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APR 27 2012

The University Of Toledo

Existing Course Modification Form

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

COLLEGE OF GRADUATE STUDIES

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

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

PRESENT	PROPOSED
Course Alpha/Numeric: SOCW 5910	Course Alpha/Numeric: SOCW 5910
Course Title: Foundation Field Experience and Integrative Seminar II	Course Title: Foundation Field Experience and Integrative Seminar II
Credit Hours: 3	Credit Hours: 3
Cross Listings:	Cross Listings:
Prerequisites: SOCW 5900 FOR LEVEL GR WITH MIN. GRADE OF B	Prerequisites: Permission of Field Director, SOCW 5900 with B or better; Pre or Corequisites: SOCW 5120 SOCW 5130, SOCW 5220
Catalog Description: The student continues in the field placement which was assigned in SOCW 5900 and attends a weekly integrative field seminar. The student completes 240 field hours at 16 hours per week. SOCW 5900 and 5910 must be taken in consecutive semesters during which students complete a cumulative total of 400 field hours. Prerequisite: Permission of Field Director, SOCW 5900 with B or better; Co-requisites: SOCW 5130 Permission of Field Director, SOCW 5900 Minimum Grade of B. Co requisite SOCW 5130	Catalog Description: Students continue in the field agency assigned in SOCW 5900; complete 240 field hours; and participate in the same weekly integrative field seminar section. SOCW 5900 and 5910 must be taken in consecutive semesters.
UNIV CORE: <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	UNIV CORE: <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

TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <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: To clarify the required number of internship hours and pre and corequisites..

Has course content changed? Yes No

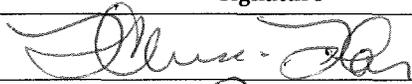
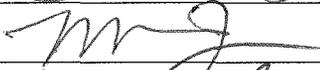
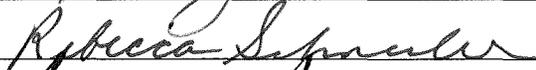
If Yes, give a brief topical outline of the revised course:

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

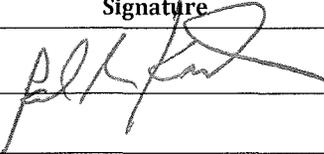
Has the course changed from a non-core curriculum course to a core curriculum course?
 Yes No

List any course or courses to be dropped:

APPROVAL:

	Signature	Date
Department Curriculum Authority:		4/4/12
Department Chairperson:		4-4-12
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
UUCG or Graduate Council Curriculum Chair:		10-16-2012
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

<p>Instructor: Heather M. Sloane MSW, LISW</p> <p>Office: HSHS 2607</p> <p>Office Phone: 419-530-5188</p> <p>Email: Heather.Sloane@utoledo.edu</p> <p>Web: http://utoledo.edu/hshs/socialwork/grad+program.html</p>	 COLLEGE OF HEALTH SCIENCE AND HUMAN SERVICE <hr/> <small>THE UNIVERSITY OF TOLEDO</small> MSW Program Semester: Spring	<p>Office Hours:</p> <p>Monday: 12:30-3:00</p> <p>Friday: 12:00 -3:30</p> <p>Other times available by appointment.</p> <p>*The last 6 weeks of the semester I will be visiting students at the field agencies and at this time office hours will be by appointment only</p>
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I. Course Title, Time, Location:
Foundation Field Lab (SOCW 5910)

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.

Section 002 seminar meets: Mondays 3- 4:30 HHS
Section 001 meets: Fridays 3:45- 5:15 in HHS

II. Prerequisites:

The student must have successfully completed Foundation Field Lab 5900 with a B grade or better; be in good standing, according to the MSW program academic standards; has successfully completed or is concurrently taking Social Work Practice II, Social Work Practice III, Macro Perspectives of HBSE, and Advanced Social Work Assessment. Part-time students may take Advanced Social Work Assessment during the summer of year two, which is after the Foundation Field Placement course and before Advanced Field Placement I.

III. Course Descriptions:

This course provides the student with a 240 hour professional internship in an agency giving the student the opportunity to master foundation generalist social work practice skills. It is an integration of classroom learning with practice in a social service agency under the supervision of a professionally qualified field instructor who is a licensed social worker. The student continues his/her internship in the same agency for Foundation Field Lab (SOCW 5900) in which the student was required to complete 208 field hours.

