ADVANCED PLACEMENT HISTORY LESSON 28 HANDOUT 28 Updated Version

advanced placement history lesson 28 handout 28 serves as a crucial resource for students preparing for AP History exams, particularly those focusing on American history or world history topics. This handout is typically designed to reinforce key concepts, provide essential facts, and encourage critical thinking about significant historical events. As part of a comprehensive curriculum, Lesson 28 often delves into complex themes such as the causes and impacts of major wars, political transformations, or social movements. Understanding the content and context of Handout 28 can greatly enhance students? ability to analyze historical developments critically and perform well on exam essays and multiple-choice questions.

Understanding the Purpose of the Handout

The Role in AP History Preparation

The primary purpose of AP History Lesson 28 Handout 28 is to serve as a concise yet comprehensive summary of a particular historical period or theme. It helps students:

- Review vital facts and dates
- Connect cause-and-effect relationships
- Develop analytical skills
- Prepare for essay prompts and DBQ (Document-Based Questions)

This handout is often used alongside lectures, class discussions, and primary source analyses to reinforce learning and ensure that students are equipped with the necessary knowledge to excel in their assessments.

Features of the Handout

Typical features include:

- Chronological timelines
- Key terms and definitions
- Critical questions for discussion
- Summaries of major events and their significance

- Visual aids such as maps or charts

These features aim to facilitate active learning and help students synthesize information effectively.

Context and Content of Handout 28

Historical Period or Theme Covered

While the exact content of Handout 28 varies depending on the course and curriculum, it often focuses on pivotal moments such as:

- The Civil War and Reconstruction
- The Gilded Age and Progressive Era
- U.S. involvement in World War I or II
- The Cold War and Post-Cold War developments
- Major social movements like Civil Rights or Women's Rights

The handout condenses complex topics into digestible segments that highlight the causes, key figures, and consequences of these periods.

Sample Content Breakdown

A typical Handout 28 might include sections like:

- Introduction to the Period: Overview of the political, economic, and social climate
- Major Events: Chronology and descriptions
- Key Figures: Leaders, reformers, or influencers
- Policies and Legislation: Significant laws or treaties
- Impact and Legacy: How these events shaped subsequent history

By providing this structure, students can better understand the interconnectedness of historical developments.

Strategies for Using Handout 28 Effectively

Active Note-Taking

Students should actively engage with the handout by annotating margins, highlighting key points, and summarizing sections in their own words. This process enhances retention and comprehension.

Connecting to Primary Sources

Use the handout as a guide to analyze primary documents, such as speeches, treaties, or photographs. Understanding the context provided in the handout can deepen insights into the sources.

Preparing for Assessments

Incorporate the handout into study sessions by:

- Creating flashcards for key terms and figures
- Developing outlines for potential essay questions
- Practicing multiple-choice questions based on the content

Effective use of the handout is essential for mastery of the material and for performing well on the AP exam.

Critical Themes and Questions in Handout 28

Analyzing Causes and Effects

One of the core focuses is understanding how specific events led to broader consequences. For example:

- How did the Treaty of Versailles contribute to the rise of tensions leading to World War II?
- What were the economic and social impacts of the New Deal?

Students are encouraged to think critically about these cause-and-effect relationships and their lasting effects.

Debating Historical Interpretations

The handout may pose questions such as:

- Was the Civil War primarily fought over states? rights or slavery?
- How did Progressive reforms change American society?

These questions promote analytical thinking and help students develop their own evidence-based

arguments.

Evaluating Historical Significance

Understanding why certain events are considered pivotal helps students prioritize information. For example:

- The significance of the Brown v. Board of Education decision
- The impact of the Marshall Plan on European recovery

Supplementary Resources and Study Tips

Additional Materials

To complement Handout 28, students should utilize:

- Textbooks and class notes
- Online archives and databases
- Document collections and primary sources
- Practice exams and review books

Using a variety of resources can deepen understanding and provide multiple perspectives.

