INTERNATIONAL SOCIAL WORK PRACTICUM

An Annotated Bibliography 2021

Transforming the Field Education Landscape

ACKNOWLEDGEMENTS

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PURPOSE OF THE ANNOTATED BIBLIOGRAPHY

The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

The purpose of this annotated bibliography is to gain a better understanding of International social work field practicum and build awareness on various aspects involved.

OBJECTIVES AND METHODS

The objective of this annotated bibliography is:
1. To understand the context and effects of globalization & Internationalism on International practicum placements.
2. To understand the student perspective of international practicum.
3. To build awareness on the various aspects involved in preparing for an international practicum.
4. To understand the current models and recommendations for supervision with international practicums.
5. To build awareness of the remote/virtual nature of field seminars & the accommodations that can be made during practicum placements.

The methods for the search included:
Our initial search looked for scholarly, peer-reviewed sources utilizing the Web of Science and Social Work Abstracts, as well as specific searches on EBSCO host, ProQuest, and Google Scholar. As a result, there are 64 articles were found relevant for this annotated bibliography.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
EBSCO host	- International practicum*AND social work - field placement OR field education OR practicum field study AND "social work*" AND international or global - Social work* AND international* AND field education* - International practicum* AND social work, AND anti-oppressive approach - International practicum AND social work and anti-colonial approach	- Peer Reviewed - Journal 2000-2021
ProQuest	- International practicum*AND social work - field placement OR field education OR practicum field study, AND "social work*" AND international OR global - Social work* AND international* AND field education* - International practicum* AND social work AND anti-oppressive approach - International practicum AND social work AND anti-colonial approach	- Peer Reviewed - Journal 2000-2021
Google Scholar	- International practicum*AND social work - field placement OR field education OR practicum field study, AND "social work*" AND international OR global - Social work* AND international* AND field education* - International practicum* AND social work, AND anti-oppressive approach - International practicum AND social work AND anti-colonial approach	- Peer Reviewed - Journal 2000-2021

ANNOTATED BIBLIOGRAPHY

Askeland, G. A., Døhlie, E., & Grosvold, K. (2018). International field placement in social work:

Relevant for working in the home country. *International Social Work, 61*(5), 692–705.

https://doi.org/10.1177/0020872816655200

Our concern in this article is how to transform learning experiences in international field

placement into sustainable social work knowledge for future practice. International field

placement provides unique experiences that contribute to contextual understanding of social

work and prepare students for practice in a multicultural setting. We have used focus group

interviews and seen international experiences in light of domestic ones. In analysing the

knowledge transformation process of the learning experiences, we use experiential learning

theories. We conclude that students' learning process from experience to theory and from

theoretical knowledge to practice would benefit from following a transformation of

knowledge cycle through the study programme.

Barlow, C. A. (2007). In the third space: A case study of Canadian students in a social work practicum

in India. *International Social Work, 50*(2), 243–254.

https://doi.org/10.1177/0020872807073990

Utilizing data derived from Indian field instructors, Indian administrators and students, this

article considers the experience of Canadian social work practicum students in India within the

conceptual framework of Bhabha's Third Space. It concludes with implications for social work

international field education.

Bell, K., & Anscombe, A. W. (2013). International field experience in social work: Outcomes of a short-

term study abroad programme to India. *Social Work Education, 32*(8), 1032–1047.

https://doi.org/10.1080/02615479.2012.730143

This paper describes the development of an accessible, short-term (two-week) international field experience programme for distance education and on-campus social work students at a regional university in Australia. Pre-programme and post-programme evaluation surveys were undertaken and results indicate that the international study experience had significant positive impacts on student learning, student group cohesion, professional commitment and motivation as well as an enhanced appreciation of international social work, grassroots community development work, cultural diversity, human rights and social justice issues. Other positive impacts included ongoing relationships with social justice projects in India and positive, practical contributions to placement agencies during the active phase of the programme. The need for adequate academic preparation, reciprocity, as well as ongoing academic support and facilitation of short-term study abroad programmes is reinforced.

Birkbeck, J., & Bava, S. (2007). E-Supervision of an International practicum: From Tsunami relief to the ladies of the club. *Reflections (Long Beach, Calif.), 13*(4), 83–95.

International placements for social work students are rewarding, challenging, and filled with unexpected experiences and unanticipated learning. Supervision that encourages students to reflect on their thoughts and feelings, and on occasion to reframe their experiences, is a key component of international field education. This narrative describes the development of an international placement in India and subsequent e-supervision of one student, from tsunami relief work to agency practice. Adapted from the source document.

Caron, R. (2020). Anti-imperialist practice and field placements. A "Researcher/educator/practitioner" model for international social work practice. *Journal of Teaching in Social Work, 40*(1), 71-85. https://doi.org/10.1080/08841233.2019.1694619

In this article, we argue for a model to develop a framework that includes international social work (ISW) as a specialization within the generalist social work curricula at the undergraduate

level. The paradigm we call the researcher/educator/practitioner triad was used in the development of a framework for ISW training and field placements at the School of Social Work, Université of Montréal. It suggests starting with what we know best: our research, our teaching, and our practice. Drawing on our experience in action research with Palestinian women in refugee camps in Lebanon, and our practice, we discuss how our own experiences as researcher, educator and practitioner – and the lessons drawn from these experiences – are foundational to our model. Developed here are the three practice pillars that guide the development of an ISW program: 1) an anti-imperialist practice framework, 2) a committed and anti-oppressive practice perspective, and 3) a critical approach to practice.

Clark, N., Drolet, J., Mathews, N., Walton, P., Paul, 1, Tamburro, R., Derrick, J., Michaud, V., Armstrong, J., & Arnouse, M. (2010). Decolonizing field education: "Melq'ilwiye" coming together: An exploratory study in the interior of British Columbia. *Critical Social Work 11*(1).

This article shares our reflections and learning on decolonizing field education programs based on exploratory research in the Interior of British Columbia (BC). Because there is no existing research on field education by or with urban Aboriginal people this article aims to contribute to the development of new literature on the process of decolonizing field education practices through cultural safety and intersectional frameworks. The findings call for a transformation in social work and human service field education policies and practices.

Cleak, H., Anand, J., & Das, C. (2016). Asking the critical questions: An evaluation of social work students' experiences in an international placement. *The British Journal of Social Work, 46*(2), 389–408. https://doi.org/10.1093/bjsw/bcu126

Preparing social work students for the demands of changing social environments and to promote student mobility and interest in overseas employment opportunities have resulted in an increasing demand for international social work placements. The literature describes

numerous examples of social work programmes that offer a wide variety of international placements. However, research about the actual benefit of undertaking an overseas placement is scant with limited empirical evidence on the profile of students participating, their experience of the tasks offered, the supervisory practice and the outcomes for students' professional learning and career. This study contributes to the existing body of literature by exploring the relevance of international field placements for students and is unique in that it draws its sample from students who have graduated so provides a distinctive perspective in which to compare their international placement with their other placements as well as evaluating what were the benefits and drawbacks for them in terms of their careers, employment opportunities and current professional practice.