III. Course Objectives:

1. Practice and master the foundation generalist social work skills by completing 240 hours in the social work student field placement internship.
2. Fulfill the Foundation Field Competencies that are listed below and are used as bases for the Foundation Field Placement Education Plan, the Foundation MSW Field Placement Portfolio and the Foundation Field Placement Evaluation of Student at the end of the fall and spring semesters of the student's internship.
3. 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

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

National Association Social Workers. *Code of Ethics*. Washington, D.C: NASW Press, 1999.

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

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/Participation: Attendance is required and will be taken each class. Students are expected to attend class regularly, complete assigned readings, participate in class discussions and writing assignments, and turn assignments in on time. Active and relevant participation during class will earn the student participation points. The student is allowed one missed class during the semester without consequences. Subsequent missed classes will result in a deduction in classroom participation and attendance points by 10% for each missed or late/leaving early class. If a student misses class, it is the student's responsibility to find out from the professor or another student what he or she missed and to find out about any assignments that are due. An absence does not excuse the student from any work or due dates.
2. Communication: 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.
3. Field Internship Hours: Completion of 240 hours in the field agency at 16 hours per week (1 1/2 hours per week of which are in classroom seminar) through the end of the 16th week of the spring semester.
4. 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. The logs are to be signed by the field instructor and turned in on a weekly basis. The activity logs must record an average of 16 field hours per week (including 1 1/2 hours per week 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 as there were several addition errors in the activity logs last semester. In the last two columns of the activity log form the student is to specify the Foundation Field Competencies that relates directly to the activity described. The Foundation Field Competencies are in the student's Education Plan developed in the fall semester. 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.

5. Weekly Field Journals: Students are required to keep a weekly reflective journal of their field experience. Journal entries will be collected on a weekly basis and reviewed by the instructor. The journal entries are to be typed, 1 1/2 pages, and double spaced (12 font). One of the following core competencies will need to be demonstrated in the journal by the end of the semester and should be identified in the title:

- I. Identify as a professional social worker and conduct oneself accordingly.
- II. Apply social work ethical principles to guide professional practice.
- III. Apply critical thinking to inform and communicate professional judgment.
- IV. Engage diversity and difference in practice.
- V. Advance human rights and social and economic justice.
- VI. Engage in research informed practice and practice-informed research.
- VII. Apply knowledge of human behavior and the social environment.
- VIII. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- IX. Respond to contexts that shape practice.
- X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will be given a chart to keep track of competency journals completed. For more detailed descriptions and guidance about each competency, please go to references and assignment guides on Blackboard.

Film Journal: Students will be asked to pick one film being shown outside of class to analyze in the semester.

6. Record keeping: Students are expected to keep an electronic copy (or hard copy) of all documents turned in for class that includes: journals, logs, field education plans, semester evaluations, formal assignments from class. These documents can be used to assist student should problems arise in field. Student must have easy access to these documents. Students are encouraged to permanently keep a copy of the final field plan and evaluation as these documents may be important to further education and licensure.

6. Foundation Field Placement Education Plan Addendum: The student, under the supervision of the field instructor/supervisor is required to complete and fulfill the terms of the Foundation Field Placement Education Plan that was developed during the Foundation Field Lab (SOCW 5900). The Education Plan defines the student's and agency's responsibilities and the student's activities, tasks and learning goals. The Education Plan will be reviewed and will need to be revised using an addendum with the approval of the field supervisor/instructor and field liaison. This addendum will most accurately reflect the learning strategies of the Field Experience Education Plan for Spring semester. The student is to provide a hard copy list in seminar of any revisions and additions that were discussed at the fall evaluation field visit and noticed as necessary for the spring semester. Once this list is approved additions will need to be made to the official field plan (noting additions with a date). The Addendum of the Foundation Field Placement Education Plan must be signed by the field instructor/supervisor and the field liaison. Fulfillment of the terms of the Field Experience Education Plan and addendum are required and will be a significant factor in the evaluation process. The student is to make sure that the field instructor/supervisor initials and dates each objective after all the strategies are fulfilled by the student.

7. Foundation Field Placement Evaluation: The student is required to participate in the field placement evaluation process with the field instructor/supervisor and field liaison. Prior to the field agency visit by the field liaison, the field instructor/supervisor 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 six weeks of the spring semester. The field liaison, the field instructor/supervisor 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 Placement Evaluation of Student form and the student's progress in fulfilling the terms of the Foundation Field Placement Educational Plan and completion of 240 hours in the field agency.

