

Field Instructor Recruitment and Retention in Social Work Field Education

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

ACKNOWLEDGEMENTS

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.

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METHODS

The purpose of this annotated bibliography is to gain a better understanding of field instructor recruitment and retention in social work field education. The University of Calgary online system was utilized for this literature search. The titles and abstracts were read and 20 articles were deemed relevant for this field instructor recruitment and retention in social work field education annotated bibliography.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> • "Field instructor" AND "retention" AND "social work" 	<ul style="list-style-type: none"> • 2011-2021 • English Language • Peer Reviewed
CINAHL	<ul style="list-style-type: none"> • "Field instructor" AND "retention" "social work" 	<ul style="list-style-type: none"> • 2011-2021 • English Language • Peer Reviewed
Google Scholar	<ul style="list-style-type: none"> • "Field instructor" "retention" "social work" • "Field instructor" "recruitment" "social work" • Social work field placement instructor "recruitment" "retention" • "Social Work instructor rentention" 	<ul style="list-style-type: none"> • 2000-2021 • 2011-2021
Social Work Abstracts	<ul style="list-style-type: none"> • "Field instructor" AND "retention" "social work" 	<ul style="list-style-type: none"> • 2011-2021 • English Language • Peer Reviewed
SocINDEX with Fulltext	<ul style="list-style-type: none"> • "Field instructor" AND "retention" AND "social work" • "Field instructor" AND "recruitment" AND "social work" 	<ul style="list-style-type: none"> • 2011-2021 • English language • Peer Reviewed
University of Calgary Quick Search	<ul style="list-style-type: none"> • "Field instructor" AND "retention" AND "social work" • "Field instructor" AND "recruitment" AND "social work" • "Field Instructor recruitment" AND "social work*" • "Social work field instructor retention" 	<ul style="list-style-type: none"> • 2011-2021 • English Language • Peer Reviewed

ANNOTATED BIBLIOGRAPHY

Ayala, J., Drolet, J., Fulton, A., Hewson, J., Letkemann, L., Baynton, M., Elliott, G., Judge-Stasiak, A., Blaug, C., Gérard Tétreault, A., & Schweizer, E. (2018). Field education in crisis: Experiences of field education coordinators in Canada. *Social Work Education, 37*(3), 281–293.

<https://doi.org/10.1080/02615479.2017.1397109>

Significant multi-layered challenges with delivering quality practicum experiences to social work students have led field education coordinators to release a joint statement that social work field education in Canada is in a state of crisis. This article presents the results of a two-year mixed methods study that sought to investigate and describe the challenges in order to enhance understanding of the crisis from the perspective of Canadian social work field education coordinators. The results indicate that social work education programs in Canada face four key challenges in regard to field education that can be further divided into two sections: (a) the social work practice field and (b) social work field education administration. The two key challenges associated with the social work practice field are: (a) social work practice contexts and realities and (b) practicum shortages and saturation. The two key challenges associated with social work field education administration are: (a) practicum procurement and field instructor recruitment and retention; and (b) expectations and workloads of field education coordinators. To address these challenges, collaborative development of a multi-level strategy aimed at moving beyond the current state of crisis toward a sustainable model of social work field education in Canada is recommended.

Ayala, J., Ing, J., Perrault, E., Elliott, G., Letkemann, L., & Bainton, M. (2014). The potential of online learning in addressing challenges in field instructor training. *Currents: Scholarship in Human Services, 13*(1). 1-20.

Given the responsibility of faculties of social work to provide accessible education and training opportunities for field instructors, this paper presents the results of a study exploring the potential role of online learning in supporting and training both urban and rural field instructors. While participants preferred face-to-face learning, the reality of time constraints and distance from major centres, as well as increased usage of modern technology, suggest a need for online field instructor training options. Respondents emphasized the importance of face-to-face opportunities for interaction and relationship-building, but expressed a willingness to participate in online field instructor development. The expressed benefits relate to time-saving and financial advantages associated with online education as well as the enhanced accessibility for field instructors living in rural and remote communities.

