



SW 653 - Field Education Seminar II

Prerequisites: SW 650 and SW 651,
or Advanced Standing Status
Co-requisite: SW 652
Credits: 1

Professor:
SSW Office: 616-331-6550
Email:
Office hours:

**MSW Students will complete the Application for Graduate Diploma with the registrar's office during the semester you are enrolled in Field Education II.*

<https://www.gvsu.edu/registrar/applying-to-graduate-5.htm>

MISSION AND GOALS

As an established School of Social Work in the region, the mission of the GVSU MSW program is to prepare excellent advanced generalist social workers who are committed to the advancement of human rights, equity, and well-being among the individuals, families, groups, organizations, and communities of West Michigan, the State, the Nation, and globally. We value diversity, serving our community, scientific inquiry, relationships, and ethical practice and are united by a commitment to our students, the profession, and the University. We are guided by research and ecological, rights-based, anti-racist, and anti-oppressive approaches to teaching and practice. The program is committed to maintaining academically rigorous courses and dynamic field education experiences that prepare graduates to adopt a service-oriented approach to the complex social, behavioral, and systemic challenges they will encounter. Graduates will possess the professions' knowledge, values, skills, and cognitive and affective processes necessary to ethically adapt and advocate for the comprehensive justice of all people. We strive to develop lifelong learners who are committed to justice, human relationships, cultural competence, humility, and serving the most vulnerable populations. (Adopted 12.2.2024)

The MSW program's goals are derived directly from its mission statement and are designed to meet the social service needs of its Program locations and beyond. The program goals are:

1. To provide a foundational MSW curriculum and an advanced generalist social work curriculum that prepares graduates for autonomous social work practice and instills a commitment to professional development.
2. To prepare graduates for master's level social work practice that promotes social, economic, racial, and environmental justice and endeavors to address poverty and other social problems within individual, family, group, organizational, and community contexts in local, regional, statewide, national, and international settings focused on improving the quality of life for all persons.
3. To award the graduate degree to individuals who are skilled practitioners, adhere to the *NASW Code of Ethics*, promote human rights, incorporate anti-racism, diversity, equity,

and inclusion into their practice, and are capable of assuming leadership and professional roles locally, nationally, and globally.

4. To instill the value of lifelong development and responsibility to contribute to the professional social work knowledge base and practice through leadership, supervision, scholarly inquiry, research, and ethical use of emerging technology.

THE ADVANCED GENERALIST MODEL

The Advanced Generalist Model is built on a liberal arts education that promotes the use of critical thinking skills and conscientious application of advanced practice social work knowledge, skills, values, ethics, and cognitive and affective processes. The advanced generalist serves a dual purpose. First the model integrates the advanced practice skills concentration curriculum to equip graduates to meet the diverse demands presented by unique social service delivery system and second it provides the context for students in which the program achieves its goals.

Features of the Advanced Generalist Model are designed to:

- Enhance the depth and breadth of practice in a multi-method, multi-level, and theoretically grounded perspective
- Refine and shape advanced practitioners through acquisition of professional competencies to assess, intervene, and evaluate within all systems and within all practice environments
- Affirm that human problems derive from a complex interplay of psychological, social, cultural, economic, political, biological and physical forces
- Prepare students to effectively intervene with individuals, families, groups, organizations and communities
- Expand and enhance the foundation of generalist social work core competencies with advanced knowledge and practice behaviors
- Acquire advanced skills in leadership, collaboration, administration, advocacy, assessment, problem solving, intervention, cultural competency, communication, collaboration, community building, program evaluation, organizational management, policy analysis, and scientific inquiry

The integration of professional practice skills within the Advanced Generalist curriculum model results in mastery of social work's core competencies and advanced generalist practitioners are proficient in a wide range of interventions, skills, roles, theories, systems and settings (Jones & Pierce, 2006).

FIELD EDUCATION: THE SIGNATURE PEDAGOGY

Field Education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's core competencies and practice behaviors. Field Education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field supervisors, students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community-based learning.

FIELD EDUCATION PHILOSOPHY

In keeping with the most recent practice standards outlined by the Council on Social Work Education, the Grand Valley State University School of Social Work recognizes the centrality of field education curriculum in addressing competencies at the MSW and BSW levels. Field Education curriculum provides students with an experiential and imitative learning opportunity to explore and use Social Work ideas, concepts and behaviors first encountered in the classroom.

These learning opportunities are designed to further develop professional social work identity, self-reflection and self-awareness, and practice competence in each student. In each semester of field placement students develop concrete and measurable activities that address the competencies using the learning contract and evaluation. The development and monitoring of these activities require the collaboration of the student, the agency-based field supervisor and the university-based faculty liaison. This model of collaborative competency-based Field Education is implemented at both the BSW and MSW levels.

