

SYLLABUS

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Spring 2013**

This document does not constitute a contract with the university. It contains guidelines.

Academic Term and Year:	Spring 2013
Course Prefix and Number:	SW 68I
Course Title:	Field Internship II
Credit Hours:	6
Days, Time and Location:	Monday- Friday Field Agencies (Individual field schedule required for each student)
MSW Field Liaison:	Ann-Marie Jones, Ph.D., MSW, LGSW
Office Location:	Room 209 Department of Social Work Sutton Administration Building
Office Hours:	Monday 1:00 – 5:00 p.m. Tuesday 1:00 – 5:00 p.m. Wednesday 10:00 a.m.-1:00 p.m.
Office Phone Number:	662-254-3054
Main Office Number	662-254-3365
E- Mail Address:	annmarie.jones@mvsu.edu
Prerequisites:	All SW 600 Courses: Exception -Students in the 2 year program will take SW 650 and Field Internship II concurrently.

Required Technology Skills:

Students are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION

Field Internship II. Supervised advanced social work practice in child and/or family welfare in an agency or organization requiring 450 clock hours.

COURSE DESCRIPTION

SW 681, Field Internship II, requires students to complete 450 clock hours of internship in an agency under the supervision of an MSW level social worker. Students engage in social work practice at the advanced level in their field of practice using the ecosystems perspective as the dominant theoretical frame of reference. Special emphasis is placed on social work practice in a rural environment with culturally diverse populations.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta where the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.

8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.
12. **Rural Competency: 2.1.12** Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

EXPECTED PRACTICE BEHAVIORS

Refer to attached learning contract/student evaluation document.

COURSE REQUIREMENTS

Required textbooks:

Field Internship Manual, Master of Social Work Program, Department of Social Work, Mississippi Valley State University (December 2008).

Class Attendance Policy

Students are expected to report to field in accordance with the approved schedule set by the agency field instructor. Student must submit a field schedule showing how field hours will be earned. A copy of the policy on student responsibilities in field is included in as an attachment to this syllabus.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Teaching and Learning Strategies

Students will be assigned to a public or private agency. Students are typically placed in field agencies Monday through Friday. However, in some instances students have evening and weekend scheduled hours. The specific schedule should be agreed upon by the field instructor, the MSW Field Coordinator and the student. Student must complete 450 clock hours to satisfactory complete the requirements for this course.

This internship is based on the generalist model of social work practice. Students are provided opportunities to work with systems of all sizes (micro, mezzo & macro) in various social work roles and settings. Students are exposed to different theoretical and interventions models. This field experience allows students to apply social work knowledge and skills in a practice setting under professional supervision.

Required Tasks/Activities

Learning Contract

The learning contract must be completed and signed by the student and field instructor by the end of week 2 of the agency field placement. **Attachment A**

Mid-Term Field Evaluation

Mid-term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Field instructors will be notified of the due date for the mid-term evaluation.

Final Field Evaluation

Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner. Field instructors will be notified of the due date for the final evaluation.

Weekly Field Logs and Time Sheets

Students will complete and submit weekly field logs and time sheets to the MSW Field Coordinator bi-weekly. Failure to submit accurate and timely logs and time sheets will result in a drop in letter grade (e.g., from an A to a B).

Student Responsibilities in the Field Placement

Students must:

- report to the field placement on the scheduled days at the scheduled time. If unforeseen events occur that prevent students from reporting to field placement or result in arriving late, the field instructor should be notified as soon as possible.
- observe all agency rules regarding time allocated for lunch and breaks.
- dress appropriately for work with regard to professional attire, type of jewelry and amount of jewelry.
- make up any days of placement that are missed, regardless of reason for the absence.
- observe all policies and procedures of the agency.
- treat all agency clients in a professional manner and with respect and courtesy.
- complete all tasks assigned by the agency.
- utilize the field experience to develop further awareness of self as a professional social worker.
- take the initiative to seek information and new experiences from the field instructor.