Corbin, J. (2012). Ethical tensions and dilemmas experienced in a Northern Ugandan social work internship. *Journal of Social Work Education, 48*(4), 817–836. https://doi.org/10.5175/JSWE.2012.201100136

This article explores the ethical tensions and dilemmas that arose for 2 U.S. social work students during an 8-month international clinical internship in northern Uganda. These students encountered cultural differences related to issues of confidentiality, autonomy, and self-determination. Student experiences were analyzed using the cultural orientation framework of collectivism. A strategy for reflecting on ethical dilemmas that arose is presented involving identification and exploration of the ethical dilemma, reflection on the dilemma in the context of culture and socioeconomic factors, development of culturally responsive and ethical interventions, and continued review and reflection. Such exploration of culturally based value differences is needed to increase social work students' cultural competence.

Crabtree, S. A., Parker, J., Azman, A., & Carlo, D. P. (2014). Epiphanies and learning in a postcolonial

Malaysian context: A preliminary evaluation of international social work placements.

International Social Work, 57(6), 618–629. https://doi.org/10.1177/0020872812448491

This article discusses preliminary findings from a study of international placement learning of

British social work students in social welfare settings in Malaysia. Research data generated

focuses on the learning processes experienced by the students placed in an unfamiliar,

postcolonial context with an emphasis on issues relating to diversity and developing critical

cultural competence. Future sustainability and benefits of such placements are also reviewed.

Crabtree, S., Parker J., Azman A., & Mas'ud F. (2014). A sociological examination of international

placement learning by British social work students in children's services in Malaysia. *Journal of*

Comparative Research in Anthropology and Sociology, 5(1), 133.

This paper discusses research findings into a study of UK student learning on international

social work placements in Malaysia in collaboration with two Malaysian universities:

University Sains Malaysia and University Malaysia Sarawak. The discussion focuses on those

placements taking place in children's services: residential care and community-based support

programmes. The aim of the study was to explore how social work students adapt to

unfamiliar learning situations in new cultural contexts with the goal of increasing cultural

competence. Data were drawn from formal but anonymized student learning exercises as a

non-assessed requirement of this particular placement. Findings indicated a wide range of

responses towards social work practice with vulnerable children in the Malaysian context in

terms of student constructions of care and abuse. Subject to an analytical schema, the

collision or adaptation of otherwise normative professional and personal values are examined

in detail.

Das, C., & Anand, J. C. (2014). Strategies for critical reflection in international contexts for social work students. *International Social Work, 57*(2), 109–120.

https://doi.org/10.1177/0020872812443693

International contexts provide social work students with the opportunity to develop knowledge of international social work, global citizenship and cultural competency. While these contexts are powerful sites of learning, there is a need to ensure that this occurs within a critical framework. The paradigm of critical reflection is used to facilitate this and has been popular in international programs. In this article, we develop this further by describing critically-reflective techniques and providing examples used in a pilot exchange program between a social work school in the UK and in India. The potential implications of these strategies for social work education are discussed.

Dunlap, A., & Mapp, S. (2017). Effectively preparing students for international field placements through a pre-departure class. *Social Work Education, 36*(8), 893–904.

https://doi.org/10.1080/02615479.2017.1360858

Goals of international social work internships include greater cross-cultural sensitivity, professional growth, increased awareness of the impact of culture on the helping process, and a greater degree of intercultural adaptability, however, purposeful preparation is required to these desired goals. Therefore, a US BSW program developed a semester-long pre-departure class for students preparing to complete international internships. Theories of intercultural development and cross-cultural competence shaped the curriculum to help students increase self-awareness and critical reflection on their home culture; develop an understanding of cultural values about helping and social work as a profession in the destination country; and learn practical aspects of international travel and living abroad. Utilizing a non-randomized

comparison group, significant differences were found on the Cross-Cultural Adaptability Inventory.

Engstrom, D., & Jones, L. P. (2007). A broadened horizon: The value of international social work of internships. *Social Work Education, 26*(2), 136-150. https://doi.org/10.1080/02615470601042631

Globalization demands that social work educators initiate educational programs that promote understanding of global problems and country-specific interventions to address transnational problems. Moreover, the global movement of peoples means that social workers must be increasingly adept at working with different cultural groups. This paper outlines an international social work internship jointly sponsored by San Diego State University and Thammasat University in Bangkok, Thailand. The internship program sought to expose students to social work and social welfare practices different than those in the United States and to the impact of problems such as AIDS and child abuse in a different culture. Moreover, the internship program focused on cultural learning and promoted the development of ethnorelativism, a perspective that incorporates another culture's world view. The paper outlines the creation of the internships, student activities and learning, and skills gained.

Engstrom, D. W., Min, J. W., & Gamble, L. (2009). Field practicum experiences of bilingual social work students working with limited English proficiency clients. *Journal of Social Work Education, 45(*2), 209–224. https://doi.org/10.5175/JSWE.2009.200700080

This study examined the field internship experiences of bilingual graduate social work students who worked with limited English proficiency (LEP) clients. Data were collected via a Web-based survey from 55 bilingual social work students. Respondents reported that LEP clients required more time and work and generally had more complicated cases than monolingual English clients. Working in two or more languages often fatigued respondents.

Respondents frequently interpreted for monolingual staff but received no training in using professional terminology when interpreting. They reported that agencies had only some documents translated. One quarter of the sample stated that being bilingual interfered with their field education. The article closes with recommendations for augmenting the language skills of bilingual students.

Fox, M. (2017). Student isolation: the experience of distance on an international field placement. *Social Work Education, 36*(5), 508–520. https://doi.org/10.1080/02615479.2016.1215418

In an era of global awareness of the impact of social, political and environmental impact, the international field placement has become a feature of many social work programmes throughout Australia. A theoretical framework of international social work principles allows for a guiding platform for teaching and learning; however, the experience of the social work student is often one of cultural isolation and emotional vulnerabilities. Whilst cross-cultural learning is a core practice goal of the placement, the ability to engage with this learning is affected by the impact of distance on the student. In turn, the university responsibility for the student is heightened by the distance involved, creating an increased sense of risk for both the student and the social work educator. This article draws on a mixed-methods study, with data sourced from both questionnaires and in-depth interviews with university field education staff, former social work students, and field educators. Five lenses of distance are explored in the aim of increasing understanding of the student experience: geographical distance, cultural distance, emotional distance, pedagogical distance and technological distance. In doing so, the social work educators' ability to monitor and support remote students is enhanced, and the capacity for the student to engage in a positive teaching and learning environment is increased.

