

## SYLLABUS

---

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
Fall 2012**

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

Academic Term and Year:	Fall 2012
Course Prefix and Number:	SW 581
Course Title:	Field Internship I
Credit Hours:	6
Days, Time and Location of Class:	Monday- Friday Field Agencies (Individual field schedule required for each student)
MSW Field Coordinator:	Mary L. Ross, LMSW
Office Location:	Room 208 Department of Social Work Sutton Administration Building
Office Hours:	Monday - 1:30 - 5:00 p.m. <i>(6:00- Night of Field Seminar Class)</i>  Tuesday - 10:00 - 12:00 p.m. 1:00 - 4:00 p.m.  Wednesday - 9:00- 12:00 a.m.
Office Phone Number:	(662) 254-3055
Main Office Number	(662) 254-3365
E- Mail Address:	<a href="mailto:mlross@mvsu.edu">mlross@mvsu.edu</a>
<b>Prerequisites:</b>	<b>All SW 500 Foundation Courses</b>

### **Required Technology Skills:**

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

## **CATALOG COURSE DESCRIPTION**

Field Internship I. Supervised generalist social work in an agency or organization requiring 450 clock hours.

## **COURSE DESCRIPTION**

Field internship 1 allows students to engage in generalist social work practice using differential methods of intervention based on clients' needs with systems of all sizes. Students are provided opportunities to integrate social work values, ethics, theory, policy, and research into social work practice. 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** Utilize appropriate intervention within a rural practice framework.

## **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. <b>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.</b>

### 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**  
**FOUNDATION FIELD**

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 behavior 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. <b>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.</b> |

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p><b>1. Identify as a professional social worker and conduct oneself accordingly.</b></p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> <li>a) advocates for client access to the services of social work</li> <li>b) practices personal reflection and self-correction to assure continual professional development</li> <li>c) attends to professional roles and boundaries</li> <li>d) demonstrates professional demeanor in behavior, appearance, and communication</li> <li>e) engages in career-long learning</li> <li>f) uses supervision and consultation.</li> </ul>			<ul style="list-style-type: none"> <li>a) 1 2 3 4</li> <li>b) 1 2 3 4</li> <li>c) 1 2 3 4</li> <li>d) 1 2 3 4</li> <li>e) 1 2 3 4</li> <li>f) 1 2 3 4</li> </ul>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p><b>2. Apply social work ethical principles to guide professional practice.</b></p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> <li>a) recognizes and manages personal values in a way that allows professional values to guide practice</li> <li>b) makes ethical decisions by applying standards of the National Association of Social Workers</li> <li>c) tolerates ambiguity in resolving ethical conflicts; and</li> <li>d) applies strategies of ethical reasoning to arrive at principled decisions.</li> </ul>			<ul style="list-style-type: none"> <li>a) 1 2 3 4</li> <li>b) 1 2 3 4</li> <li>c) 1 2 3 4</li> <li>d) 1 2 3 4</li> </ul>
<p><b>3. Apply critical thinking to inform and communicate professional judgments.</b></p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> <li>a) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</li> <li>b) analyze models of assessment, prevention, intervention, and evaluation</li> <li>c) demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</li> </ul>			<ul style="list-style-type: none"> <li>a) 1 2 3 4</li> <li>b) 1 2 3 4</li> <li>c) 1 2 3 4</li> </ul>
<p><b>4. Engage diversity and difference in practice.</b></p> <p><i>Practice behaviors:</i></p> <ul style="list-style-type: none"> <li>a) recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>b) possesses sufficient self-</li> </ul>			<ul style="list-style-type: none"> <li>a) 1 2 3 4</li> <li>b) 1 2 3 4</li> </ul>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p>awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>c) recognizes and communicates his/her understanding of the importance of difference in shaping life experiences</p> <p>d) views himself/herself as a learner and engages those with whom he/she works as informants.</p>			<p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>
<p><b>5. Advance human rights and social and economic justice.</b></p> <p><i>Practice behaviors:</i></p> <p>a) understands the forms and mechanisms of oppression and discrimination</p> <p>b) advocates for human rights and social and economic justice</p> <p>c) engages in practices that advance social and economic justice</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p>
<p><b>6. Engage in research-informed practice and practice-informed research.</b></p> <p><i>Practice behaviors:</i></p> <p>a) uses practice experience to inform scientific inquiry</p> <p>b) uses research evidence to inform practice</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>
<p><b>7. Apply knowledge of human behavior and the social environment.</b></p> <p><i>Practice behaviors:</i></p> <p>a) utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>b) critiques and applies knowledge to understand person and environment</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p>