Additional emphasis on the integration of coursework into Field Education is provided by the guided Field Education Seminar coursework, which provides students with the opportunity to actively reflect on the connection between classroom theory and agency application. Furthering the centrality and integrative nature of the field experience is the use of tenure and tenure-track faculty actively engaged in teaching. This faculty further ensures the reciprocal nature of field practice in courses and the field experience.

CORE COMPETENCIES

Competency 1:

Demonstrate Ethical and Professional Behavior

Competency 2:

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3:

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4:

Engage in Practice-Informed Research and Research-Informed Practice

Competency 5:

Engage in Policy Practice

Competency 6:

Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7:

Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8:

Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9:

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE DESCRIPTION

Continuation of SW 651 with focus on the advanced application of assessment, intervention, evaluation, knowledge, and skills required of students in field education agency setting as advanced generalist practitioners. Concurrent with SW 652. Offered on a credit/no credit basis.

COURSE OBJECTIVES

Students will:

1. Model values, skills, and knowledge introduced to students in advanced coursework.
2. Develop professional social work identity, self-reflection, and self-awareness, and practice competence in each student.
3. Model critical thinking skills, good judgment, and an understanding of how their emotional reactions impact engagement, assessment, intervention, and evaluation.

COURSE REQUIREMENTS

Social Work Field Seminar II integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated during two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as advanced generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education itself students are expected to address all nine core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the nine competencies by the conclusion of field education as evidenced through the evaluation of the learning contract by the field supervisor and self-evaluation by the student. Seminar and Field Education are inextricably related and must be completed simultaneously in order to receive credit for Field Education.

EXPLANATION OF THE COURSE

This course builds on SW 651 as it assists students in understanding and achieving competence in the social work skills taught and practiced in their field practicum setting. The course requires students to report and analyze field activities with faculty and peers, including the assessment and evaluation of client populations as well as issues related to agency functioning.

Field Seminar is designed to be a directed peer learning course where students take significant responsibility for their own and their peer's professional growth and development. This type of course requires students to be active participants in their own learning and to share their excitement, fears, success and frustrations with classmates. As such, the seminar reflects an active learning environment that mirrors the type of trust, support, openness, feedback and safety essential to productive supervision. Emphasis is on the development of competencies and

component behaviors encountered in professional practice. Field seminar focuses on the integration of the knowledge, values, skills, and cognitive and affective processes of all curricular content in practice and are integrated in the field seminar through discussions, activities and assignments. The Faculty Liaison is responsible for directing and reflecting upon class discussions to highlight connections among competencies, practice behaviors and identified benchmarks.

Recommended text(s)

Grand Valley State University [GVSU], School of Social Work. (2025). *Master of social work field education manual: Policies and procedures*. Grand Rapids, MI: GVSU.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*.
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Switzer, H.F. & King, M.A. (2014). *The successful Internship: personal, professional, and civic development in experiential learning*. (4th ed.). Belmont CA: Brooks/Cole.

Ward, K., Mama, R. S., & Moore-Bembry, N. (2025). *Breaking out of the box: Adventure-based field instruction* (5th ed.). Oxford University Press.

Grades

This is a credit/no credit course. Grades are based upon factors that include but are not limited to completion of 15 hours of Field Education Seminar attendance, class participation, Field Supervisor and Faculty Field Liaison evaluation of performance in Field Education, and satisfactory performance in both Field Education and Field Education Seminar.

Assignments

Case Presentation	20%
Reflective Journal	20%
Learning Contract (Common Assignment)	40%
Attendance and Participation	20%

REFLECTIVE JOURNAL

The purpose of journals is multidimensional. They are intended to assist in self-reflection, critical thinking, and integration of theory and practice. Journals also provide valuable information to Faculty Field Liaisons regarding your experiences with field education and supervision. Typically, journals are a reflection of practice without specific content prompts. However, students are expected to write **at least one journal** throughout the semester that incorporates anti-racism, diversity, equity, and/or inclusion.

Prompts include a) naming ethical concerns related to inequities, oppression, and racism; b) describing their practice identity and how it has evolved related to their increased awareness of personal privilege and biases; c) describing some ways White supremacy and privilege are visible

and invisible in the organizational or community context; d) sharing and critiquing anti-oppressive or anti-racist practices or approaches learned; e) examining ways the organization promotes inclusion and respects identities; f) describing advocacy that is allowed and what is not allowed and considering why; and g) naming ADEI topics that are not discussed and what it communicates.