Fox, M. (2017). The international field placement: a reconciliation of identity. *Social Work Education,*

36(5), 495-507. https://doi.org/10.1080/02615479.2017.1280014

The international field placement is a site of both identity confusion and identity development

for the social work student. Aiming to develop their professional identity they are faced with a

challenge: the presence of two dominant identities, the tourist identity and the student

identity. Whilst the embodiment of the tourist identity has often facilitated the student's

motivation to undertake the placement experience, the student identity is what both

university staff and agency field educators perceive as integral to student engagement in this

remote educational setting. Social work educators perceive this identity challenge as an

impediment to learning. In contrast, students report feeling that their tourist traits

strengthened their personal and professional capacity, natural curiosity and ability to engage

with the local community. By analysing the roles of university staff as liaison support, and field

educators as agency supervisors, it is possible to explore a teaching and learning relationship

that is student-centred, grounded in the immersive international experience. Through

privileging the student's voice social work educators involved with organising, supporting and

supervising international field placements are able to understand the placement as a

continuum of learning. On this continuum identity reconciliation is viewed as a crucial

element in the development of a professional identity.

Fox, M., & Hugman, R. (2019). International field placements: The models Australian social work

programmes are currently using. *International Social Work, 62*(5), 1371–1383.

https://doi.org/10.1177/0020872818767252

International field placements have become increasingly common in Australian social work

programmes. This article looks at the models of organising international placements, in

sending or receiving social work students. Four such models are identified: informal linkages

for individual students, linkages between Australian social work programmes, formalised

university to university agreements and formalised university to agency agreements. Although

there appears to be a preference for formalised ongoing relationships between institutions in

different countries, drawing on all four models as appropriate and feasible will enable

everyone involved in international placements to achieve the most positive practice possible.

Harrison, G., & Ip, R. (2013). Extending the terrain of inclusive education in the classroom to the field:

International students on placement. *Social Work Education, 32*(2), 230–243.

https://doi.org/10.1080/02615479.2012.734804

Proponents of inclusive practice in higher education have focused predominantly on what

happens in the classroom rather than what happens to students in the field. In particular,

minimal consideration has been given to how international students fare on field placements.

This lack of attention to the learning experiences of international students on placement is of

some concern given the expansion of international student numbers in many higher education

institutions across the world. In this paper we identify potential challenges and issues faced by

international social work students who may be perceived to lack the requisite cultural capital

to successfully complete their practicums. We then consider a number of topical questions

such as how can educators prepare these students adequately for the field and, perhaps more

importantly, how can educators make the field more responsive to a diverse student group. In

doing so we foreground some of the debates surrounding inclusive practice and how this

extends to field education. While this paper focuses predominantly on the Australian context

of social work education, the issues canvassed in this paper may resonate with educators and

international students in other locations. Adapted from the source document.

Hay, K., Lowe, S., Barnes, G., Dentener, A., Doyle, R., Hinii, G., & Morris, H. (2018). 'Times that by 100':

Student learning from international practicum. *International Social Work., 61*(6), 1187–1197.

https://doi.org/10.1177/0020872817702707

International placements are uncommon for Aotearoa New Zealand social work students

compared with many other countries. In 2015 five students undertook a 10-week placement

in Cambodia. This article explores the students' perspectives on the skills, knowledge and

capabilities required for international placements. The findings from this study indicate that

questions remain as to whether the associated challenges outweigh the advantages of

international placement experiences. We recommend that working with tertiary institutions

from countries with more established international placement programmes may be one way

of addressing some of the challenges and advancing international placements for Aotearoa

New Zealand students.

Henley, L., Lowe, S., Henley, Z., Munro, C. (2019). Overseas social work placements: Can a well-

designed workflow increase the success of an overseas placement? *Aotearoa New Zealand

Social Work, 31*(2), 69–76. https://doi.org/10.11157/anzswj-vol31iss2id634

This article reflects on the importance of workflow design for students completing field

education as part of a social work degree. Specifically, this article examines this in the context

of an Aotearoa New Zealand social work student from the University of Waikato (UoW)

completing a final placement at a non-governmental organisation (NGO) in Battambang

Cambodia, Children's Future International (CFI). The main body of the article reflects on the

advantages of designing an overseas placement approach which is planned to flow from

theory development to practice implementation, termed "knowledge development and flow"

(Henley et al., in press).

Heron, B. (2007). *Desire for Development: Whiteness, Gender, and the Helping Imperative*. Wilfred

Laurier University Press [Ebook]. https://ebookcentral-proquest-

com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=685670

In Desire for Development: Whiteness, Gender, and the Helping Imperative, Barbara Heron

draws on poststructuralist notions of subjectivity, critical race and space theory, feminism,

colonial and postcolonial studies, and travel writing to trace colonial continuities in the post-

development recollections of white Canadian women who have worked in Africa. Following

the narrative arc of the development worker story from the decision to go overseas, through

the experiences abroad, the return home, and final reflections, the book interweaves theory

with the words of the participants to bring theory to life and to generate new understandings

of whiteness and development work. Heron reveals how the desire for development is about

the making of self in terms that are highly raced, classed, and gendered, and she exposes the

moral core of this self and its seemingly paradoxical necessity to the Other. The construction

of white female subjectivity is thereby revealed as contingent on notions of goodness and

Othering, played out against, and constituted by, the backdrop of the NorthSouth binary, in

which Canada's national narrative situates us as the "good guys" of the world.

Heron, B. (2019). Critically considering international social work practica. *Critical Social Work, 7*(2).

https://doi.org/10.22329/csw.v7i2.5737

Schools of social work in Canada and other countries of the North are increasingly offering

their students the option of undertaking an international practicum. Often implied in this term

is a placement in a Southern country. In this article I draw on a critical social work perspective,

and the notion of the "encumbered self," to consider the ethics of international practica in the

context of a larger movement in Canada and elsewhere towards short-term international

postings of various kinds. In conclusion, I argue for not only substantive pre-practicum

preparation, but a post-practicum curriculum that leads students to interrogate, rather than consolidate, their learning overseas.