Core Competencies	Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.	How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?	Evaluation
<p><b>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b></p> <p><i>Practice behaviors:</i>  a) analyzes, formulates, and advocates for policies that advance social well-being  b) collaborate with colleagues and clients for effective policy action</p>			a) 1 2 3 4  b) 1 2 3 4
<p><b>9. Respond to contexts that shape practice.</b></p> <p><i>Practice behaviors:</i>  a) continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  b) provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p> <p><b>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b></p> <p><i>Practice behaviors:</i>  <b>Engagement</b>  a) substantively and affectively prepares for action with individuals, families, groups, organizations, and communities  b) uses empathy and other interpersonal skills  c) develops a mutually agreed-on focus of work and desired outcomes</p>			a) 1 2 3 4  b) 1 2 3 4  a) 1 2 3 4  b) 1 2 3 4  c) 1 2 3 4

<b>Core Competencies</b>	<b>Please list the activities/tasks that your MSW intern will engage in during this placement to demonstrate the practice behaviors listed under core competencies.</b>	<b>How will intern's performance be evaluated (e.g., through face-to-face supervision, observation, review of client record, etc.)?</b>	<b>Evaluation</b>
<p align="center"><b>Assessment</b></p> <p>a) collects, organizes, and interprets client data</p> <p>b) assesses client strengths and limitations</p> <p>c) develops mutually agreed-on intervention goals and objectives</p> <p>d) selects appropriate intervention strategies</p>			<p>a) 1 2 3 4</p> <p>b) 1 2 3 4</p> <p>c) 1 2 3 4</p> <p>d) 1 2 3 4</p>
<p align="center"><b>Intervention</b></p> <p>a) initiates actions to achieve organizational goals</p> <p>b) implements prevention interventions that enhance client capacities</p> <p>c) helps clients resolve problems</p> <p>d) negotiates, mediates, and advocates for clients</p> <p>e) facilitates transitions and endings</p>			<p>a) 1 2 3 4</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 align="center"><b>Evaluation</b></p> <p>a) critically analyzes, monitors, and evaluates interventions</p>			<p>a) 1 2 3 4</p>
<p><b>11. Utilize appropriate practice interventions within a rural practice framework</b></p> <p><i>Practice behaviors:</i></p> <p>a) recognizes the impact of the rural environment on service delivery in rural communities</p> <p>b) utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities</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