For all other journals:

1. Describe an experience/event that occurred over the last two weeks.
2. What feelings or values did this elicit?
3. What professional skill, model, or theory did you apply in this situation?
4. How do the identities of those involved, spoken or unspoken, impact the situation?
5. How did you evaluate the effectiveness of your handling of the situation?
6. What knowledge did you gain from this experience?
7. How does this situation apply to gaining the core nine social work competencies?
8. Is there anything else your Faculty Field Liaison should know?
9. What did you discuss in supervision?

On each of the due dates determined by the Faculty Field Liaison, submit reflective journals documenting your learning during Field Education. Reflective Journals must be submitted by 11:59 p.m. on the date they are due. Late submissions will be penalized one-half point for each day beyond the due date.

REFLECTIVE JOURNAL GRADING RUBRIC

	Points	Definition
Satisfactory Content	2	Responses to all questions present; rich in content; insightful analysis; strong in critical thinking and self- reflection; ideas and observations are well structured, accurate use of vocabulary and grammar, few errors.
Partially Satisfactory	1	Partial responses or some questions unanswered, some insight and analysis but not as in depth; ideas and observations are more loosely associated, some writing and grammatical errors.
Inadequate Content	0	Questions unanswered or superficial; little analysis or self- reflection, obvious writing and grammatical errors

CASE PRESENTATION

Students complete one Case Presentation for Field Seminar II. A student may choose a presentation at the micro, mezzo or macro level depending upon their interest and learning activities they engage in at the field site.

FORMAT 1

Through this assignment you will learn how to summarize and orally present a case (at a micro, mezzo, or macro level) for peer consultation and feedback. To receive credit for this assignment clearly link the presentation's content to the nine competencies.

1. Presenting the problem of the client, group, or organization. Provide a systemic perspective; Instead of framing the problem as located solely within the client, identify structural barriers (e.g., racism, poverty, ableism, heteronormativity) that may contribute to their challenges.
2. Demographic information on the client, group, or organization. Name the cultural, social, and systemic background(s) (race, ethnicity, language, ability, gender identity, socioeconomic status, immigration status, etc.).
3. Your observation of the client, group, or organization (i.e., affect, behavior, presentation, and or mental health status).
4. History of the presenting problem (i.e., interventions previously used, or resources provided).
5. Assessment or diagnosis: What is your assessment and diagnosis of the presenting problem? Determine whether the assessment methods you use are validated for diverse populations or if they may have biases. Consider how multiple identities (race, gender, disability, immigration status) interact to shape the client's experience.
6. What cultural considerations were identified in your assessment?
7. Treatment plan or recommendations: What would you recommend as a possible intervention given your assessment? How did you consider the client, group, or organization's accessibility and intersectional identities (i.e., language, culture, and abilities)?
8. What are the theories that support your choice of intervention?
9. Ethical dilemmas or challenges: What is present or what do you foresee as ethical dilemmas or challenges as you work with the client or client group? From an equity lens, consider who benefits and who might be excluded by this intervention.
10. Peer feedback: What questions, problems, or difficulties have you had with the case and would like feedback on?

FORMAT 2

For a macro case presentation, you will orally present work you are contributing to at your placement. The purpose is to present the concepts that you understand, to the best of your ability, and ask for feedback from the class on areas that would benefit your endeavor.

1. Describe the presenting organizational or community issue. How was the issue identified? What does this issue tell you about who holds power? Whose voices are missing from the decision-making?
2. Why does this issue exist (i.e., history, context, racism, ableism, classism, sexism, homophobia, transphobia, or xenophobia)? Who is most impacted, and how?
3. Where do systemic inequities show up in resource distribution or access?
4. Describe how it was determined that you should work on this issue. Who are you working with? How often do you meet? What is your role in this process?
5. What research, interviews, or surveys have you done to understand the issue better?
 - a. What have you found from this investigation?
 - b. Is there anything missing from your research?
6. What are the political climate and cultural considerations around this issue? How might change affect clients, staff, the organization, other organizations, and the greater community?
7. What is the history of this policy, community need, program need, or action? What are the strengths and challenges of past approaches?
8. What do you plan to do to address this need? What other ways did you consider? What opportunities exist to advance equity, inclusion, and anti-oppressive practices? What theory supports your plan?
9. If you have implemented this plan, how are you monitoring it? How is it going?

10. Look at the code of ethics. What are the ethical challenges with this problem and the proposed action? Are there risks of unintended harm or exclusion in your proposed strategies?
11. Peer feedback: What questions, problems, or difficulties have you had with the case and would like feedback on?