- notify the field instructor of any problems that arise in the field experience. If the student and the field instructor are unable to resolve problems, the student should notify the MSW Field Coordinator.
- work directly with the field instructor in developing the learning contract (Appendix F, pp. 69-73: & Appendix G, pp. 74-79), planning, and implementing appropriate learning activities associated with field education.
- complete 450 clock hours to meet requirements for this internship.
- keep an accurate record of hours worked in field placement.
- adhere to the NASW Code of Ethics.
- complete and submit a weekly field activity log and time sheets

Evaluation Procedures

Grading

A student must receive a grade of C or greater to pass this course. The following grading scale will be used to assign grade. The final grade for field will be determined by the MSW Field Coordinator. Failure to submit accurate and timely logs and time sheets will result in a drop in letter grade (e.g., from an A to a B).

The following scale will be used to determine the mid-term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behavior with a sum total of 150; $150 \div 42 = 3.57$ (student's grade).

Grading Scale

4.0 = A	Performance is exceptionally high on performance task.
3.0 - 3.9 = B	Performance is generally high on performance task.
2.0 - 2.9 = C	Performance is typically not above minimal expectations.
1.0 - 1.9 = D	Performance sometimes falls below what is minimally expected.
Below 1.0 = F	Performance is typically below what is minimally expected.
NA	Not applicable to this setting. Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the MSW Field Coordinator should be contacted.

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

ATTACHMENT A
MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM

LEARNING CONTRACT & STUDENT EVALUATION

Concentration Field Child and Family Welfare

This document is a working agreement between the field instructor, the student and the University. It includes the learning contract and student evaluation. The content is based on the program goals for the MSW program and the core competencies set forth by the Council on Social Work Education. One additional competency has been added to emphasize rural social work practice.

The learning contract must be completed by the end of the second week of the field placement. It can be revised at any time the field instructor, student and field coordinator conclude that a revision is necessary. The student and field instructor should identify activities and tasks that the student will engage in to meet the competencies outlined in this contract. Monitoring and evaluation criteria also need to be established.

The evaluation of the student should be based on expectations outlined in the learning contract. Mid-term evaluation should reflect reasonable expectations for student performance the first 6-8 weeks of field placement. Evaluation of student at the end of the semester should be based upon whether or not the student has completed the terms of the learning contract in a satisfactory manner.

Student _____

Agency _____

Agency Field Instructor _____

Semester _____

Year _____

Learning Contract

Mid-Term Evaluation

Final Evaluation

Please use the following scale to determine the mid-term and final grade for each student. Grade is determined by adding the rating score given to each practice behavior and dividing the sum by the number of practice behaviors rated. Example: A student is rated on 42 practice behaviors with a sum total of 150; $150 \div 42 = 3.57$ (student's grade).

- 4.0 = A Performance is exceptionally high on performance task.
- 3.0- 3.9 = B Performance is generally high on performance task.
- 2.0 –2.9 =C Performance is typically not above minimal expectations.
- 1.0 – 1.9 =D Performance sometimes falls below what is minimally expected.
- Below 1.0 =F Performance is typically below what is minimally expected.
- NA Not applicable to this setting. **Only applicable for mid-term evaluation. Student must be evaluated on all practice behaviors at the end of semester. Field instructors should discuss and provide opportunities for each practice behavior. If field instructor anticipates a problem in this area, the MSW Field Coordinator should be contacted.**

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	Evaluation Instruments/ Methods (How will you measure intern's performance?)	Evaluation (Please circle the number that represents your rating of the student's performance on each practice behavior)
<p>1. Identify as a professional social worker and conduct oneself accordingly.</p> <p><i>Practice behaviors:</i></p> <p>a) Advocate for client access to social work services within the context of child and family services.</p> <p>b) Function within clearly-defined professional roles and boundaries based on the needs of the client, the agency context, the type of services provided, and differential use of self.</p> <p>c) Identify opportunities for social work involvement in identifying and responding to the needs of children and families with particular emphasis on rural environments.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	Evaluation Instruments/ Methods (How will you measure intern's performance?)	Evaluation (Please circle the number that represents your rating of the student's performance on each practice behavior)
d) Demonstrate professional demeanor in behavior, appearance, and communication appropriate for the clinical relationship and setting.			d) 1 2 3 4