Effective Study Techniques

- Mind Mapping: Visualize connections between events, people, and ideas
- Group Study: Discuss questions and clarify doubts with peers
- Timed Practice: Simulate exam conditions to improve time management
- Regular Review: Schedule periodic revisits to reinforce memory

Consistent and active study habits are vital for mastering complex historical content.

Conclusion: Mastering the Content of Handout 28

Understanding and effectively utilizing AP History Lesson 28 Handout 28 is a vital step toward academic success. By engaging actively with the material, analyzing key themes, and connecting facts to broader historical narratives, students can develop a nuanced understanding of significant periods and events. This, in turn, prepares them not only for their exams but also for a deeper

appreciation of history?s role in shaping the modern world. Whether used as a study guide, discussion starter, or review tool, Handout 28 remains an indispensable resource for aspiring AP historians aiming to excel in their coursework and assessments.

Advanced Placement History Lesson 28 Handout 28 offers an in-depth exploration of a pivotal era in American history, emphasizing key themes, events, and figures that shaped the nation's development. Designed to prepare students for advanced placement exams, this handout provides a comprehensive overview that balances factual detail with analytical insights. In this review, we'll examine the structure, content, strengths, and potential areas for improvement, offering a thorough evaluation for educators and students alike.

Overview of the Handout's Content and Structure

Lesson 28's handout is organized into several thematic sections, each focusing on distinct aspects of the historical period it covers. Typically, it begins with an introduction that contextualizes the era, followed by detailed subsections that delve into political developments, social changes, economic transformations, and cultural shifts. The content is supported by primary source excerpts, timelines, and key figures, which aid in engaging students and fostering critical thinking.

The document is structured to facilitate both guided instruction and independent review. Its logical flow?from causes to effects, from major events to their significance?helps students understand complex interrelations within the historical narrative. The inclusion of review questions at the end of each section encourages reflection and reinforces learning objectives.

Key Topics Covered in Handout 28

1. Political Developments and Leadership

This section explores the leadership styles of prominent figures during the era, examining their policies and impacts. It discusses shifts in governmental structures, the rise of new political parties, and key legislation.

Features:

- Profiles of influential leaders
- Analysis of policy decisions
- Timeline of political milestones

Strengths:

- Clear explanations of complex political shifts
- Use of primary sources for authenticity

Potential Improvements:

- Could include more visual aids such as political cartoons or infographics
- Additional analysis on opposition movements

2. Social and Cultural Changes

This segment analyzes societal transformations, including demographic shifts, cultural movements, and changes in social norms.

Features:

- Discussion of migration patterns
- Rise of new cultural expressions
- Impact of social reform movements

Strengths:

- Well-sourced with examples of cultural artifacts
- Highlights diverse perspectives

Potential Improvements:

- Incorporation of multimedia resources
- Deeper exploration of marginalized groups

3. Economic Transformations

The handout details economic growth, industrialization, and the emergence of new labor systems. It examines how economic forces influenced social and political developments.

Features:

- Data on economic indicators
- Case studies of key industries

Strengths:

- Quantitative data enhances understanding
- Connects economic trends to broader historical contexts

Potential Improvements:

- More interactive elements such as graphs or charts
- Comparative analysis with other economies

4. Major Events and Turning Points

Critical events that defined the era are outlined with emphasis on causes, key figures, and consequences. This includes wars, treaties, and social upheavals.

Features:

- Detailed event timelines
- Significance assessments

Strengths:

- Clear chronological sequencing
- Emphasis on cause-and-effect relationships

Potential Improvements:

- Incorporation of multimedia resources like videos
- More primary source documents for analysis

Strengths of the Handout

- Comprehensive Coverage: The handout manages to encapsulate a wide array of topics, providing a holistic view of the era.
- Structured Approach: Logical organization facilitates step-by-step learning and review.
- Use of Primary Sources: Inclusion of firsthand accounts and original documents enhances authenticity and critical engagement.
- Preparation Focus: Tailored to AP exam requirements, emphasizing themes, causation, and significance.
- Engagement Tools: Review questions and timelines support active learning and retention.