CASE PRESENTATION GRADING RUBRIC

COMPETENCY		TOTAL GRADE POSSIBLE
Competency 1	Presenter examines ethical challenges/dilemmas associated with the case.	3
Competency 3	Presenter conceptualizes and articulates cultural considerations pertinent to the case. Presenter uses non-oppressive and empowering language.	3
Competency 4	Presenter identifies theory or research that supports assessment and choice of intervention plan to address presenting issue, organizational, or community issue.	3
Competency 6	Presenter engages the seminar class in a collaborative case consultation process that enhances their critical thinking about the case.	3
Competency 7	Presenter communicates a concise yet thorough assessment of the presenting problem/issue of the individual, family, group, organization or community being served.	3
Competency 8	Presenter conveys the intervention plan they have or will be utilizing to address assessed needs.	3
Competency 9	Presenter identifies how the intervention is or will be evaluated and how this data will be used to inform further intervention.	2
	Total Score	20

LEARNING CONTRACT/EVALUATION

A learning contract will be completed as part of your Field Education. The learning contract is due within the first four weeks of the semester. Late submissions will be penalized with a reduction in points. At the end of the semester, the learning contract will be used as an evaluation of your progress in Field Education. A grade of “credit” for field education and seminar cannot be awarded until the evaluated learning contract is complete. (40 points)

Learning Contract	40
-------------------	----

INSTRUCTIONS FOR COMPLETING LEARNING CONTRACT AND EVALUATION

A new Learning Contract is required for each semester of Field Education. The student (under the guidance of the Field Education Supervisor) is responsible for generating the tasks/activities that the student will complete over the course of the semester. Tasks and activities will assist the student in developing the observable behaviors and the development of the competency as a whole. At the end of the semester, the Learning Contract becomes the basis for evaluating student progress during Field Education. The assessment requires input from both the Field Education Supervisor and student. The rating scale provided below should be used by the Field Education Supervisor and student in assigning numeric scores to progress for each behavior and assessment of the overall competency. The Field Education Supervisor rates student progress in the column titled “Field Education Supervisor Rating” and the student self-assesses their progress in the column titled “Student Rating.” The Field Education Supervisor rating is the basis for recommending a grade to the Faculty Field Liaison, benchmarks, and program assessment. Student rating is used for self-awareness and professional growth.

END OF SEMESTER EVALUATION SCALE

SCORE	DEFINITION
1	Unacceptable Competence: Student has not developed in relation to this behavior/ competency. The student was unable to demonstrate a basic level of understanding and proficiency. Performance Improvement Plan required in collaboration with student’s Faculty Field Liaison.
2	Minimal Competence: Student is aware of and demonstrates minimal evidence of competence, growth, and change; unable to demonstrate an adequate level of understanding and proficiency. Performance Improvement Plan required in collaboration with student’s Faculty Field Liaison.
3	Emerging Competence: Student meets baseline expectations and is progressing. The student has demonstrated an adequate level of understanding and proficiency.
4	Competence: Student demonstrates consistent growth and development, increased levels of understanding and proficiency. Able to function with independence.

5	Advanced Competence: Student demonstrates a high degree of competence, understanding, and proficiency. Able to initiate and add significant value.
---	---

Performance Improvement Plan

If a score of 1 “unacceptable competence” or 2” minimal competence” is given for a behavior, a performance improvement plan is required. Please develop and attach a performance improvement plan for each behavior/competency where a score of 1 or 2 was given.

Practicum Review Committee Meeting

If 9 or more scores on the Field Education Supervisor Assessment are at a 2 or lower, the student will be referred for a Practicum Review Committee Meeting with the Field Education office.

ATTENDANCE AND PARTICIPATION GRADING RUBRIC

Field Education Seminar is mandatory. Students are not expected to miss seminar, missing more than one Field Education Seminar is grounds for receiving a “no credit” grade in Field Education. Field Education and Field Education Seminar are inextricably related; failure to receive a “credit” grade in Field Education Seminar will result in a “no credit” grade in both Field Education I and Field Education Seminar I. **Participation in field education is also predicated upon meeting and maintaining health compliance requirements for the duration of field education. Failure to meet health compliance requirements may impact a student’s ability to enter and remain in field education and to be awarded credit.**

Class Participation	20
---------------------	----

STUDENT RIGHTS AND WELL-BEING

Non-discrimination and Diversity

Every aspect of university life should be free from discrimination because of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, gender identity and expression, veteran status, or weight. Student housing, organizations, athletics, classes and University community facilities should be open to all who desire to participate. - Student Code Section 100.01

The School of Social Work at Grand Valley State University is committed to anti-racism, diversity, inclusion, and equity. Faculty work collectively and continuously to define these terms as they relate to social work education. You can find these working definitions here: [ADEI Definitions](#). We infuse our commitment into explicit and implicit in classroom and field education. It is expected that students demonstrate respect for diversity, consistent with the NASW Code of Ethics, in their academic and professional performance.

