**MSW Program**

**The University of Akron**

**Advanced Field Practicum III and IV Macro ─ SWK 7750:603 & SWK 7750:604**

***Appendix B* ─ Field Syllabi**

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| --- | --- |
| **Name** | **Course Location** |
| **Office location** | **Office Hours** |
| **Phone Number** | **Email** |

**COURSE DESCRIPTION**

Field Education is the sequence of courses in which a student is expected to integrate classroom learning – in human behavior, practice, policy, and research – with professional skills. The macro concentration is the area in which the students develop knowledge, skills, and values through experiential learning with organizations, neighborhoods, and communities within the context of political, social, and economic institutions. Advanced practice involves the selective use of assessment, intervention, and evaluation skills. Students are expected to carry out a continuous process of critical analysis, testing and transferring of learning from one situation to another. They are to develop an increasingly critical and autonomous use of self in the helping process. Students are to exhibit an appropriate use of knowledge, skills, and values in service delivery in compliance with social work values and ethics. Concentration field continues to be built upon the practice perspectives of ecological systems theory, human diversity, and strengths/empowerment. These perspectives prepare students to focus on developing and implementing effective human services, preventing systemic dysfunctioning, and restoring, maintaining, and enhancing community life. Thus, students are prepared to influence political, social, and economic forces toward the empowerment of diverse persons in their environments.

* The Macro Field Practicum consists of two consecutive semesters, 250 hours per semester, and 17 hours of supervised field experience at health and human service agencies or auspices per week.
* The full-time student must have graduate status, have successfully completed the foundation curriculum, and be currently enrolled in the first semester macro concentration courses – SWK 7750:603 Advanced Field Practicum III, SWK 7750:611 Dynamics of Racism and Discrimination, SWK 7750:672 Community Organization and Planning, SWK 7750:674 Community, Economic Systems and Policy Analysis, and one Social Work Elective, as well as the second semester macro concentration courses ─ SWK 7750:604 Advanced Field Practicum IV, SWK 7750:671 Social Work Administration, SWK 7750:673 Strategies of Community Organization, SWK 7750:675 Program Evaluation, and one Social Work Elective.
* The Advanced Standing student must have graduate status, must have successfully completed the Advanced Standing Integrative Seminar, and must be currently enrolled in the above first and second semester macro concentration courses.
* The part-time student must have graduate status; must have successfully completed the foundation curriculum and first year macro concentration courses and be currently enrolled in third semester field practicum courses ─ SWK 7750:603 Advanced Field Practicum III, SWK 7750:672 Community Organization and Planning, and one Social Work Elective, as well as the fourth semester courses ─ SWK 7750:604 Advanced Field Practicum IV, SWK 7750:673 Strategies of Community Organization, and SWK 7750:675 Program Evaluation.

Building on the foundation field experience, which included practice with neighborhoods, organizations, and communities, students are expected to employ differential application of a wide range of theories and strategies related to management and administration of organizations, and advocacy and social change. Students are encouraged to examine strategies and draw upon resources that empower neighborhoods, organizations, and communities to take action to improve individuals’ well-being and quality of life.

Incorporating an ecological perspective, the Macro Concentration Field Practicum encourages students to differentially make use of the complementary relationship between community organization, planning, and administration, and work which focuses on people individually, in families, and in small groups. This includes drawing upon the strengths and resources of each component of the relationship. Field provides the opportunity for students to be exposed to diversity in neighborhoods, organizations, and communities and to the richness of perspectives and resources that diversity provides. Students are to bring to field, and integrate into advanced practice, culturally relevant, ethnically sensitive practice frameworks.

The Macro Concentration Field Practicum supports the refinement of concepts and skills related to advanced practice with large systems. This includes testing of different practice theories and methods, with increased focus on their utilization with defined systemic structures, functions, and concerns. In addition, students in the Fall and Spring semester macro courses will critically explore their professional use of self with increasing ability to modify their implementation of advanced practice.

Skills integrated during the Fall macro concentration field semester are carried into the succeeding Spring field experience. The final semester of field allows students the opportunity to synthesize practice skills from a wide range of theoretical bases and to apply these skills to diverse advanced practice situations.