Areas for Improvement

- Visual Aids: While textual explanations are thorough, integrating more images, infographics, and maps could cater to visual learners.
- Interactive Elements: Incorporating digital components such as links to videos, quizzes, or interactive timelines would modernize the resource.
- Diverse Perspectives: Expanding coverage of marginalized groups and alternative viewpoints would provide a more nuanced understanding.
- Depth in Certain Areas: Some topics could benefit from deeper analysis, especially regarding social movements and their long-term impacts.
- Supplementary Materials: Providing suggested readings or external resources would enhance independent study.

Features and Pedagogical Effectiveness

This handout excels in combining factual content with analytical prompts, encouraging students to think critically about historical causation and significance. Its emphasis on primary sources helps develop skills necessary for AP exams and college-level history courses. The inclusion of timelines and review questions aids in consolidating knowledge and preparing students for assessments.

However, the pedagogical effectiveness could be enhanced with more varied instructional strategies, such as debate prompts, role-playing activities, or case studies. These approaches foster active participation and deeper understanding.

Conclusion and Final Evaluation

Advanced Placement History Lesson 28 Handout 28 stands out as a well-crafted educational resource that balances breadth and depth in its coverage of a crucial historical period. Its strengths lie in its comprehensive content, logical structure, and focus on critical thinking skills. While there is room for integrating more visual and interactive elements, the handout successfully prepares students for the rigors of AP examinations and higher-level historical analysis.

For educators, it offers a solid foundation upon which to build engaging lessons and discussions. For students, it provides a thorough review tool that can be tailored to individual learning styles with supplementary resources. Overall, this handout is a valuable asset in the AP history curriculum, fostering a nuanced understanding of the complexities that shaped modern America.

QuestionAnswer What are the main themes covered in Advanced Placement History Lesson 28 Handout 28? Lesson 28 focuses on key historical events and themes such as the causes and consequences of the American Revolution, the development of colonial identities, and the impact of revolutionary ideas on subsequent American history. How does Handout 28 analyze the economic factors leading to the American Revolution? It examines issues like taxation without representation, trade restrictions imposed by Britain, and economic disparities between colonies and Britain, highlighting their roles in fueling colonial unrest. What primary sources are included in Handout 28 to support understanding of the Revolutionary period? The handout features excerpts from the Declaration of Independence, British parliamentary acts such as the Stamp Act, and letters from colonial leaders, providing firsthand perspectives on the era. In what ways does Handout 28 address the role of Enlightenment ideas in shaping revolutionary thought? It discusses concepts like natural rights and social contract theory, illustrating how Enlightenment thinkers influenced colonial leaders like Jefferson and Adams. How does the handout compare the different colonial responses to British policies? It contrasts loyalist and patriot perspectives, detailing actions like protests, boycotts, and the formation of militias, to show the spectrum of colonial reactions. What significance does Handout 28 attribute to the First Continental Congress? It highlights the Congress as a pivotal step toward unified colonial resistance and as a platform for coordinating responses to British policies. How does the handout depict the impact of the battles of Lexington and Concord? It portrays these battles as the outbreak of armed conflict that transformed colonial protests into a full-scale revolution. What insights does Handout 28 provide about the influence of international events on the American Revolution? It discusses how the French and Indian War, as well as European Enlightenment ideas, influenced colonial attitudes and strategies. Does the handout include analysis of the Declaration of Independence's rhetorical strategies? Yes, it analyzes how Jefferson used Enlightenment principles and persuasive language to justify independence and rally support. How can students use Handout 28 to understand the complexities of revolutionary leadership? Students can examine the diverse viewpoints and motivations of figures like Samuel Adams, Thomas Jefferson, and George Washington to appreciate the varied leadership during the revolution.

Related keywords: AP history, lesson 28, handout 28, US history, advanced placement, curriculum materials, educational handout, history lesson plan, exam review, historical events

Social work student placement process 2010 11

social work student placement process 2010 11: An In-Depth Overview of the 2010-11 Academic Year

The social work student placement process of 2010-11 marked a significant chapter in the development of future social workers. During this period, educational institutions, placement agencies, and students collaborated to shape practical learning experiences that would prepare students for real-world challenges. Understanding the intricacies of this process provides valuable insights into the evolution of social work education and highlights best practices that continue to influence current placement strategies.