Bennett, S., Mohr, J., Deal, K. H., & Hwang, J. (2013). Supervisor attachment, supervisory working alliance, and affect in social work field instruction. *Research on Social Work Practice, 23*(2), 199–209. <https://doi.org/10.1177/1049731512468492>

Objective: This study focused on interrelationships among supervisor attachment, supervisory working alliance, and supervision-related affect, plus the moderating effect of a field instructor training. Method: The researchers employed a pretest–posttest follow-up design of 100 randomly assigned field instructors and 64 students in two universities, using linear growth models to estimate relations among variables concurrently and over time. Result: Positive associations existed between attachment anxiety and negative affect among field instructors and between positive affect and supervisory alliance for all participants. Results suggested the training might have allowed field instructors to separate initial impressions of the alliance from change in positive affect over the year. Conclusion: This study underscores the need for research on field instructor training models and attachment styles in supervision.

Bogo, M. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43. 1-8 <https://doi.org/10.1007/s10615-015-0526-5>

Field education is arguably the most significant component of the social work curriculum in preparing competent, effective, and ethical clinical social workers. Students and alumni characterize it as such, and national accrediting bodies, both in the United States and internationally, recognize its crucial impact on the quality of social work services delivered to the public. In addition, there is likely more scholarship and research conducted on field education than on any other component of the curriculum. And yet, field educators anecdotally describe a crisis in their ability to implement the best pedagogical practices for students. This paper will discuss the developing evidence base highlighting best practices for field education, the changing context of field education, and analyze current challenges and potential responses.

Bogo, M., & Power, R. (1992). New field instructors' perceptions of institutional supports for their roles. *Journal of Social Work Education*, 28(2), 178-189.

<https://doi.org/10.1080/10437797.1992.10778771>

Evidence indicates that the turnover of field instructors is high, thus threatening the quality and costs of social work education. To determine the factors that contribute to the high turnover rate, the authors surveyed new field instructors. The authors examined the influence of institutional supports offered by the practice setting and by the university on intention to continue and actual continuance, as well as intrinsic rewards and personal issues. The results contribute to an understanding of the career path of field instructors and suggest new short-term strategies to increase retention of field instructors. The authors conclude that the voluntary and somewhat precarious nature of university—agency partnerships for social work education needs to be reconsidered.

Brady, S. R. (2018). Supporting and mentoring new social work instructors: A formative evaluation of the TEAM Program. *The Journal of Scholarship of Teaching and Learning*, 18(2), 24–38.

<https://doi.org/10.14434/josotl.v18i2.22334>

This study provides qualitative results from a unique mentorship and teaching support program designed, implemented, and evaluated in a school of social work at a major Midwestern research I university over a three-year span. Primary qualitative data was collected through regular check-in meetings and end of the semester focus groups. Additional data was collected through orientation notes and detailed process notes from individual communications and consults with new instructors. Lessons learned point to both the importance of providing support and mentorship to new instructors as well as challenges in building and sustaining a positive culture for teaching and mentorship at a research I institution.

Globerman, J., Bogo, M. (2003). Changing times: Understanding social workers' motivation to be field instructors. *Social Work*, 48(1), 65–73. <https://doi.org/10.1093/sw/48.1.65>

Renewing the profession of social work is historically dependent on social work practitioners volunteering to be field educators for students placed in their agencies. During the past decade, with massive funding cuts to social and health services and changes in professional practice, the availability of field instructors has been threatened. This article reports on social workers' motivations to become field instructors. The findings from qualitative interviews with 20 social workers randomly selected from a range of field agencies indicate that current organizational culture has a powerful influence on social workers' motivations to volunteer to become field instructors. The implications of this shift are discussed in relation to rejuvenating the profession of social work. Collaboration among organizations, professional associations, and schools of social work at the local and national level is critical.