Jones, P., Rowe, S., & Miles, D. (2018). Beyond practical preparation: A critical approach to preparing social work students for international study experiences. *International Social Work, 61*(6), 1083–1094. https://doi.org/10.1177/0020872817695390

As critical discussions on the internationalisation of social work continue, the importance of preparing social work students undertaking international study is increasingly recognised. This article describes the preparation process developed for a group of Australian students undertaking international study experiences in Asia. In particular, the content of an online 'Intercultural Learning Module' is discussed, highlighting a process that moves beyond notions of cultural competence towards a critical appreciation of cultural diversity, imperialism, racism and privilege. Critical reflection on self and culture to develop intercultural practice skills is discussed and student reflections on the value and impact of these materials presented.

Jonsson, J. H., & Flem, A. L. (2020). Global social work ethics and international field training: The experiences and practice dilemmas of Norwegian and Swedish social work students. *International Social Work*, 2087281988939. https://doi.org/10.1177/0020872819889398

This article explores global social work ethics and international field training based on the experiences and practice dilemmas of Norwegian and Swedish social work students. It employs a postcolonial perspective to answer 'What are key ethical challenges for the students?' and 'How can social work educators promote ethical awareness in international field training?' based on focus group interviews and field reports. The results show that international field training contributes to both deepening some students' critical knowledge and reinforcing others their colonial discourses. It is argued that social work educators play an important role for students' critical positioning and knowledge.

Jönsson, J. H., & Flem, A. L. (2018). International field training in social work education: beyond

colonial divides. *Social Work Education, 37*(7), 895–908.

https://doi.org/10.1080/02615479.2018.1461823

This paper examines the influence of and need for a critical and global-oriented social work

education on students' learning and developments in the context of international field

training. The study uses mixed methods strategy of web survey, focus groups and document

review of field reports. Participants in the study are social work students from social work

programs in Norway and Sweden who have conducted their international field training in the

Global South. The results of the study show that in order to obtain a critical and postcolonial

understanding of global inequalities and the role of social work, students need to be truly

prepared for international field training by critical and postcolonial knowledge, which will

challenge many students' West-centric perspectives and facilitate them by a self-reflective

positioning throughout their field training. The imagination of traveling to and 'learning about

the others' should be then replaced by a move beyond 'us-and-them' divides in line with the

ethical principles and values of social work.

Kreitzer, L., Barlow, C., Schwartz, K., Lacroix, M., & Macdonald, L. (2012). Canadian and EU social work

students in a cross-cultural program: What they learned from the experience. *International*

Social Work, 55(2), 245–267. https://doi.org/10.1177/0020872811427047

A four-year student exchange project took place between Canadian and EU universities that

engaged in a reciprocal agreement between social work students, social service agencies and

universities. Sixty-four students completed their practicum through this program. The article

gives an account of the students' learning experiences and their evaluation of this program. It

concludes with a discussion of their learning experiences in cross-cultural exchanges and

future recommendations for enhancing international social work field exchanges.

Lager, P. B. (2010). Guidebook for international field placements and student exchanges: planning,

implementation and sustainability.

https://ezproxy.lib.ucalgary.ca/login?qurl=https://search.alexanderstreet.com/view/work/bib

liographic_entity%7Cbibliographic_details%7C3595624?account_id=9838&usage_group_id=1

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Drawing from the literature on international social work and the authors' extensive diverse

experiences in this area, this book identifies and describes the necessary components

of international placements to help programs not only maximize learning for the student, but

also meet the requirements of the field curriculum and CSWE standards. It presents a well-

developed process for dealing with critical issues that typically emerge when

placing students abroad and factors that field programs should consider prior to committing

resources for the establishment of international placements and student exchange programs.

Sample forms and documents, ranging from model affiliation agreements with foreign

universities to online seminar syllabi, are provided on a CD that accompanies the book.

Lanteigne, I. (2018). The International Field Placement Experience: A Continuous Process with

Learning Moments and Outcomes. Doctoral (PhD) thesis, *Memorial University of*

Newfoundland. https://research.library.mun.ca/13623/

In recent years, student mobility has increased as more students have been taking part in

various programs such as a semester abroad, short-term international exchanges, and

international field placements (IFP). Studying abroad yields many positive outcomes. This

qualitative research borrows from narrative inquiry to gather knowledge from stories told by

practitioners who completed an IFP during the last year of their bachelor's degree program in

social work. This study looks at IFP outcomes for the professional practice of 20 social

workers, half having completed their IFP within five years or less after graduation from

university and half having completed their IFP more than five years after graduation. Questions explored include: • What do the stories about the personal, professional, and global outcomes gained in an IFP tell us about how participants negotiate the transition between various contexts, and the knowledge, skills, and values transferred from one social practice to another? • What do these stories reveal about the value of these experiences for their individual social work practice? • How do these stories contribute to social work education and IFP planning? This study's findings reveal two important aspects of the IFPs: first, a seven-step process model that illustrates both the learning moments in each step and the complexity and interconnectedness of events before, during, and after the IFP and second, the personal, professional, and global outcomes of an IFP. Four analytical themes emerge that have implications for social work education and IFP planning. They pertain to expectations, identity, touring when abroad, and students' identification of personal, professional, and global outcomes. A framework for IFP planning is proposed to avoid some of the pitfalls of IFPs and maximize success for students.

Law, K. Y., & Lee, K. M. (2016). Importing Western values versus indigenization: Social work practice with ethnic minorities in Hong Kong. *International Social Work*, *59*(1), 60-72.

Serious debate about the indigenization of social work has transpired recently. This article argues that by taking indigenization as an interactive and non-linear process that helps cultivate a multicultural social work practice within a society, importing Western social work practice and indigenization are compatible. In particular, this article attempts to illustrate the compatibility by analyzing how political activists employ Western values and practice, the universal human rights discourse, and mainstreaming, to fight for the rights of Hong Kong ethnic minorities, which may consequently lead to the development of a multicultural social work practice.

Liley, D. G. (2015). Sherpa in my backpack: A guide to international social work practicum exchanges and study abroad programs. *Social Work Education, 34*(3), 359–360.

https://doi.org/10.1080/02615479.2015.1005994

In Sherpa in My Backpack: A Guide to International Social Work Practicum Exchanges and Study Abroad Programs, the unique characteristics of international field placements are well laid out. Responding to the changing needs of both students and society, social work educators are developing more global opportunities in field education. International experiences are ideal environments for teaching cross-cultural competency by providing students with a global understanding of people and institutions.

Link, R. (2015). International social work student exchanges. *International Encyclopedia of the Social & Behavioral Sciences,* 562-567. https://doi.org/10.1016/b978-0-08-097086-8.28049-5

This article identifies the goals, orientation, planning, and outcomes of international social work student exchanges. It argues that cross-cultural communication is a key skill developed by an exchange. The value base proposed includes belief in global interdependence, a willingness to scrutinize the history of student national and cultural identity, and commitment to evaluation. The knowledge base includes human rights, the history of social and economic development, and models of assessment and social justice.