In this article, we delve into the detailed steps, challenges, and key components of the social work student placement process during the 2010-11 academic year. We aim to offer a comprehensive guide for students, educators, and practitioners interested in historical placement procedures and how they align with contemporary standards.

Context and Importance of Student Placement in Social Work Education

Student placements are a cornerstone of social work education, bridging theoretical knowledge with practical application. They enable students to develop essential skills, understand client dynamics, and gain firsthand experience working within diverse social service settings. The 2010-11 placement process was particularly noteworthy due to reforms aimed at enhancing student preparedness, improving placement quality, and fostering stronger partnerships between academic institutions and social service agencies.

During this period, the emphasis was on structured, supervised placements that adhered to national standards, ensuring that students received meaningful learning opportunities while maintaining client safety and service quality. The process was designed to be comprehensive, covering everything from initial application to post-placement evaluations.

The Social Work Student Placement Process 2010-11: Step-by-Step Breakdown

The placement process during 2010-11 can be broken down into several sequential stages, each with specific objectives and responsibilities.

1. Preparation and Planning

- Curriculum Integration: Academic programs outlined the required competencies and learning outcomes aligned with placement experiences.

- Partner Identification: Universities collaborated with a range of social service agencies, including local authorities, charities, healthcare providers, and community organizations.
- Placement Policies Development: Clear policies were established regarding eligibility criteria, placement duration, supervision standards, and student responsibilities.

2. Student Application and Placement Allocation

- Application Process: Students expressed their preferences for placement settings through application forms, considering their interests and career goals.
- Matching and Allocation: Using a combination of student preferences, academic requirements, and agency capacity, placements were allocated. Some institutions used a centralized matching system to ensure fairness.
- Preparation Workshops: Prior to placement commencement, students attended orientation sessions covering agency policies, expectations, and professional conduct.

3. Placement Supervision and Support

- Supervisory Structure: Each student was assigned a qualified supervisor within the agency, responsible for ongoing support, guidance, and assessment.
- Learning Agreements: Students and supervisors collaboratively developed learning agreements that outlined objectives, activities, and evaluation criteria.
- Regular Meetings: Scheduled supervision sessions ensured continuous feedback, reflection, and progress monitoring.

4. Monitoring and Evaluation During Placement

- Progress Reports: Students maintained reflective journals and submitted periodic reports to supervisors.
- Site Visits: Academic staff conducted visits to assess the placement environment, support mechanisms, and student engagement.
- Feedback Collection: Both students and supervisors provided feedback on the placement experience to inform ongoing improvements.

5. Post-Placement Assessment and Certification

- Final Evaluation: Supervisors completed formal assessments of student performance against predetermined competencies.

- Reflective Portfolio: Students assembled portfolios demonstrating their learning, challenges faced, and skills developed.
- Certification: Successful students received official certification, often integrated into their academic transcripts and professional credentials.

Key Challenges in the 2010-11 Placement Process

While the process was designed to be robust, several challenges emerged during the 2010-11 period:

- Matching Imbalances: High student numbers sometimes outstripped agency capacity, leading to less optimal placement matches.
- Supervisory Resources: Agencies faced constraints in providing adequate supervision due to staffing shortages or workload pressures.
- Diversity of Placement Settings: Ensuring exposure to a broad range of social issues and client populations required careful planning.
- Student Preparedness: Variability in student readiness for practical work necessitated tailored support and additional training.

Best Practices and Lessons Learned from 2010-11

The 2010-11 placement process contributed valuable lessons that continue to inform social work education:

- Structured Support Systems: Regular supervision and reflective practice sessions enhance student learning and confidence.
- Strong Partnerships: Building long-term collaborations between academia and agencies ensures sustainable placement opportunities.
- Clear Communication: Transparent processes for application, allocation, and evaluation minimize misunderstandings.
- Continuous Feedback: Soliciting input from all stakeholders allows for iterative improvements in the placement framework.