Gushwa, M., & Harriman, K. (2019). Paddling against the tide: Contemporary challenges in field education. *Clinical Social Work Journal*, 47(1), 17–22. <https://doi.org/10.1007/s10615-018-0668-3>

In casual conversations among social work field and teaching faculty, topics seem to consistently default to its many challenges. From unprofessional behavior to lack of readiness to unrealistic expectations for placements to poor fit and lack of availability of quality placements, explanations range from the internet, the economy, an over-taxed voluntary workforce of field supervisors, and overextended programs and agencies. This paper seeks to shed light on some of these “water cooler” conversations and examines the truth (and consequences) of these assumptions via an exploration of data and literature, an analysis of recent articles in the *Field Educator* journal, and the musings of two directors (one field and one program) regarding our ethical obligations to our students and the profession at large. During a 6-year period, articles in the *Field Educator* clustered around the following topics: field pedagogy/field instructors, innovative approaches to finding/expanding field placements, evaluation and assessment of field, issues in field/gatekeeping, student preparedness and culture/diversity. With social work programs growing at a fast rate and field site agencies often grappling with tightening budgets and an overtaxed workforce, what should social work education be doing to ensure that we are attending to multiple competing factors that have an impact on our pursuit of providing high quality experiences for our students and communities? This paper provides some food for thought and encourages continued conversation as our profession and our educational programs evolve.

Hay, K., Maidment, J., Ballantyne, N., Beddoe, L., Walker, S. (2019). Feeling lucky: The serendipitous nature of field education. *Clinical Social Work Journal*, 47(1), 23–31. <https://doi.org/10.1007/s10615-018-0688-z>

Field education and the supervision that occurs during this process cements learning and enhances preparedness for a career in social work. Graduate readiness for social work practice is however a contested subject in New Zealand with recent criticism focusing on the adequacy of social work education. This paper reports on findings from focus groups with 27 faculty members and 35 students from eight Schools of Social Work in New Zealand which explored aspects of the taught and learned curriculum. Overall, students and faculty revealed some dissatisfaction with the taught curriculum on supervision that occurs on campus prior to the placement experience. Many students reported irregularity of placement supervision and associated quality supervision with being lucky. We propose a series of recommendations to address these concerns, emphasizing that students should be able to consistently access effective placement supervision rather than consider this a matter of luck.

Leathers, S. J., & Strand, T. C. (2013). Increasing access to evidence-based practices and knowledge and attitudes. *Research on Social Work Practice, 23*(6), 669–679.

<https://doi.org/10.1177/1049731513491635>

Objective. This pilot study examined the effect of increasing field instructors access to information about evidence-based practices (EBPs) on their level of knowledge and attitudes about EBPs. **Method.** Eighteen field instructors received training and access to a library with extensive online journals. Half were randomly selected to also receive a brief training and subscription to PracticeWise, which includes an online modularized treatment manual for children’s mental health disorders (MATCH). Participants completed three interviews by telephone at baseline, six weeks, and 12 weeks. **Results.** An increase in knowledge of EBPs occurred in the PracticeWise condition, which was reported to be significantly more helpful than the journals. Unexpectedly, attitudes about EBPS became more negative overall, but greater use of MATCH was related to an increase in positive attitudes. **Conclusions.** Supporting

field instructors' consultation of materials with direct practice relevance might positively influence attitudes that could otherwise be a barrier to learning EBPs.

Liu, M., Sun, F., & Anderson, S. G. (2013). Challenges in social Work field education in China: Lessons from the western experience. *Social Work Education, 32*(2), 179–196.