Lough, B., (2009). Principles of effective practice in international social work field placements. *Journal of Social Work Education, 45*(3), 467-479. https://doi.org/10.5175/JSWE.2009.200800083

This article explores the conditions under which international social work field placements may be effectively administered. The positive and negative potential of international placements is examined. A review of empirical and theoretical literature in the related fields of service learning and international volunteering reveals that role taking, reflection, intensity,

support, and reciprocity are important priorities if placements are to be "transformative" in ways that lead to respect for diversity and a strong commitment to social justice.

Lough, B., McBride, A., & Sherraden, M., (2013). Measuring international service outcomes: Implications for international social work field placements. *Journal of Social Work Education, 48*(3), 479–499. https://doi.org/10.5175/jswe.2012.201000047

International field placements are a unique educational opportunity for social work students to develop the skills they need for social work practice in a globalized world; however, outcomes of international placements have not been rigorously studied. This article reports on the International Volunteer Impacts Survey (IVIS), a 48-item survey administered to 983 respondents that measures perceived outcomes of international service. Using factor analysis procedures, the authors assess factor structure and reliability of major outcomes of international service including international contacts, open-mindedness, international understanding, intercultural relations, life plans, civic activism, community engagement, media attentiveness, and financial contributions. Further development of the IVIS and the implications for using it to assess student outcomes in international social work field placements are discussed.

Mathiesen, S., & Lager, P. (2007). A model for developing international student exchanges. *Social Work Education,* 26(3). 280–291. https://doi.org/10.1080/02615470601049867

This paper presents a model of international student exchanges that considers the needs and expectations of both host and guest country. It draws on the literature on international social work in addition to the experiences of the authors, who have taught social work courses abroad and conducted numerous service projects in the Caribbean Islands. One author has been placing social work students in international field practica for the past 10 years.

This model of developing and maintaining international student exchanges suggests that communication is at the core of successful international work. The process of developing the exchanges should include the following communication steps for both host and guest nation: (1) establish a feedback loop with potential participants; (2) gain an overview of the other country; (3) provide orientation at micro, mezzo and macro levels; (4) identify gains; (5) consider costs; (6) clarify expectations; and (7) establish roles for the student, field liaison, and field supervisor. The aim is to enhance the quality of the experience for all by utilizing a strengths-based approach. The model emphasizes long-term relationships, mutual respect for diversity and commitment to reciprocity at all stages. Finally, the model presents principles that serve to maintain relationships internationally. Examples from the authors' experiences are presented throughout to illustrate the process.

Matthew, L. E., & Lough, B. J. (2017). Challenges social work students encounter in international field placements and recommendations for responsible management. *Journal of Social Work Education, 53*(1), 18-36. https://doi.org/10.10437797.2016.1246268

Social work students often face personal and institutional challenges prior to, during, and after international field placements. If not managed, these challenges may compromise students' professional development and hinder their meaningful contribution to placements abroad, which is of particular concern when students from the Global North are placed in the Global South where uncontested ethnocentrism may exacerbate postcolonial power dynamics. In this article, we evaluate current social work literature on international field placements and set forth challenges that students commonly encounter. Of 24 previous studies we review, four personal and five institutional challenges are identified and assessed. We then recommend five actions to manage these challenges and suggest implications for schools of social work.

Miles, D., Jones, P., Gopalkrishnan, N., Francis, A., Harris, N., Howard, E., King, J., Zuchowski, I., Dhephasadin N. P., & Puthantharayil, G. (2016). Contested concepts of 'partnership' in international student exchange programs. *Research and Development in Higher Education: The Shape of Higher Education, 39*, 202-211. https://researchonline.jcu.edu.au/44590/

Internationalisation in social work practice and education has been the subject of significant debate for over two decades, with increasing importance placed on developing global perspectives. In part, this has been accomplished through the development of international social work student exchanges and international field placements. While there are compelling reasons as to why international exchanges and placements are undertaken, there are many aspects of these activities that are not adequately explored in the literature. Of particular interest is the concept of transnational partnerships and how these are developed and sustained in and through international student exchanges. For example, many of the international exchange programs discussed in the social work literature are identified as unidirectional initiatives from the Global North, and the lack of reciprocity within their processes challenges the current conceptualisation of "exchange" and "partnership" in such contexts. This paper presents data collected from both Australian "source" universities, and institutions in the Asia Pacific which "host" Australian social work students on exchange or placement. Their perspectives on the nature of transnational partnerships in student exchange programs are described and the contested nature of "exchange" is explored.

Nadan, Y. (2017). Rethinking 'cultural competence' in international social work. *International Social Work, 60*(1), 74–83. https://doi.org/10.1177/0020872814539986

Cultural competence is today a prominent concept and aspiration in all aspects of international social work. In this article, I argue that the common understanding of 'cultural competence' from the so-called essentialist perspective is inadequate, and even risky, when

working in an international context. Drawing on examples, I suggest that a more constructive and reflective view of cultural competence be adopted in order to meet the challenges of international social work in the contemporary world, and to better equip ourselves as ethical and anti-oppressive practitioners and educators.

Nuttman-Shwartz, O., & Berger, R. (2012). Field education in international social work: Where we are and where we should go. *International Social Work, 55*(2), 225–243. https://doi.org/10.1177/0020872811414597

A critical review of current knowledge about international field education yielded four main conclusions. First, an unresolved debate exists relating to the meaning of international social work (ISW). Second, various motives drive students, faculty and professionals to participate in ISW. Third, developing a curriculum for ISW presents unique challenges. Fourth, four competing models of international field placement exist: (1) Independent/one-time; (2) Neighbor-country; (3) Onsite group; and (4) Exchange/reciprocal. Based on the review, principles for effective ISW field placement, especially intensive preparation and collaboration between sending and host schools, as well as directions for future research are offered.

Nuttman-Shwartz., O., & Ranz, R. (2014). A reciprocal working model for fieldwork with international social work students. *The British Journal of Social Work, 44*(8), 2411–2425. https://doi.org/10.1093/bjsw/bct080

The literature on social work education includes descriptions of several models for international social work (ISW) training, as well as criticisms relating to methods of implementing these models. The current article describes a new version of a fieldwork reciprocal working model, which aims to enhance and broaden social workers' perceptions of ISW, as well as to provide a basis for better integration of local and global social work programmes. In addition, it aims to reduce the possibility of replicating colonialist and

patronising professionalism. By presenting and analysing two case summaries of an experiment with a reciprocal working model for fieldwork, the article highlights the contribution of this combined training method to strengthening the students' competence to engage in ISW in their local domains. In addition, the difficulties and challenges accompanying the model are discussed. Recommendations for future research are discussed.