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	Evaluation Instruments/ Methods (How will you measure intern's performance?)	Evaluation (Please circle the number that represents your rating of the student's performance on each practice behavior)
<p>2. Apply social work ethical principles to guide professional practice.</p> <p><i>Practice behaviors:</i></p> <p>a) Integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families.</p> <p>b) Apply ethical decision-making skills in working with rural children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p>3. Apply critical thinking to inform and communicate professional judgments.</p> <p><i>Practice behaviors:</i></p> <p>a) Evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families.</p> <p>b) Critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families.</p> <p>c) Communicate effectively, in oral and written form, with diverse clients and with other professionals.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>
<p>4. Engage diversity and difference in practice.</p> <p><i>Practice behaviors:</i></p> <p>a) Develop and expand programs in rural areas and small communities where resources meet the needs of clients.</p> <p>b) Accurately identify and assess issues among diverse client populations in a rural environment</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	Evaluation Instruments/ Methods (How will you measure intern's performance?)	Evaluation (Please circle the number that represents your rating of the student's performance on each practice behavior)
<p>c) Recognize how factors related to diversity may influence client functioning and help-seeking behaviors.</p> <p>d) Implement assessment, intervention and evaluation tools that are culturally sensitive and appropriate to diverse clients.</p>			<p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>
<p>5. Advance human rights and social and economic justice.</p> <p><i>Practice behaviors:</i></p> <p>a) Understand the forms and mechanisms of oppression and discrimination.</p> <p>b) Advocate for vulnerable populations, especially those who suffer from the impact of racial, economic and social oppression, and inequality.</p> <p>c) Advocate for social and economic justice on behalf of at-risk families, adults, and children in rural environments.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>
<p>6. Engage in research-informed practice and practice-informed research.</p> <p><i>Practice behaviors:</i></p> <p>a) Critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis.</p> <p>b) Generate and apply research knowledge to critical discussions on best practices for children and families.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p>7. Apply knowledge of human behavior and the social environment.</p> <p><i>Practice behaviors:</i></p> <p>a) Integrate knowledge of rural values and customs into autonomous social work practice with children and families.</p>			<p>a) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	Evaluation Instruments/ Methods (How will you measure intern's performance?)	Evaluation (Please circle the number that represents your rating of the student's performance on each practice behavior)
<p>b) Apply appropriate theories, models, and research to diverse client systems and circumstances.</p> <p>c) Demonstrate effective leadership skills in social services and child welfare agencies, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.</p> <p>d) Demonstrate the ability to critically evaluate and select from multiple theories when working with children and families.</p> <p>e) Demonstrate the ability to assess strengths and needs of children and families living in poverty with special emphasis on rural environments. (2.1.7e)</p>			<p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p> <p>e) 1 2 3 4</p>
<p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p><i>Practice behaviors:</i></p> <p>a) Demonstrate the ability to effectively develop a budget, manage administrative processes, and engage in program planning and development (including grant and proposal writing) in child and family welfare organizations.</p> <p>b) Analyze the impact of social policies on children and families, workers and agencies and demonstrate leadership skills for influencing policy formulation and change.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p>9. Respond to contexts that shape practice.</p> <p><i>Practice behaviors:</i></p> <p>a) Effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families</p>			<p>a) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that student will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	Evaluation Instruments/ Methods (How will you measure intern's performance?)	Evaluation (Please circle the number that represents your rating of the student's performance on each practice behavior)
<p>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p> <p><i>Practice behaviors:</i></p> <p>a) Conduct multidimensional assessments on complex issues that include client system and environmental strengths and stressors such as cultural, economic and social/relationship factors</p> <p>b) Apply bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4 5</p>
<p>11. Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.</p> <p><i>Practice behaviors:</i></p> <p>a)utilize advanced social work knowledge, values and skills in order to appropriately assess and intervene in the lives of children and families in a rural setting.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p>12. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.</p> <p><i>Practice behaviors:</i></p> <p>a) demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Narrative Evaluation

Please identify the major strengths and/or area(s) in which student growth was most notable.

Identify areas that need enhancing:

Additional comments:

Student Comments:

Recommended Grade _____

SIGNATURES (Certify that student has read and received a copy of this evaluation and has been informed of his/her right to disagree. In cases in which student is in disagreement with the evaluation, he/she is entitled to write a statement under student comment above, or attach a written statement to evaluation).

Student _____ Date _____
Signature

Field Instructor _____ Date _____
Signature

Field Coordinator _____ Date _____
Signature

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