<https://doi.org/10.1080/02615479.2012.723682>

Social work education has been a growing field in Mainland China in the last two decades, accompanying economic reforms and the reintroduction of social sciences into the curriculum in higher education. The rapid increase of social work programs has also generated concerns and discussion. This study examines one of the most important educational concerns—the nature and challenges of field education. After briefly introducing the development of Chinese social work education, we describe critical features of field education in the United States. We then examine how such educational features may present similar and different challenges in China, drawing on a purposive survey of 15 Chinese universities with an MSW program. The survey content focuses on three specific aspects of field education, including field education curriculum design, features of field agencies, and challenges encountered in implementing field education. Content analysis is conducted to identify key themes and issues in these emerging programs. We find that the lack of faculty supervisors, inadequate field agencies for placement, and few qualified social workers at field agencies are among the most frequently reported challenges. We then provide specific recommendations for addressing the challenges and assisting the development of social work field education in China.

MacDonald, S., Srikanthan, S., Ferrer, I., Lee, E., Lorenzetti, L., & Parent, A. (2020). The potential of field education as transformative learning. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, And Practice, 8*(1), 1-18.

Social work field education has reached a crisis point due to the imposition of neoliberal logics in both university and practice settings. As a result, social work programs are faced with challenges such as practicum shortages, barriers to field instructor recruitment and retention, and increased workload for those involved in field education (Ayala et al., 2017; Barnoff et al., 2017). Concerned by this reality, a team of critically oriented pedagogues and students from four Canadian universities hosted a workshop in May 2017 in order to foster collective dialogue with a diverse group of stakeholders about the ways in which the encroachment of neoliberalism may be confronted. This article presents key reflections that surfaced during the workshop related to the themes, such as identifying disjunctures between what is taught versus what is experienced and how intersecting identities and marginalization shape the field education process. Drawing from two case studies that were also presented during the workshop, we suggest strategies for inciting politicized and emancipatory social work field education, notably through fostering ongoing critical reflexivity, developing models for mentorship, and mapping out how field education is socially organized from the standpoint of the oppressed and marginalized.

Marchand, G., & Russell, K. C. (2013). Examining the role of expectations and perceived job demand stressors for field instructors in outdoor behavioral healthcare. *Residential Treatment for Children & Youth, 30*(1), 55–71. <https://doi.org/10.1080/0886571X.2013.751809>

One career option available to those seeking outside work exists in outdoor behavioral healthcare programs for adolescent youth. However, there is a growing number of evidence that the job demands are often too challenging to be sustainable and lead to high turnover rates of employees. One possible reason is that field instructors have unrealistic expectations about their job demands. Using a retrospective pretest, this study examined current and expected job demand stressors in relation to newcomers' expectations specific to outdoor

behavioral healthcare programs and the relationship these variables have to instructors' job satisfaction. Results indicated that instructors who had underestimated their job demand stressors generally had lower job satisfaction. The practical implications of this research are discussed, including alleviating stress and increasing tenure, which could result in better services to youth.

Najor-Durack, A. (2016). Evidence-based practice in social work curriculum: Faculty and field instructor attitudes. *Field Educator*, 6(2). 1-17.

Evidence-based practice (EBP) continues to be debated among social work educators, as well as practitioners, while many funding sources are calling for accountability demonstrated by use of EBP. While social work faculty members and field instructors may agree that EBP should be used, reaching consensus on the definition of EBP and incorporation into teaching and practice is difficult. This study considers social work faculty and field instructors' attitudes regarding opportunities and barriers to adoption and use of EBP in social work classrooms and field placements. Results showed that field instructors, more than faculty, perceived greater opportunities to use and adopt EBP into practice.

Neden, J., Townsend, R., & Zuchowski, I. (2018). Towards sustainability in Australian social work field education. *Australian Social Work*, 71(3), 345–357.

<https://doi.org/10.1080/0312407X.2018.1465576>

The educational framework of Australian social work field education has remained static over the past few decades. Emerging challenges are creating a compelling case for change. These include increasing demand for placements, declining capacity of organisations to provide placement requirements, reduction in practitioners' incentives and capacity to support student placements and to facilitate a work integrated learning context, and an interrelated web of policies and regulations that constrain adaptation to these changes. In a critical

exploration of multiple levels of regulation and policy contexts, we argue that conventional approaches to social work field education are not sustainable given significant changes to the funding arrangements for universities and within the welfare service system. To futureproof integrative learning in social work, we advocate transformation of educational culture, policies, and design toward sustainability.