SSW Handbook and GVSU Student Code

The [School of Social Work Handbook](#) and [GVSU Student Code](#) include all policies, practices, and procedures. These policies include your rights and options as a student, as well as student responsibilities. All the policies outlined in these sources apply to courses and participation in the BSW and MSW Programs. Faculty in the School of Social Work will follow the [Academic Misconduct Procedures](#) (STU 6.1) related to cheating, collusion, dual submission, falsification and fabrication, and plagiarism. The use of generative artificial intelligence (AI) such as ChatGPT, GPT, DALL-E, GitHub, and Copilot without the instructor's explicit permission falls under plagiarism. (SSW Adopted 12/10/24)

Student Accessibility Statement

Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience, please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Student Accessibility Resources, indicating the existence of a disability and the approved accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Student Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email access@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the Accessibility Resources issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential. (GVSU Revised 8/26/24)

Student Well-Being

You may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, GVSU provides a number of confidential resources to all enrolled students, including the University Counseling Center (<https://www.gvsu.edu/counsel/> or (616) 331-3266) and the Student Ombuds, Takeelia Garrett (garrettt@gvsu.edu). Additional resources include the National Suicide Prevention 24/7 Crisis Line, which can be reached by calling or texting 988.

BIBLIOGRAPHY

- Ben-Porat, A., Gottlieb, S., Refaeli, T., Shemesh, S., & Zahaav, R. R. (2019). Vicarious growth among social work students: What makes the difference? *Health and Social Care*, 28(2), 662–669. <https://doi.org/10.1111/hsc.12900>
- Birkenmaier, J., & Berg- Weger, M. (2011). *The practicum companion: Integrating class and field work*. (3rd ed.). Boston, MA: Allyn & Bacon.
- Bogo, M. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43(3), 317–324.
- Bogo, M., Sewell, K.M. Introduction to the Special Issue on Field Education of Students. *Clin Soc Work J* 47, 1–4 (2019). <https://doi.org/10.1007/s10615-018-0696-z>
- Collins, M. E., Dixon, Z., & Zimmerman, T. (2022). Building policy practice into foundation field placement experiences and outcomes. *Social Work Education*, 41(1), 105–118. <https://doi.org/10.1080/02615479.2020.180749>
- Connell, S. (2023). Putting the “virtual” into supervision during the COVID-19 pandemic and beyond. *Practice*, 35(4), 335–349. <https://doi.org/10.1080/09503153.2023.2212880>
- Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2022). *Educational policy and accreditation standards [EPAS]*.
- Diebold, J., Kim, W., & Elze, D. (2018). Perceptions of self-care among MSW students: Implications for social work education. *Journal of Social Work Education*, 54(4), 657–667. <https://doi.org/10.1080/10437797.2018.1486255>
- Eaton, A. D. (2025). Current issues with social work field education and ideas for change. *Social Work Education*, 1–10. <https://doi.org/10.1080/02615479.2025.2484360>
- Garthwait, C. L. (2017). *The social work practicum a guide and workbook for students eText* (7th ed.). Boston, MA: Pearson Education.
- Gelman, C.R., & Lloyd, C.M. (2008). Pre-placement anxiety among foundation-year MSW students: A Follow-Up Study. *Journal of Social Work Education*, 44(1), 173–183.
- Kourgiantakis, T., Sewell, K. M., & Bogo, M. (2019). The importance of feedback in preparing social work students for field education. *Clinical Social Work Journal*, 47(1), 124133. <https://doi.org/10.1007/s10615-018-0671-8>
- Leila C. Dal Santo, Scott D. Easton, Susan Coleman & Kathleen Flinton (2024) The Role of Field Education in Preparing Social Work Students for Trauma-Informed Care:

A Scoping Review, *Journal of Social Work Education*, 60:3, 310
333, DOI: [10.1080/10437797.2023.2215273](https://doi.org/10.1080/10437797.2023.2215273)

Strand, V. C., Popescu, M., Abramovitz, R., & Richards, S. (2016). Building agency capacity for trauma-informed evidence-based practice and field instruction. *Journal of Evidence-Based Social Work*, 13(2), 179–197.
<https://doi.org/10.1080/23761407.2015.1014124>

Ward, K., Mama, R. S., & Moore-Bembry, N. (2025). *Breaking out of the box: Adventure-based field instruction* (5th ed.). Oxford University Press.