring semester.
3. Social Work Field Placement Portfolio: Throughout Field Placement Courses students will be required to maintain an MSW Foundation Field Placement Portfolio. Students will be given guidelines for efolio (epsilen.com) entries based on CSWE competencies. This Portfolio will reflect the learning and practice experience that the student has accomplished in the field during the foundation year and will be continued throughout the advanced year. The Foundation Field Placement Education Plan/Evaluation, the Agency Power Point Presentation, the cultural competence assignment, and the wellness interview analysis will be showcased in efolio. The portfolio will be used in the evaluation and monitoring of the student's Field Placement during the foundation and advanced years. This professional computer based portfolio can be used by the student to inform future potential employers about the work they have completed in field. This portfolio will follow students through advanced field.
4. Students are responsible for keeping informed about the course requirements through the web assisted course site. Therefore students are required to log onto the web assisted course site a minimum of twice a week to read and send course related information, e-mail messages, locate field forms, and review information posted on the discussion board. The beginning of class will be used to go over questions about assignments. If late, students will need to talk to classmates or email instructor for clarification.

5. Daily Field Activity Logs: Students are required to maintain Daily Field Activity Logs, which chronologically document the hours and the specific activities completed in the agency field experience for the week. Logs are to be turned in weekly after the first full week of field. The logs are to be signed by the field instructor and turned in on a weekly basis once the placement begins in the 7<sup>th</sup> week of the fall semester. The activity logs must record an average of 16 field hours per week (1 1/2 hours per week of which are in classroom seminar). The student logs are to include the beginning time and end time spent on each type of activity and the date of the activity. The logs must be descriptive of the activities and not vague. Each week, total the number of hours completed for the week as well as total the accumulated hours for the semester. Please double check your hours for accuracy. In the last two columns of the activity log form the student is to specify the Foundation Field Goal and Objectives that relates directly to the activity described. The Foundation Competencies are in the student's Education Plan. The activity log forms are located on the Blackboard course site and are to be submitted each class seminar for the previous week's activities. A reduction in points will be made for logs that are late, incomplete, unsigned or that do not reflect an average of 16 hours per week. These logs help to show the work you are doing as a student and are often used when there are disagreements between the field instructor and the intern. Documenting what you are doing is a very important and at times tedious part of the social work profession.

6. Journals: The student will type a minimum of one journal entry per week. The journals are to be submitted weekly in class. The journal entries are to be written according to The Journal Writing Guidelines for Social Work Interns, which are located on the Web CT - Blackboard course site under "assignment guides". The student will be advised if his/her journal entries are not meeting the guidelines and the student will be expected to make appropriate changes to meet the guidelines. Journals must be typed 12 font, 2 full pages and must be dated. The topic of the journals will be up to the student for most of the semester.

Film Journal (Competency 4) - Students will watch a film in class and a film outside of class in the first semester that tells a story about an individual, family system or community that is commonly served by the social work profession but might be unfamiliar to the student in their own lives. The student will analyze the films and turn in written work in class sharing their analysis. Students will be given questions guiding their analysis prior to the film being presented.

Client Research Journal (Competency 6) – The student will complete two journals that discuss the student's review of research in regards to clients in the internship agency. Each journal will highlight and reference an academic article relevant to the client group.

7. Field Placement Safety Review: Students are required to complete the Field Placement Safety Review form, and review it with your field instructor. Submit your safety Review with signatures to your field liaison, Heather Sloane by 10/4/08. The purpose of this exercise is to help the student and field instructor target areas of safety concern so that students are properly oriented to safety policies and practices within the agency.

8. In class writing : Several times throughout the semester, students will be asked to complete in class writing. The student will spend the first 10-15 minutes in class writing about a topic relevant to the readings and field experience for that week. Students that are late or miss class will be expected to make up in-class writing assignments by getting topic from fellow students or instructor after class. These writing assignments will go toward student participation grade. Please turn in any in-class writing at the end of class.

9. Competency Measures:

Competency 1: Power Point Presentation

The student will demonstrate thorough knowledge of field agency. Students are to follow the presentation outline which is located on Blackboard and use Power Point slides. The presentation is to be about the student's field agency and experience and is to be used as a forum in which the student can share knowledge and information related to the practice of social work in his/her field agency. The power point presentation will be posted to efolio. Part of learning about the agency is learning the



various roles that social workers play and what it means to be a social work professional. Through this assignment social role and professionalism will be explored.

#### Competency 9: Context Discussion

Facilitating Discussion: Each student is expected to sign up to lead one on-line discussion based on current events that impact social services and the role of social work. Students are to think critically about how policy and politics influence social services. Class participation in the on-line discussion is required. At the completion of the discussion each student will summarize what was discussed and this summary will be turned in as a hard copy. This assignment will begin to demonstrate knowledge of Goal IV and in particular Competency 9 (responding to contexts that shape practice).