## BIBLIOGRAPHY

- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- Axinn, J., & Stern, M. J. (2008). *Social welfare: A history of the American response to need* (7<sup>th</sup> ed.). Boston: Pearson.
- Baird, B. N. (2011). *The internship, practicum, and field placement handbook. A guide for the helping professions* (6<sup>th</sup> ed.). Upper Saddle River, New Jersey: Prentice Hall.
- Birkenmaier, J., & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (2<sup>nd</sup> ed.). Boston: Pearson.
- Coleman, S. F., & Hanley, M. M. (1999). *Learning through field: A development approach*. Needham Heights, MA: Allyn Bacon.
- Cooper, M. G., & Cooper, J. G. (2005). *Clinical social work practice: An integrated approach* (2<sup>nd</sup> ed.). Boston: Pearson.
- Cummins, L. K., Sevel, J. A., & Pedrick, L. (2012). *Social work skills for beginning direct practice*. Boston: Pearson.
- Danowski, W.A. (2005). *In the field: A real-life survival guide for the social work Internship*. Boston, MA: Allyn & Bacon.
- Garthwright, C. L. (2011). *The social work practicum: A guide and workbook for students* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Ginsberg, L. H. (Ed). (2005). *Social work in rural communities* (4<sup>th</sup> ed.). Alexandria, VA: Council on Social Work Education.
- Grobman, L. M. (2011). *The Field Placement Survival Guide: What you need to know to get the most from your social work practicum* (2<sup>nd</sup> ed.). Harrisburg, PA: White Hat Communications.
- Horejsi, C. R., & Garthwait, C. L. (2002). *The social work practicum: A guide and workbook for students* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

- Horn, T. (2011). *Is it ethical? 101 scenarios in everyday social work practice*. Harrisburg, PA: White Hat Communications.
- Jenson, J. M., & Fraser, M. W. (2006). *Social policy for children and families: A risk and Resilience perspective*. Thousands Oak, CA: Sage.
- Johnson, J. & Grant, G. Jr. (2007). *Sexual abuse: Casebook series*. Boston: Allyn Bacon.
- Kiser, P.M. (2012). *The human services internship: Getting the most from your experience* (3<sup>rd</sup> ed.). Boston: Brooks/Cole.
- Lee, J. A. B. (2001). *The empowerment approach to social work practice: Building the beloved community* (2<sup>nd</sup> ed.). New York: Columbia University.
- Longress, J. (2000). *Human behavior in the social environment* (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole/Thomson.
- Mather, J., Lager, P. B. & Harris, N. J. (2007). *Child welfare policies and best practices* 2nd ed.). Belmont, CA: Brooks/Cole/Thomson.
- Mattini, M. A., & Meyer, C. H. (Eds) (1995). *Foundation of social work practice: A graduate text* (2<sup>nd</sup> ed.). Silver Springs: NASW.
- Mattini, M. A., & Lowery, C. T. & Meyer, C. H. (Eds) (2002). *Foundation of social work practice: A graduate text* (3<sup>rd</sup> ed.). Silver Springs: NASW.
- Meyer, C. H. (2002). *Assessment in social work practice*. New York: Columbia University Press.
- Miley, K. K., O'Melai, M. & Dubois, B. L. (1998). *Generalist social work practice: An empowering approach* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Nichols, Q. (2012). *Connecting core competencies: A workbook for social work students* Boston: Allyn and Bacon.
- Popple, P. & Vecchiolla, F. (2007). *Child welfare social work: An introduction*. Boston: Pearson:
- Robbins, S. P., Chatterjee, P. & Canda, E.R. (2006). *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

- Rogers, G., Collins, D. & Barlow, C. Grinnell, Jr. R. (2000). Guide to the social work practicum: A team approach. Itasca, IL: E. E. Peacock Publishers, Inc.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2007). Field Instruction: A guide for social work students (5<sup>th</sup> Ed.). Boston: Pearson.
- Russell-Chapin, L.A. & Ivey, A. E. (2004). Your supervised practicum and internship: Field resources for turning theory into action. Belmont, CA: Brooks/Cole/Thomson.
- Thomlison, B., & Corcoran, K. (2008). The evidenced-based internship: A field manual. Madison, New York: Oxford University Press.
- Saleeby, D. (2006). The strength perspective in social work practice (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Scales, T. L., & Streeter, C. (Eds.). (2004). Rural social work: Building and maintaining community assets. Belmont, CA: Brooks/Cole/Thomson.
- Thomlison, B., & Corcoran, K. (2008). The evidenced- based internship: A field manual. Madison, New York: Oxford University Press.
- Webb, N. B. (2003). Social work practice with children (2<sup>nd</sup> ed.). New York: Guilford.