Robinson, C.D., Scott, W., & Gottfried, M. A. (2019). Taking it to the next level: A field experiment to improve instructor-student relationships in college. *AERA Open*, 5(1), 233285841983970. <https://doi.org/10.1177/2332858419839707>

Competing in today's workforce increasingly requires earning a college degree, yet almost half of all enrolled undergraduates do not graduate. As the costs of dropping out of college continue to rise, instructor-student relationships may be a critical yet underexplored avenue for improving college student outcomes. The present study attempts to replicate and extend a prior study that improved teacher-student relationships at the high school level in a college setting. In this registered report, we test whether an intervention that highlights instructor-student commonalities improves similarity, instructor-student relationships, academic achievement, and persistence for undergraduate students in a large, diverse public university. We found that the intervention increased perceptions of similarity but not downstream relational or academic outcomes. Our exploratory analyses provide one of the first investigations suggesting that instructor-student relationships predict an array of consequential student outcomes in college. These findings show a notable relationship gap: instructors perceived less positive relationships with certain student groups, but on average, students perceived equally positive relationships with their instructors.

Street, L. A. (2019). Field instructor perspectives on challenging behaviours in social work practicum. *Field educator*, 9(1). 1-21.

Students sometimes struggle in practicum, failing to demonstrate acceptable application of social work values and skills learned in the classroom. When students are unprepared and unskilled in field, responsibility for professional gatekeeping often falls to field instructors. In this exploratory qualitative study, 13 field instructors identified student characteristics that were most challenging during field supervision: little openness to feedback, direction, or supervision; poor personal and professional boundaries; incongruence with social work values; and disengagement from practicum and the social work profession. In addition, field instructors shared their views for improving student screening and gatekeeping throughout the social work curriculum.

Unger, J. M. (2003). Supporting agency field instructors in Forgotonia: Challenges faced by rural BSW programs. *Journal of Teaching in Social Work, 23*(1-2), 105-121.

https://doi.org/10.1300/J067v23n01_08

The field experience is a culminating component of social work education, closely tied to the field instructor's supervisory skills. Social work literature abounds with materials regarding supervision, but little specifically addresses supervision of the BSW student and even less speaks to the unique needs of the rural field instructor. This paper describes the particular challenges faced by rural field programs in recruiting, retaining, and supporting qualified field instructors. It presents survey results of one rural BSW program's field instructors, and describes efforts to address identified skill development and special needs.

Webb, C. M., & Carpenter, J. (2012). What can be done to promote the retention of social workers? A systematic review of interventions. *British Journal of Social Work, 42*(7), 1235-1255.

<https://doi.org/10.1093/bjsw/bcr144>

There are long-standing concerns in many developed countries about high workforce turnover within social work and the associated negative impact on service users and agencies. While

much research has focused on establishing the antecedents to turnover and retention, less attention has been given to establishing the effectiveness of interventions designed to reduce undesirable turnover. A systematic review of research in social work, teaching and nursing identified and appraised the evidence. Of the 699 unique references identified, fifteen studies were included in this review (all but one from the USA); the lack of consistency in definitions and outcome measurement precluded meta-analysis, but twelve studies were deemed to be of sufficient quality for narrative synthesis. In general, interventions addressing organisational and administrative factors (rather than individual employee factors) produced stronger effects, reinforcing current policies in England and previous research into the determinants of turnover.

Zuckerman, R. L., Levine, A. S., & Frey, J. J. (2017). Enhancing partnerships with field instructors:

Identifying effective retention strategies. *Field Educator*, 7(1), 1–13.

Fostering long-term partnerships with field instructors is a priority for all social work field education programs. Therefore, schools of social work implement numerous strategies to enhance field instructor loyalty. This article represents results from a university survey of social work field instructors intended to identify instructors' most-valued incentives and the most influential factors and strategies that promote field instructor retention.

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