Competency 10: Microskills review: Students will complete a wellness interview prior to starting in their agency to give them practices with engaging and assessing clients. The interview will be with a social worker at the student's assigned field agency. (If you have not been assigned an agency, you will need to find a SW to interview). The student will need to go over a practice consent and will have the interviewee give feedback about the interview. A summary of this interview process will be turned in to the instructor in hard copy.

10. Foundation Field Placement Education Plan/Evaluation: The student, working under their Field Instructor's guidance, is required to complete the Field Placement Educational Plan. Within this Field Placement Education Plan the students will develop strategies for achieving the goals, objectives and competencies. The Field Placement Education Plan must be approved and signed by the Field Instructor and Field Liaison. Fulfillment of the terms of Field Placement Education Plan/Evaluation is required and will be used in the field placement evaluation process of the student. The Field Placement Education Plan/Evaluation form is available to the student in on Web CT- Blackboard. This plan is for two semesters. Addendums will be encouraged in spring semester.

The student is required to participate in the field placement evaluation process with the field instructor and field liaison. Prior to the field agency visit by the field liaison, the field instructor is to complete the form electronically and share the results with the student. The field instructor will give a signed hard copy to the field liaison, at the time of the agency field visit. The field visit will take place within the last three to six weeks of the fall semester. The field liaison, the field instructor and the student must be present at this meeting. At this time the student's performance will be discussed in conjunction with the completed Foundation Field Plan/Evaluation form and the student's progress in fulfilling the terms of the Foundation Field Placement Educational Plan and completion of 144 hours in the field agency. Field instructors are encouraged to keep an electronic copy of the field plan/evaluation because it will be used for both semesters. The field instructor should email an electronic copy of field plan/evaluation to field liaison at the end of each semester.

11. Students are responsible for keeping informed about the course requirements through the Blackboard course site. Therefore students are required to log onto the web assisted course site a minimum of twice a week to read and send course related information, e-mail messages, locate field forms, submit assignments to the portfolio as requested and to participate and review information posted on the discussion board. Be aware that assignment details and classroom information will be discussed the first 10-15 minutes of class each week, so if you are late it is important to talk with fellow students or the professor.

12. Completion of Assignments: Assignments must be turned in on the required due date. A deduction of 25% of the assignment points will be taken for each week an assignment is late. Incompletes will not be awarded unless unusual circumstances arise. Please discuss these with the instructor in a timely manner.

Students are expected to read assignments before class.

## VII. Evaluation and Grading

Attendance and Participation	100
E-portfolio	50
Field Placement Safety Review	10
10 Daily Field Activity Logs	100
14 Journal Entries	115
Foundation Field Placement Education Plan	75
Progress on completion of the terms of Foundation Field Placement Education Plan	50
Agency Power Point Presentation Competency 1	75
Film Analysis Competency 4	75
On-line class discussion and summary Competency 9	75
Interview prior to field Competency	75
Foundation Field Placement Evaluation of Student	200
Total Points	1000

\*Please Note: Failure to complete 160 hours in the field agency by the end of the semester will result in an automatic reduction of 30 points.

### Grading Scale

A = 930 - 1000	A- = 900 – 929.9	B+ = 870 – 899.9	B = 830 – 869.9
B- = 800 - 829.9	C+ = 770 – 799.9	C = 730 – 769.9	C- = 700 – 729.9
D+ = 670 – 679.9	D = 630 – 669.9	D- = 600 – 629.9	F = Below 600

In an effort to help students succeed, the social work department has an Academic Performance and Review Committee (APRC) to assist “at risk” students. For more information refer to the MSW Student Handbook or visit: <http://hhs.utoledo.edu/socialwork/documents/MSWStudentHandbookrev1-25-07.pdf>

## VIII. Academic Dishonesty:

Academic dishonesty includes, but is not limited to, cheating and plagiarism. Examples of cheating include looking on another student’s paper or answer key communicating with another student during a test. Plagiarism is defined as using someone else’s work as one’s own. This includes copying assignments from current or formerly enrolled students and copying or replicating material written by another person without giving them credit for the work. Breaches of academic and professional integrity are grave and serious acts. When the instructor becomes aware of academic dishonesty, she will investigate the allegation and follow the University’s policy on academic dishonesty (see current catalog for a copy of the policy statement). Cheating or plagiarizing may result in penalties ranging from receiving a zero on an assignment or an F in the course to expulsion from the University.

## IX. Disability Policy:

Any student in this course who has a disability that may prevent her/him from fully demonstrating her/his abilities should contact the Office of Accessibility who will relay specific needs to the instructor.

Website: [http://studentservices2.utoledo.edu/accessibility/docs/office\\_accessibility\\_t.html](http://studentservices2.utoledo.edu/accessibility/docs/office_accessibility_t.html)

Contact Information:

Bancroft Campus  
Rocket Hall, Room 1820

Phone: 419.530.4981

TDD: 419.530.2612

## X. Miscellaneous:

**Individual issues:** Please take advantage of opportunities to visit with the instructor after class, during office hours or scheduled appointment times, and by e-mail and phone to discuss class assignments/performance and other pertinent issues.

