FIELD EDUCATION BIBLIOGRAPHY

BOOKS

Armour, M.P., Bain, B., & Rubio, R. (2006). *Educating for cultural competence: Tools for training field instructors*. Virginia: CSWE Press.

Bernard, J. & Goodyear, R. (2008). Fundamentals of clinical supervision. 4th Edition. Allyn and Bacon: Boston.

Bogo, M. & Vayda, E. (1998). *The practice of field instruction in Social Work: Theory and process.* 2nd Edition. N.Y., N.Y.: Columbia University Press.

Hendricks, C. Finch, J.B., & Franks, C. (2005). *Learning to teach, teaching to learn: A guide for Social Work education.* Virginia: CSWE Press.

Kadushin, A. & Harkness, D. (2002). Supervision in Social Work. 4th Edition. New York: Columbia University Press.

Kaiser, T. (1997). Supervisory relationship: Exploring the human element. Pacific Grove, CA: Brooks/Cole Pub. Co.

Rogers, G. (Ed.). (1995). Social Work field education: Views and visions. Dubuque, Iowa: Kendall/Hunt Pub. Co.

Thomlison, B., Rogers, G., Collins, D., & Grinnell, R. (1996). *The Social Work practicum: An access guide.* Itasca, IL: F. E. Peacock.

ARTICLES

Abbot, A. & Lyter, S. (1998). The use of constructive criticism in field supervision. *The Clinical Supervisor*, 17(2), 43-57.

Allen, MD & Trawver, K. (2012). Student mental health and field education. Field Educator, 2 (1).

Armour, M.P., Bain, B., & Rubio, R. (2004). An evaluation study of diversity training for field instructors: A collaborative approach to enhancing cultural competence. *Journal of Social Work Education*, *40*(1), 27-38.

Baretti, M. A. (2009). Ranking desirable field instructor characteristics: Viewing student preferences in context with field and class experience. *The Clinical Supervisor*. 28(1), 47-71.

Beddoe, L, Ackroyd, J, Chinnery, SA, & Appleton, C. Live supervision of students in field placement: More than just watching. Social Work Education: The International Journal. 30(5), 512-528.

Birkenmaier, J. & Timm, T. (2003). Feedback in practicum: Givin' it and takin' it. *The New Social Worker, 10*(1), 13-15.

Black, J. E., Maki, M. T. & Nunn, J. A. (1997). Does race affect the Social Work student-field instructor relationship? *The Clinical Supervisor*, *16*(1), 39-54.

Bogo, M., Regehr, C., Power, R., Hughes, J., Woodford, M., & Regehr, G. (2004). Toward new approaches for evaluating student field performance: Tapping the implicit criteria used by experienced field instructors. *Journal of Social Work Education*, 40(3), 417-426.

Bonosky, N. (1995). Boundary violations in Social Work supervision. Clinical Supervisor, 13(2), 79-95.

Bridges, N.A. (1999). The role of supervisor in managing intense affect and constructing boundaries in therapeutic relationships. *Journal of Sex Education and Therapy 24*(4), 218-225.

Bridges, N. (1994). Meaning and management of attraction: Neglected areas of psychotherapy training and practice.

Appendix S: Field Education Bibliography

- Burkard, A.W., Know, S., Hess, S.A., & Schultz, J. (2009). Lesbian, Gay, and Bisexual Supervisees' Experiences of LGB_Affirmative and Nonaffirmative Supervision. *Journal of Counseling Psychology*, *56*(1), 176-188.
- Burkard, A.W., et al. (2006). Supervisor cultural responsiveness and unresponsiveness in cross-cultural supervision. *Journal of Counseling Psychology*, *53*(3), 288-301.
- Chang, C. and Haye, D. (2003). Cross racial supervision: A developmental approach for white supervisors working with supervisees of color. *The Clinical Supervisor* 22(2), 121-137.
- Deal, Kathleen H. (2002). Modifying field instructors' supervisory approach using stage models of student development. *Journal of Teaching in Social Work, 22* (3/4), 121-137.
- Deal, Kathleen (2003). The relationship between critical thinking and interpersonal social skills: Guidelines for clinical supervision, 22(2). 3-19. *The Clinical Supervisor* 22(2), 3-19.
- Falvey, J. and Cohen, C. (2003). The buck stops here: Documenting clinical supervision. *The Clinical Supervisor 22*(2), 63-79.
- Gelman, C.R. (2011). Field instructors' perspectives on foundation year MSW students' replacement anxiety. *Journal of Teaching in Social Work, 31*(3), 295-412.
- 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.
- Gerson, L, Meyerhardt, J, Ross, M & Sommers, A. (2011). Sutdents and field instructors in ongoing supervision groups. *Field Educator*, *1*(1).
- Goldstein, H. (1993). Field education for reflective practice: A re-constructive proposal. *Journal of Teaching in Social Work, 8*(1/2), 165-182.
- Hapert, S., & Pfaller, J. (2001). Sexual orientation and supervision: Theory and practice. *Journal of Gay and Lesbian Social Service*, 13(3), 23-40.
- Homonoff, E. (2008). The heart of Social Work: Best practitioners rise to challenges in field education. *The Clinical Supervisor*, 27(2), 135-168.
- Jordan, K. (2006). Beginning supervisees' identity: The importance of relationship variables and experience versus gender matches in the supervisee/supervisor interplay. *The Clinical Supervisor*, 25(1/2), 43-51.
- Kahn, J. & Holody, R. (2012). Supporting field instructors' efforts to help students improve writing. *Journal of Social Work Education, 48* (1), 65-75.
 - Kamya, H. (2012). Motivational interviewing and field instruction: The FRAMES model. Field Educator 1(2).
- Kane, M. N., Houston-Vega, M. K. & Nuehring, E. M. (2002). Documentation in managed care: Challenges for social work education. *Journal of Teaching in Social Work, 22*(1/2), 199-212.
- Knight, C. (2001). The Process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education*, *37*(2), 357-379.
- Lesser, J. and Cooper, M. (2006). Theory and practice: An integrative model linking class and field. *Journal of Teaching in Social Work, 26*(3/4), 121-136.
- Litvack, A. (Producer/Director). (2004). *Critical issues in field instruction: Developing field instructor competence* [DVD Video]. (Available from Insight Media, 2162 Broadway, New York, NY 10024, 800-233-9910, www.insight-media.com.)
 - McInnis-Dittrich, K. & Coe, S. (1997). Triangular relationships in field education: Implications for the faculty liaison Appendix S: Field Education Bibliography