Nuttman-Shwartz, O., & Ranz, R. (2017). Human rights discourse during a short-term field placement abroad: An experience of social work students from Israel and India. *International Social Work, 60*(2), 283–296. https://doi.org/10.1177/0020872815598568

The literature highlights the difficulty involved in integrating human rights and social work practice, especially among students who encounter extreme and unfamiliar social problems. Content analysis of narratives written by students during their field placement abroad contributes to identifying the conditions that are necessary to increase students' awareness of their own obstacles and difficulties in promoting human rights. The findings provide insights into the actions that need to be taken in order to enhance human rights knowledge and to better integrate it into practice. International field placement is recommended as a preferred setting for implementing social rights practice in global contexts.

Panos, P. T. (2005). A model for using videoconferencing technology to support international social work field practicum students. *International Social Work, 48*(6), 834–841. https://doi.org/10.1177/0020872805057095

Around one in five US accredited schools of social work are currently placing students in international field placements. Providing adequate supervision strains these programs. This study proposes a triad model of videoconferencing supervision and reports the responses of students in international placements, their agencies and university supervisors.

Panos, P. T., Panos, A., Cox, S. E., Roby, J. L., & Matheson, K. W. (2002). Ethical issues concerning the use of videoconferencing to supervise international social work field practicum students. *Journal of Social Work Education, 38*(3), 421-437. https://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2002.10779108

Increasing numbers of social work training programs are offering international field practicum placements. However, because it is difficult to provide appropriate, high quality supervision that is needed over large distances, many educators and researchers are calling for the greater use of Internet based videoconferencing to deliver remote supervision. This article examines current ethical guidelines affecting the use of videoconferencing in the supervision of students nationally and internationally. The authors suggest protocols to address ethical and professional practice issues that are likely to arise as a result of using videoconferencing to conduct supervision across international borders.

Panos, P. T., Pettys, G. L., Cox, S. E., & Jones-Hart, E. (2004). Survey of International Field Education Placements of Accredited Social Work Education Programs. *Journal of Social Work Education, 40*(3), 467–478. https://doi.org/10.1080/10437797.2004.10672301

During the last 2 decades, social work education programs have sought to incorporate cross-cultural and international content into their curriculum, including the establishment of international field placements. This study reports the results of a full survey (N=446) of all accredited social work education programs. Findings include the number of programs placing students internationally, the number of students placed, the countries into which they are placed, whether these students are graduates or undergraduates, and whether these international placements represent an ongoing commitment by the programs. Several factors are examined which are hypothesized to affect a program's willingness to place students internationally.

Parker, J., Crabtree, S. A., Azman, A., Carlo, D. P., & Cutler, C. (2015). Problematising international

placements as a site of intercultural learning. *European Journal of Social Work, 18*(3), 383–

396. https://doi.org/10.1080/13691457.2014.925849

This paper theorises some of the learning outcomes of a three-year project concerning

student learning in international social work placements in Malaysia. The problematic issue of

promoting cultural and intercultural competence through such placements is examined,

where overlapping hegemonies are discussed in terms of isomorphism of social work models,

that of the nation state, together with those relating to professional values and knowledge,

and the tyrannies of received ideas. A critical discussion of cultural competence as the

rationale for international placements is discussed in terms of the development of the

graduating social worker as a self-reflexive practitioner. The development of sustainable

international partnerships able to support student placement and the issue of non-

symmetrical reciprocation, typical of wide socio-economic differentials across global regions,

is additionally discussed.

Parker, J., Crabtree, S. A, bin Baba, I., Carlo, D. P., & Azman, A. (2012). Liminality and learning:

International placements as a rite of passage. *Asia Pacific Journal of Social Work and

Development, 22*(3), 146–158. https://doi.org/10.1080/02185385.2012.691715

This article reports findings from a collaborative study of UK student learning in Malaysia. We

analyze the concept of *liminality* as a means of understanding the transitional process

between states and statuses that social work students experience in practice learning. Here, in

specific reference to immersion in new cultural contexts represented by international

placements, the development and learning of students are explored in relation to the

overlapping domains of familiar and unfamiliar 'cultures' and disciplinary practice. These

findings carry implications in terms of the increasing popularity of international placements and the potential imposition of hegemonies of values and knowledge.

Pawar, M. (2017). Reflective learning and teaching in social work field education in international contexts. *The British Journal of Social Work, 47*(1), 198-218.

https://doi.org/10.1093/bjsw/bcw136

Unlike many other reported international social work (ISW) experiences, this article aims to analyse strengths and weaknesses in overseas placements and to present strategies to improve the quality of field education in international contexts. Drawing on primary data, field education documents and critical field experiences, it demonstrates how two students from an Australian social work programme reflectively attempted to deal with weaknesses, build on strengths, and improve their practice knowledge and skills in international placements. They undertook second placements in two non-government organisations focusing on community development activities in Mumbai, India. The analysis shows that focus on early and systematic preparation and reflections on typical experiences enhance learning. It discusses what students were able to do and learn in international placements. Such sharing offers useful insights to social work educators and practitioners, particularly those intending to offer field education abroad and to students wishing to undertake such placements in international contexts, and to those undertaking further research and developing related policy.

Pawar, M., Hanna, G., & Sheridan, R. (2004). International social work practicum in India. *Australian Social Work, 57*(3), 223–236. https://doi.org/10.1111/j.1447-0748.2004.00150.x

The present study discusses the process of organising social work placements in India for two Australian students and presents the students' and the field education coordinator's reflections on practicum experiences in the school and hospital setting. Several steps need to be taken to plan and implement international placements. Undertaking a practicum in

another unknown culture is as challenging as it is rewarding. Cross-cultural comparative

dimensions naturally emerge in our thinking, feeling and doing, and help us appreciate what

we have in our own country. Learning occurs both within and outside the practicum. Positive

mental attitude, psychological make up, an open mind, planning and preparation do help.

However, overseas placements have their own quota of surprises. Any student aspiring to

undertake an international practicum should be prepared to face some unexpected situations

as they unfold. Overall, effective learning did occur and horizons did expand.

Pettys, G. L., Panos, P. T., Cox, S. E., & Oosthuysen, K. (2005) Four models of international field

placement. *International Social Work*, *48*(3), 277-288.

https://doi.org/10.1177/0020872805051705

Twenty-one US social work programs with international placements were surveyed to assess:

information about participating students; screening processes; student preparations; and

supervision. Four models of international placements were identified: independent, neighbor,

on-site and exchange. The information is provided to assist programs in developing

international placements.

Ranz, R. (2017). A psycho-educational learning framework for international field work abroad.