**II. POPULATIONS AT-RISK, SOCIAL AND ECONOMIC JUSTICE, DIVERSITY**

Agencies used for field placement and, thus, students placed within these agencies, serve populations at-risk, to include racial and ethnic minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. Not every student will deal with every population at-risk. However, students will integrate into the field setting classroom learning about these populations and about the impact of discrimination, economic deprivation, and oppression upon them. Students are expected to engage persons and their environments in advocacy for resources and risk prevention to empower clients systems toward optimal functioning and social and economic justice.

**III. SOCIAL WORK VALUES AND ETHICS**

Values and ethics are considered throughout the course through the students’ assessment of their own personal values in relation to the values and ethics of the social work profession and society. Dilemmas in ethical decision-making will be a focal area of study which will address the application of social work professional values and ethics in practice evaluation, differential

assessment, and intervention planning based on the NASW Code of Ethics

(<http://www.socialworkers.org/pubs/code/code.asp>). Students are expected to respect and adhere to the NASW Code of Ethics at all times.

**IV. MSW SCHOOL PROGRAM MISSION AND GOALS**

The mission of the Joint MSW Program is to prepare students to engage in advanced professional practice with and on behalf of diverse populations in Northeast Ohio with emphasis on the health, well-being, and quality of life of oppressed and vulnerable people. We promote the dignity and worth of the person, human diversity, cultural competence, and social and economic justice through scientific inquiry, creative activity, and service. We advance the social work profession through collaboration with the community.

1. To prepare competent and effective practitioners to carry out the purpose of the social work profession with emphasis on its knowledge, skills, and values.
2. To advocate for social and economic justice and human rights, professional integrity, and the importance of human relationships consistent with social work’s history, purpose, and philosophy.
3. To partner with and provide leadership to the communities of Northeast Ohio in order to develop an effective service delivery system to address human needs and enhance experiential learning opportunities.

**V. JOINT MSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS**

**Macro Competencies and Practice Behaviors**

**Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly***At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:*

* Facilitate access to services for client systems with human service organizations and communities;
* Engage staff in career learning through staff training and orientation;
* Use staff supervision and consultation in staff development;
* Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student’s field placement and professional practice.

**Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making***At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:*

* Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
* Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

**Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.***At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:*

* Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
* Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

**Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization**

*At the macro concentration level, advanced practitioners appreciate and understand that a client’s/consumer’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:*

* Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
* Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
* Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

**Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems***At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients’ and workers’ basic human rights are observed. They:*

* Utilize the power and politics as they relate to strategic planning;
* Assess strengths and weaknesses of the service delivery systems for clients/consumers;
* Advocate for staff participation and client inclusion in designing programs in HSOs;
* Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

**Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision**

*At the macro concentration level, advanced practitioners use administrative and supervisory*

*experiences to inform research and use research findings to improve administrative practices,*

*supervision, and design of social service delivery systems. They:*

* Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
* Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
* Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

**Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments**

*At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:*

* Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
* Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
* Utilize theories in power and politics in analyzing inter-organizational linkages.

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

*At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:*

* Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
* Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
* Engage in the examination of clients’/consumers’ difficulties in obtaining the needed services from HSOs.

**Competency 2.1.9 – Respond to contexts that shape practice**

*At the macro concentration level, advanced practitioners continually design and refine ways to*

*effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:*

* Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
* Provide leadership in promoting organizational adaptation to improve the quality of social services.

**Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families,**

**groups, organizations, and communities**

*At the macro concentration level, advanced practitioners recognize the importance of engaging*

*staff, community members and organizations, and clients in advocating for services or policy*

*changes.*

**Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

* Engage in interventions for change in organizations and communities;
* Facilitate organizational and community change;
* Establish a relationship with organizations and communities;
* Negotiate mutually agreed-on strategies and desired outcomes.

**Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

* Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
* Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

**Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:*

* Apply advanced knowledge and skills to achieve organizational and community goals;
* Utilize advocacy and change strategies that empower organizations and communities;
* Engage organizations and communities in integration of new innovations.

**Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities**

*At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:*

* Empower organizations and communities in the evaluation of interventions.