**Syllabus modifications:** This syllabus is subject to change with reasonable notice from the instructor.

**Instructor Withdrawals** have been eliminated by the University. Unless *you* drop the class, I will assign a final grade based on the points you have earned in the class.

**General recommendation:** For this and other courses, I advise keeping an electronic or hard copy of all assignments you hand in until the graded paper is returned to you.

**Course Incomplete** will be granted only under exceptional circumstances. Discuss problem situations with the instructor prior to the end of the semester.

**Electronic devices:** Students may record lectures with the instructor's permission. Cell phones and pagers must be turned off as a courtesy to others and to reduce distractions to learning. Students using such devices during an exam may be assigned a grade of zero.

## XI. Course Outline and Assignment Schedule:

**Please see important dates on Black board for class for assignment schedule and internship hour schedule.**

## XII. Bibliography:

Bibliography and Course Objectives Foundation Field Lab Social Work 5910

Garthwait, C. L. (2011). *The Social Work Practicum: A Guide and Workbook for Students* Fifth Edition. Boston, MA: Pearson.

Ivey, A. E. and Ivey, M. B. (2007). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Belmont, CA: Brooks/Cole.

Poorman, P. B. (2003). *Microskills: A Theoretically Foundation for Professional Helpers*. Boston, MA: Pearson.

Rothman, J. C. (2008). *Cultural Competence in Process and Practice: Building Bridges*. Boston, MA: Pearson.

Sweitzer, H. F. and King, M. A. (2009). *The Successful Internship: Personal, Professional and Civic Development* Third Edition. Belmont, CA: Brooks/Cole.

Ward, K. and Mama, R. S. (2010). *Breaking Out of the Box: Adventure-Based Field Instruction* Second Edition. Chicago, IL: Lyceum .

Yalom, I. D. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York, NY: HarperCollins.

1. Understand the mission, goals and objectives of the social work program and their integration into the field placement.

University of Toledo Social Work Program (2004). Graduate social work field education manual. Toledo, OH: Author.

2. Understand the expectations, requirements, procedures and evaluation process of the field placement courses.

Schatz, M.S., & Simon, S. (1999). The portfolio approach for generalist social work practice: A Successful Tool for Students in Field Education. *The Journal of Baccalaureate Social Work*. 5(1), 99-107.

University of Toledo Social Work Program (2004). Graduate social work field education manual. Toledo, OH: Author.

3. Identify one's learning style and how to apply it to the field experience learning.

Bronstein, L. & Kelly, T.B. (2002). Qualitative methods for evaluating field education: Discovering How and What Interns Learn. *Arete*. 25(2), 25-34.

Cochrane, S.F., & Hanley, M.M. (1999). *Learning through field: A Developmental Approach*. Boston: Allyn & Bacon.

Fortune, A.E., McCarthy, M. & Abramson, J.S. (2001). Student learning processes in field education: Relationship of Learning Activities to Quality of Field Instruction, Satisfaction, and Performance Among MSW Students. *Journal of Social Work Education*. 37(1), 111-126.

Marsh, J.C. (2002). Learning from clients. *Social Work*. 47(4), 341-343.

Raschick, M., Maypole, D.E., & Day, P.A., (1998). Improving field education through Kolb learning theory. *Journal of Social Work Education*, 34(1), 31-42.

Tungate, S., Lazzari, M., & Buchan, V. (2001). Listening to student voices: An Essential Element in Social Work Education. *Journal of Baccalaureate Social Work*. 6(2), 97-114.

Vodde, R., & Giddings, M.M. (2000). The field system eco-map: A Tool for Conceptualizing Practicum Experiences. *Journal of Teaching in Social Work*. 20(3/4), 41-62.

4. Understand supervision, the role of the Field Instructor and Field Liaison, and how to use them effectively.

Besthorn, F.H., & McMillen, D.P. (2002). Reshaping American social service delivery for a new millennium: A New Vision of Social Work Field Education. *The Journal of Practice Teaching in Health and Social Work*. 4(2), 28-47.

Black, J.E., Maki, M.T., & Nunn, J.A. (1997). Does race affect the social work student - field instructor relationship? *The Clinical Supervisor*, 16(1), 39-54.

Bogo, M., Globerman, J., & Sussman, T. (2004). Field Instructor competence in group supervision: Students' Views. *Journal of Teaching in Social Work*. 24(1/2), 199-216.

Bogo, M., & Vayda, E. (1998). *The practice of field instruction in social work: Theory and Process*. (2nd ed.). New York: Columbia University Press.

Furman, R., Jackson, R.L., Downey, E. P., & Seiz, R. (2004). Using the biopsychosocial approach to resolve student dilemmas in field placements. *Journal of Teaching in Social Work*. 24(1/2), 129-139.

Garthwait, C.L. (2005). *The social work practicum: A Guide and Workbook for Students*. (3rd ed.). Boston, MA: Allyn & Bacon.

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