8. MSW Social Work Field Placement Portfolio: Throughout Field Placement Courses students will be required to maintain an MSW Field Placement Portfolio on epsilen.com. 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 portfolio will be used in the evaluation and monitoring of the student's Field Placement during the foundation and advanced years. (see assignment guide on Black board for details)

9. Completion of Assignments: Assignments must be turned in on the required due date. A deduction of one letter grade 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 book-assignments before class.

10. Competency Assignments: The field seminar assignments are part of each students learning plan. These assignments help the field instructor with grading. Field education tends to be varied due to the variety of field placements and field instructors. Consistent field assignments are a way to evaluate students using the same measure of competency.

Competency 2, 8: (Apply social work ethical principles to guide professional practice, Engage in policy practice to advance social and economic well-being and to deliver effective social work services)

On-line ethics analysis: Students will be asked to analyze (on-line through Blackboard) a common ethical challenge or a case example from the student's field agency. All students are expected to participate in on-line discussion in response to the ethical analysis. Through on-line discussion the students will be given the opportunity to practice peer consultation skills and critical analysis skills within a professional context. Students will be evaluated on the professional way they present new information to the class and how they respond to classmates. Students will be assigned as respondent to particular ethical issues. The job of the respondent is to help the discussion facilitator think about different perspectives. See assignment guideline on Blackboard.

Competency 3, 4, 7 : (Apply critical thinking to inform and communicate professional judgments, Engage diversity and difference in practice, Apply knowledge of human behavior and the social environment, Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities)

Students will watch a television show in class. The show will be used as text and will tell the story of one family. There will be a group discussion about value differences between the student (social worker) and the family members, the influence of developmental stage on the individuals within the family, the challenges of collecting information with the individuals in the family, and possible interventions and plans that might assist the family. There will be a discussion of relevant theory. After seeing and discussing the example in class, students will write a brief analysis of a family of their choosing (film, television, literature) as a contemporary representation of a family living. The paper will analyze thoroughly family "norms" and how they are created. See assignment guidelines on Blackboard for more detail.

Competency 5, 10 : (Advance human rights and social and economic justice, Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities)

Students will be asked to look at the community history, leaders, advocacy groups and resources available to their clients. A class slide show of images of the neighborhoods, faces and agencies that students identify as important, will be put together to help teach the class about our community and the community of our clients. This slideshow will be posted to efolio. Students will be evaluated based on the quality of their part of the project. Digital Cameras are available to students as a part of their tech fee. Students can reach tech support by calling 419-530-2495. For assignment details please look at assignment guide on Blackboard.

Competency 1: (Identify as a professional social worker and conduct oneself accordingly)

Identifying strengths in clients is only part of being a social worker. It is also important to be inspired and see beauty in what can be perceived as only sadness and suffering. Being creative and having chances to enjoy the beautiful things in life are ways that social workers stay healthy. Students will be asked to share music, artwork, film, literature, poetry or other forms of popular media that inspires them and helps them find meaning in their experiences in field. Students will reference their first semester work on wellness in this project. For more detailed description, go to assignment guide on Black board.

VII. Evaluation and Grading

All Assignments are to be turned in on the due date. One grade will be deducted for each week a competency assignment is late.

The Field Liaison will assign the final grade, which will be determined on the following basis:

Journal Entries – One per week	180
Daily Field Activity Logs - One per week	75
Family Analysis Paper	75
Community Analysis	75
Wellness Presentation	75
On-line ethics	75
Portfolio	25
Education Plan Addendum	30
Class seminar attendance and participation	30
Fulfillment of the terms of Foundation Field Placement Educational Plan	60
Results of the Foundation Field Placement Evaluation of Student	300
Total Points	1000

*Please Note: Failure to complete 240 hours in the field agency by the end of the semester will result in an automatic reduction of 300 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

Contact Information:

Bancroft Campus
 Rocket Hall, Room 1820
 Phone: 419.530.4981
 TDD: 419.530.2612

X. Diversity Statement

In concert with the University of Toledo's values and expectations, the faculty within the College of Health Science & Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities.

Hence, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others
 - Demonstrate accountability, integrity and honor in all course-related activities
 - Promote a collaborative and supportive educational environment
 - Treat every individual with kindness, dignity, and respect regardless of:
 - Gender,
 - Race/ethnicity,
 - Religion,
 - Sexual orientation,
 - Impairment(s)/Disability(ies),
 - Political views, and
- Other element(s) of uniqueness

XI. 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.

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