International Social Work, 60(4), 954–965. https://doi.org/10.1177/0020872815594227

International field work training has focused mainly on the importance of support systems and

supervision. However, to the best of our knowledge, there is no detailed framework that

specifies the components and strategies that should be included. To fill this gap, this article

will explore the use of an experiential 3-week psycho-educational training seminar. Four main

components were developed for the psycho-educational seminar on the basis of the approach

to traditional field work practicum. In addition, five strategies were adopted to achieve these

components. Practical guidelines are proposed for training social work students in international field work abroad

Ranz, R. & Korin Langer, N. (2018). Preparing international social work students to engage with unequal power relations. *Social Work Education, 37*(4), 535–545.

https://doi.org/10.1080/02615479.2018.1444158

Global processes with their political, economic, social, and environmental implications have led to growing awareness of the need to train social workers for transnational/international practice. In this article, we propose a model to prepare students for the complexity of international social work practice in an arena characterized by unequal relations between the parties taking part on international social work training. Helms' White and People of Color Racial Identity Model will serve to conceptualize the process that students go through in relation to themselves, the Other and sociopolitical realities while learning and training in international social work.

Ravulo, J. (2016). Pacific epistemologies in professional social work practice, policy and research. *Asia Pacific Journal of Social Work and Development, 26*(4), 191–202.

https://doi.org/10.1080/02185385.2016.1234970

Utilising traditional cultural perspectives is an important lens towards developing a platform to create effective social work practice, policy and research. Through this relevant and realistic cultural context, social work as a profession may strive to interface more appropriately with individuals, families and the community. This article examines Pacific epistemologies, and the experiences of eight Western Sydney University social work students who have completed a three-month placement within the islands of Fiji and Samoa; and their reflections on the differences between Western and Pacific epistemologies and respective methods of intervention.

Ravulo, J. (2018). Australian students going to the Pacific Islands: International social work

   placements and learning across Oceania. *Aotearoa New Zealand Social Work, 30*(4), 56-69.

   https://doi.org/10.11157/anzswj-vol30iss4id613

   This paper explores various issues pertinent to international social work practice, including its

   definition, how Western epistemologies affect international placements, barriers to effective

   placements and student motivations for undertaking practicum away from home. Reviewed

   literature will be coupled with Australian student-participants' evaluations of their experience

   in completing social work placements in Fiji and Samoa.

   A new model of approaching Pacific social work across Oceania emerges from the study.

   Entitled Tanoa Ni Veiqaravi (Serving Bowl of Serving Others), this culturally nuanced

   framework integrates both Western and Pacific social work perspectives to support

   professional practice, policy development and research across the region. Recommendations

   for the improvement of international field practice are offered.

Razack, N. (2002). A critical examination of international student exchanges. *International Social

   Work, 45*(2), 251–265. https://doi.org/10.1177/00208728020450020801

   There has recently been a proliferation of international placement exchanges. This article

   examines the purpose, planning and nature of practicum exchanges, with special focus on

   their unidimensional nature, which allows for continued forms of professional and benevolent

   imperialism.

Roe, E. P. (2015). Exploring the influence of international social work practicums on career choices

   and practice approaches. Doctoral (PhD) thesis, *Memorial University of Newfoundland.*

   https://research.library.mun.ca/9735/

   Globalization has created a need and opportunity for social work education to prepare

   students for social work with cross-cultural and international groups, both domestically and in

international settings. International field practicums are a response to this need as they provide opportunities for students to complete a field practicum abroad. This qualitative study explores the lived experiences of social workers who studied abroad. The purpose of this study is to understand the significant experiences within international field practicums and their impact upon the participants. Questions addressed in this study include: What do participants perceive as the most significant experiences within their international field practicums? How do participants describe these significant experiences? How do participants perceive that their international practicum and related experiences influenced them, their career choices and practice approaches since their practicum? Based on their experiences, how do participants view cross-cultural and/or international social work practice?

Findings of the study reveal three key analytical themes related to significant experiences during participants' international practicum: 1) the interplay between reference points, 2) experiences with comfort and discomfort, and 3) the elusive nature of immersion. Once participants returned home and became practicing professionals, key themes related to their practice approaches include: 1) a focus on relationship building over theoretical applications, 2) a move from a more objective to subjective view of culture, 3) development of cultural humility, 4) new understandings of privilege, power and oppression, and 5) the application of anti-oppressive practice perspectives.

This qualitative study identifies benefits of international practicums, recommendations for the development of future programs, and further research opportunities. Based on the viii analysis of participants' significant experiences, recommendations for the development of future programs include the organization of: meaningful orientation and debriefing experiences, a practicum learning environment that aligns with the community's needs and is anti-oppressive in nature, and communication between the sending institution and host

program that provides support for the student through organized oasis experiences that move students towards further immersion. When organized to maximize the benefits, international practicum experiences provide an opportunity for global social work education that will contribute not only participants' future practice, but also the communities served through these international partnerships.

Schwartz, K., Kreitzer, L., Lacroix, M., Barlow, C. A., Macdonald, L., Lichtmannegger, S., Klassen, S., Orjasniemi, M., & Meunier, D. (2011). Preparing students for international exchanges: Canadian/EU experiences. *European Journal of Social Work, 14*(3), 421–434. https://doi.org/10.1080/13691457.2010.488213

Utilizing pre- and post-departure student evaluations and data derived from exchange coordinators in Canada and the European Union, this paper documents and evaluates formal and informal preparation of students for an international social work practicum. While students felt that completing an international practicum was a rich learning experience, good preparation is essential. Differences between the Canadian and European students' thoughts about the preparation they received are highlighted. It concludes with implications for social work international field education. Adapted from the source document.

Sewpaul, V., & Henrickson, M. (2019). The (r)evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. *International Social Work, 62*(6), 002087281984623–1481. https://doi.org/10.1177/0020872819846238

The approval of the 2014 joint Global Definition of Social Work required that international social work associations review the associated ethical principles of social work. The *Global Social Work Statement of Ethical Principles* (*GSWSEP*) was approved by international social work bodies in Dublin in July 2018. While the previous *Statement of Ethics* emphasized liberal humanist values common in the European–North American axis, the *GSWSEP* recognizes the

global nature of the social work profession and locates human dignity at the core of social work ethics. The *GSWSEP* problematizes the core principles of social work, and responds to calls to decolonize social work in the context of the increasing regulation of social work.

Sossou, M., & Dubus, N. M. (2013). International social work field placement or volunteer tourism? Developing an asset-based justice-learning field experience. *Journal of Learning Design, 6*(1), 10. https://doi.org/10.5204/jld.v6i1.113

This paper examines a developing model for building an international social work placement that meets the needs of the host agency and community first. The paper addresses the challenges for social work departments to develop a strong learning environment while also keeping primary the needs of the host community and agency.