**VI. SEQUENCE COMPETENCIES**

1. Social workers practicing administration and community organization are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning.
2. Social workers practicing in administration and community organization appreciate and understand that a client’s/consumer’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning.
3. Social workers practicing in administration and community organization incorporate social justice practices in organizations, institutions, and society to ensure that clients’ and workers’ basic human rights are observed.
4. Social workers practicing in administration and community organization use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision and design of social delivery systems.
5. Social workers practicing in administration and community organization are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well-being.
6. Social workers practicing in administration and community organization engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services.

**VII. COURSE COMPETENCIES**

In the Macro Concentration Field Practicum, students will gain knowledge, skills, and values:

**Knowledge:**

1. Acquire knowledge in advocating for clients’ accessibility to services;
2. Understand conceptual frameworks in advancing human rights and social and economic justice;
3. Integrate conceptual frameworks in HBSE, Research, and Policy, and apply to the experiential learning;
4. Gain knowledge in the concepts of documentation;
5. Acquire knowledge in advanced practice with neighborhoods, organizations, and communities.

**Skills:**

1. Demonstrate effective communication and interviewing with professional colleagues and client systems;
2. Observe the dynamics of agency and the environment in which client systems function;
3. Demonstrate an ability and capacity to develop collaborative relationships with professionals and client systems;
4. Utilize the fundamentals of advanced macro practice.

**Values:**

1. Use professional self and critical consciousness in advanced macro practice contexts;
2. Conduct oneself as a professional, consistent with the NASW Code of Ethics;
3. Develop awareness and integration of social justice principles and human rights advancement;
4. Become familiar with developmentally and culturally sensitive assessment, intervention, and evaluation models working with multi-disciplinary and inter-disciplinary teams.

**VIII. REQUIRED TEXT**

Not applicable

**IX. RECOMMENDED READINGS**

The agency and a field instructor may assign additional readings that are relevant and unique to the field practicum.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education, 37*(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education 31*(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education 38*(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education 36*(2), 201-214.

**X. STUDENT EVALUATION**

**Students are required to read the** MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Integrative Learning Contract. This contract is to specify the learning objectives and assignments for the foundation year. The contract is due to the Field Coordinator the **fourth** week of the semester. Other assignments are at the discretion of the field instructor in consultation, as needed, with the faculty liaison.

Students are to maintain an activity/time log documenting their activities and field hours. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor, assigned by the faculty liaison, and recorded by the assigned Field Contact person.

**XI. STUDENT EXPECTATIONS**

Students in the Joint Master of Social Work Program are expected to become familiar with, and comply with, the National Association of Social Workers *Code of Ethics.* They are expected to become aware of their own personal values and the ethical implications of those values. They are responsible for their own ethical conduct and the quality of their learning and practice. Some subject matter in the *Code of Ethics* may be controversial and, while students may vary in their strength of support for a certain position, it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen to, and understand, other perspectives.

Students are to recognize and value the dignity, worth, rights, strengths, and uniqueness of others, including fellow students, faculty, and client systems. In addition, students are expected to develop the ability to help clients develop their own views and perspectives, rather than the students imposing their values and opinions on clients.

Students in the field setting may experience value conflicts and are expected to address these with their field instructor. Students are to demonstrate the application of a professional problem solving process toward the resolution of value conflicts and ethical dilemmas, which may arise. Students are expected throughout their field experience to seek avenues for growth in the knowledge, values, ethics, and skills of the profession.

Students who believe they may need an accommodation based on the impact of a disability, should contact campus Disability Services/Office of Accessibility (330-972-7928).

Students are expected to become familiar with the uses of technology s presented in the field

setting and its impact on agency functioning.

**XII. COURSE OUTLINE**

The student and the field instructor determine and schedule specific contextual practice content, readings, and learning experiences which address: theories, methods and skills for advanced practice with organizations, neighborhoods, and communities; ecological-systems, human diversity, and strengths/empowerment perspectives; analytic, critical thinking skills, and research principles; use of technology; populations at-risk; discrimination and oppression; social and economic justice; social work values and ethics; and professional use of self.