- role. The Clinical Supervisor, 15(2), 91-105.
- Messinger, L. (2004). Out in the field: Gay and lesbian social work students' experiences in field. *Journal of Social Work Education*, 40(2), 187-205.
- Miller, J and Koerin, B. (2001). Gatekeeping in the practicum: What field directors need to know. *The Clinical Supervisor*, 20(2), 1-17.
- Mirabito, D. (2011). Educating a new generation of social workers: Challenges and skills needed for contemporary agency-based practice. *Clinical Social Work Journal*, 39.
- Mishna, F., Antle, B. Reghr, C. (2002). Social Work with clients contemplating suicide: Complexity and ambiguity in the clinical and ethical and legal conversations. *Clinical Social Work 30*(3), 265-279.
- Mullin, W., Canning, J. (2007). Process recording in supervision of students learning to practice with children. *Journal of Teaching in Social Work 27*(3/4). 167-183
- Nelson, M.L., Barnes, K.L., Evans, A.L., & Triggiano, P.J. (2008). Working with conflict in clinical supervision: Wise supervisors' perspectives. *Journal of Counseling Psychology*, 55(2), 172-184.
- Newman, K., & Friedman, B. (1997). Process recordings: Fine-tuning an old instrument. *Journal of Social Work Education*, 33(2), 237-243.
- Ornstein, E.D., & Moses, H. (2010). Goodness of fit: A relational approach to field Instruction. *Journal of Teaching in Social Work 30(1)*, 101-114.
- Papell, C., & Skolnick, L. (1992). The reflective practitioner: A contemporary paradigm's relevance for social work education. *Journal of Social Work Education*, 28(1), 18-26.
- Peterson, F.L. (1991). Issues of race and ethnicity in supervision: Emphasizing who you are, not what you know. *The Clinical Supervisor*, *9*(1), 15-31.
- Pfohl, A. H. (2004). The intersection of personal and professional identity: The heterosexual supervisor's role in fostering the development of sexual minority supervisees. *The Clinical Supervisor 23(1)*, 139-163.
- Power, R., & Bogo, M. (2002). Educating field instructors and students to deal with challenges in their teaching relationships. *The Clinical Supervisor*, *21* (1), 39-58.
- Raines, J. (2004). Evidence-based practice: School Social Work: A process in perspective. *Children and Schools, 26*(2), 71-84.
- Raschick, M., Maypole, D., & Day, P. (1998). Improving field education through Kolb learning theory. *Journal of Social Work Education*, 34(1), 31-42.
- Ringel, S., Mishna, F. (2007). Beyond avoidance and secrecy: Using students' practice to teach ethics. *Journal of Teaching in Social Work 27*(1/2), 251-269.
 - Saari, C. (1989). The process of learning in Social Work. Smith College Studies in Social Work, 60(1), 35-48.
 - Sowbel. L. (2012). Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education*, 48 (1), 27-45.
- Stacey, L. & Strozier, A. L. (2001). The relevance of personal therapy in the education of MSW students. *Clinical Social Work Journal*, *29*(2), 181-195.
- Taylor, B.A., Hernandez, P., Deri, A., Rankin, P.R., & Siegel, A. (2006). Integrating diversity dimensions in supervision: Perspectives of ethnic minority AAMFT approved supervisors. *The Clinical Supervisor*, *25*(1/2), 3-21.
 - Urdang, E. (2011). In defense of process. Field Educator, 1 (1).

Wall, J.	(1994). Teaching termination to trainees through parallel processes in supervision.	The Clinical Supervisor,
<i>12</i> (2), 27-37.		

Williams, A.B. (1997). On parallel process in Social Work supervision. *Clinical Social Work Journal*, 24(4), 425-435.

Please see syllabus for Seminar in Field Instruction for additional articles