Tesoriero, F. (2006). Personal growth towards intercultural competence through an international field education programme. *Australian Social Work, 59*(2), 126–140. https://doi.org/10.1080/03124070600651853

An international social work field education programme at the University of South Australia provides social work students with the opportunity to develop intercultural skills and intercultural sensitivity. The programme is conceptualised within a developmental framework that enables the identification of stages of personal growth and professional development from ethnocentrism to 'interculturality' or intercultural sensitivity. This framework, alongside the use of a clear ethical perspective and the reflective practice process, is a useful resource to assist students to identify their level of sophistication of cross-cultural competence and to respond to them in ways that facilitate their growth and development towards competent social workers working with difference and across cultures.

Thampi, K. (2017). Social work education crossing the borders: a field education programme for

international internship. *Social Work Education, 36*(6), 609–622.

https://doi.org/10.1080/02615479.2017.1291606

The demand for setting international social work education standards are on the rise. The

increased prospects of global exchange in teaching learning process initiated by different

international universities, as a part of their agenda for international collaboration and cross-

cultural immersion in the profession are major impetuses for the same. Social work interns

who participated in international exchanges appreciated the need for knowledge of global

priorities and strategies to advance social work education, research and skill development for

practice which also has led to future collaboration between the institutions in these areas. But

there are many challenges for the intern as well as the institutions involved, which should be

integrated during different phases of the exchange process. This requires meticulous planning

from the part of host institution. This paper focus on the need for international social work,

the challenges involved in international internship and the process and content of field

education provided to the international students based on experience of the author. The

intention of the paper is to propose a general model of international field education, which

may be mutually shared and agreed by the home institution as well as the host institution.

Vassos, S. (2019). Challenges facing social work field education. *Australian Social Work, 72*(2), 245–

247. https://doi.org/10.1080/0312407X.2018.1557232

The importance and value of field education are widely acknowledged in the social work

literature. Most of what has been written on field education since the formalisation of social

work education invariably starts with a statement affirming the centrality of field education as

the primary site for the integration of theory and practice, professional socia-lisation, and for

developing the competence of social workers (e.g., Cleak & Smith,2012; Maidment,2003;

Spencer & MacDonald,1998). Yet, in the last two decades the focus of many writers has shifted to the challenges facing field education as a result of the deregulation, marketisation, and internationalisation of higher education and service systems (e.g., Ayala et al.,2018; Bellinger,2010; Cleak & Zuchowski,2018; Domakin,2015).The empirical research on how these policy directions have impacted on field education is still emerging. The studies by Hill, Cleak, Egan, Ervin, and Laughton (2019) and Ross, Ta, and Grieve (2019) have contributed to the emerging evidence base by providing insights into how the impact of these policies has shaped the experiences of field educators at the frontline of placement organisations.

Wehbi, S. (2009). Deconstructing motivations: Challenging international social work placements. *International Social Work, 52*(1), 48-59.

https://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1177/0020872808097750

This article proposes that a critical examination of international placements is crucial in fostering the internationalization of social work without reproducing oppressive power relations. It presents a discussion of some of the reasons underlying students' choice to undertake international placements as well as implications for research and teaching.

Wiebe, M. (2012). Shifting sites of practice, field education in Canada. *Social Work Education, 31*(5), 681–682. https://doi.org/10.1080/02615479.2011.642249

This book views all aspects of social work field education through an anti-oppressive theoretical lens. *Shifting Sites of Practice* is divided into three main areas. The first seven chapters of the book provide a theoretical base covering values, ethical and legal issues, social justice, human rights and advocacy. This section also includes a chapter on reflexivity in practice and one on research for progressive field education. Although these chapters provide a theoretical framework, each also includes practice examples and case studies that reflect the theoretical perspective outlined. The next five chapters focus on various sites of learning

for field education: working with Indigenous peoples, working in multicultural societies, student placements in rural and remote communities and student international placements. A chapter on new technologies for distance education is also included, providing cutting edge information on how a distance practicum can be delivered without compromising the quality of the experience. A progressive, reflexive approach to practice is central to social work field education in these different sites. The last two chapters, which form the final section of the book, focus on the transition from the role of student to that of a professional social worker. Chapter 13 looks at working with other disciplines in an inter-professional way, while the final chapter highlights the transition from student to practitioner. This chapter would be valuable reading for all students in their final year of studies.

Willis, T. Y., Wick, D., Han, T. M., Rivera, J., & Doran, J. K. (2019). "If I did it over there, I can do it here": U.S. Latinx social work students in Costa Rican service placements deepening their professional identity and skills. *Journal of Social Work Education, 55*(4), 710–723. https://doi.org/10.1080/10437797.2019.1611513

Social work student participation in global experiences continues to increase despite limited research on the impacts of these educational experiences on knowledge and skill development. This article reports on professional identity and skill development for 25 U.S. Latinx students who completed internships or service-learning projects in Costa Rica while living with host families. Three groups of MSW students spent 6 weeks in full-time summer internships and one group of primarily BASW students completed two-week summer service-learning projects and language immersion course work. Through longitudinal qualitative data collected before, during, and after the time abroad, and the use of the Educational Policy and Accreditation Standards as a conceptual framework to assess learning outcomes, three key areas of professional gains emerged: demonstrate ethical and professional behavior, engage

diversity and difference in practice, and engage with individuals, families, groups, organizations, and communities. This study reveals specific benefits of opportunities for students assumed to already be culturally competent with clients of related backgrounds because of language or ethnic similarities. Discussion on the findings and implications for social work educators and students is included.

Zuchowski, I., Miles, D., Howard, E., Harris, N., & Francis, A. (2019). Sustaining quality learning abroad opportunities in Australian schools of social work. *International Social Work, 62*(2), 980-993. https://doi.org/10.1177/0020872818757590

Student learning abroad experiences are encouraged to develop students' intercultural understanding and global citizenship. This article reports internationally collaborative research exploring social work student short-term mobility programmes and international field education placements. Findings from interviews with staff from Australian schools of social work are presented. Themes developed from the data explore the establishment and ongoing resourcing and sustainability of international exchange programmes, including implications for risk and safety, relationships and partnerships, and reciprocity. The complex landscape of student international experiences is discussed, and it is proposed that the lack of adequate resourcing of learning abroad opportunities threatens their sustainability.

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Crabtree, S. A., Parker, J., Azman, A., & Carlo, D. P. (2014). Epiphanies and learning in a postcolonial

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Crabtree, S., Parker J., Azman A., & Mas'ud F. (2014). A sociological examination of international

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