The macro concentration places emphasis on advanced practice with organizations, neighborhoods, and communities, and their impact on, and resource potential for, individuals, families, and small groups. Macro field assignments build on the foundation field experience with large systems and include community organization, planning, and administration. Assignments should reflect human diversity and work with at risk and vulnerable client populations, such as ethnic and racial minorities; the poor; women; children; the aged; gay men, lesbians, and bisexuals; the physically, mentally and emotionally challenged; the stigmatized; and others at-risk. The helping process in macro practice emphasizes the strengths and resources of neighborhoods, organizations, and communities to provide opportunities for the empowerment and action of diverse and disenfranchised citizens. Assignments should provide students opportunities to work toward prevention or elimination of institutionalized discrimination and oppression.

Assignments, per semester, are based on agency learning opportunities; student’s experience, interests, and aptitudes; and field practicum requirements and are to be incremental and sequential in nature within the areas of **macro practice** and **professional development.**

1. **Macro practice** refersto that area of professional practice in which students work in communities and in public and private organizations to promote opportunities for citizen action that contributes to their growth, empowerment and use of needed resources, goods and services. Macro practice focuses on the management and administration of organizations, social advocacy, and political, social and economic change. Macro practice assignments should include at least one principal, complex project for which the student will take major responsibility. Projects may include development of needs assessment and/or outcome measures; grant preparation; organizational or service delivery system design and/or implementation; program evaluation; development of staff training policies and procedures; budget preparation; community analysis; and work with client groups for the purpose of education, community organizing, and/or social/legislative policy change.

**Macro practice** assignments should involve an in-depth assessment of client-system challenges and resources; the formulation of both proximate and long-range goals and development of appropriate empowerment strategies by which these goals may be met; the differential application of intervention theories, models, and skills; the use of initiative, imagination, seeking appropriate timing, and involving community elements; and the capacity to critically evaluate intervention outcomes.

1. **Professional development** refers to the systematic study and documentation of professional use of self in advanced social work practice. This learning is carried out within the context of the field instructor/student relationship through which students enhance their professionally reflective and self-evaluative practice stance. Within this context students assume responsibility for their own learning and critique of their development as a social work professional. Students should have a **weekly, documented** **conference** with their field instructor of at **least 1 to 1 ½ hours** covering review of assignments, areas needing improvement, and periodic evaluation of performance.

Reflective, self-evaluative skills are developed through the construction of a Student Integrative Learning Contract, which encourages students to examine their strengths and limitations and provides a plan for achieving expressed learning objectives. Periodic informal evaluations with the field instructor contribute to student’s self-reflective, self-evaluative skills, as do the formal evaluations at the end of the semester.

**Professional development** is conceptualized under the broad categories of collaboration/supervision/consultation and professional growth/identity.

**Collaboration/supervision/consultation** activities include:

* collaborating with the field instructor regarding learning objectives and assignments;
* preparing for field instruction or other professional consultation;
* drawing case material from a variety of resources and presenting a case to the field instructor, agency staff, or intra-agency team;
* documenting one’s practice through process recording, audio-video taping, and live observations of one’s performance;
* accepting and integrating supervisory/consultative feedback;
* applying professional social work knowledge, skills, and values in working with other professionals.

**Professional growth/identity** activities include:

* assuming responsibility for one’s own learning, including one’s learning patterns, strengths and limitations;
* accomplishing Program competencies through practice behaviors;
* functioning in accordance with professional social work values and ethics;
* familiarizing oneself with, and following, agency policy and procedures;
* recognizing the social work role and function within the agency, and integrating this awareness into one’s professional development;
* accepting accountability for one’s practice, service impact, and professional learning;
* developing personal time, stress, and anger management skills;
* familiarizing oneself with, and applying best practice documentation skills in

records of accountability, such as client files, proposals, memos, reports, and

correspondence;

* developing skills in the use of technology as utilized in the field setting for documentation and practice;
* critiquing one’s own work, recognizing both one’s strengths and limitations, and modifying one’s practice accordingly.

**XIII. COMMUNICATION BETWEEN CAMPUSES**

Customarily, students communicate with their assigned field contact person on each site. The Field Education Advisory Committee meets at intervals throughout the academic year. The Advisory Committee is responsible for the general oversight of the field education component of the Joint MSW Program.

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