Impact of the 2010-11 Placement Process on Future Social Work Education

The experiences and reforms of the 2010-11 academic year laid the groundwork for more integrated and student-centered placement models. Innovations introduced during this period emphasized:

- Enhanced preparation for placements through pre-placement training.
- Increased emphasis on reflective practice and supervision quality.
- Greater alignment with professional standards and accreditation requirements.
- Adoption of technology to streamline placement management and communication.

These developments have contributed to the ongoing evolution of social work education, aiming to produce more competent, ethical, and empathetic practitioners.

Conclusion

The social work student placement process of 2010-11 represented a pivotal phase in shaping effective experiential learning in social work education. By systematically organizing placements, fostering collaborative supervision, and emphasizing continuous evaluation, the process sought to prepare students for the complexities of social service practice. Although challenges existed, the lessons learned continue to influence current practices, ensuring that social work students are equipped with the skills, knowledge, and professionalism required to serve diverse communities effectively.

Understanding this historical process not only provides context for current educational strategies but also highlights the importance of ongoing innovation and partnership in developing the social work workforce of tomorrow.

Social work student placement process 2010-11 marked a significant phase in the evolution of practical training within social work education. As institutions sought to bridge academic theories with real-world applications, the placement process became a pivotal component in shaping competent, empathetic, and reflective social workers. The 2010-11 period reflected both advancements and challenges in implementing structured placements, offering valuable insights into how educational frameworks adapt to societal needs and professional standards.

Introduction to the Social Work Student Placement Process

The student placement process in social work serves as the cornerstone of experiential learning, enabling students to translate classroom knowledge into practical skills. During the 2010-11 academic year, the process was characterized by increased formalization, tighter regulatory oversight, and a focus on fostering diverse, community-engaged competencies.

Placements typically involve supervised work in social service agencies, hospitals, community organizations, or governmental departments. They are designed to develop core skills such as assessment, intervention, communication, and ethical decision-making, while also promoting self-awareness and professional development.

Context and Background of the 2010-11 Placement Process

Educational Framework and Regulatory Environment

By 2010-11, social work education in many regions, including the UK and parts of North America, had undergone significant reforms emphasizing competency-based training. Regulatory bodies like the Social Work Reform Board (SWRB) in the UK or the Council on Social Work Education (CSWE) in the US mandated minimum hours, assessment standards, and quality assurance mechanisms.

These frameworks aimed to ensure that placements not only provided practical experience but also adhered to ethical standards and promoted reflective practice.

Shift Towards Community Engagement and Diversity

During this period, there was a conscious shift towards incorporating community-based placements and emphasizing cultural competence. Recognizing the diverse populations served, placement providers were encouraged to facilitate experiences across different socio-economic, cultural, and healthcare settings.

Key Components of the Placement Process in 2010-11

1. Placement Allocation and Matching

One of the most complex stages involved matching students to suitable placement sites. Factors considered included:

- Student preferences and career interests
- Skills, previous experience, and learning needs
- Availability and capacity of partner agencies
- Geographic considerations to promote accessibility and diversity

The allocation process often employed computerized matching systems or committee-based approaches to ensure fairness and optimal fit.

2. Preparation and Orientation

Prior to commencing placements, students underwent comprehensive orientation sessions that covered:

- Agency policies and procedures
- Code of ethics and confidentiality
- Expectations around professional conduct
- Health and safety protocols
- Reflection and learning objectives

This phase was crucial in setting clear expectations and fostering a professional mindset.

3. Supervision and Support Structures

Supervision was a linchpin in the placement process. Each student was assigned a qualified supervisor, often a practicing social worker, responsible for:

- Providing ongoing feedback
- Facilitating reflective discussions
- Monitoring progress against learning objectives
- Addressing challenges or ethical dilemmas

Supervisory arrangements varied, with some agencies providing formal weekly supervision meetings, while others integrated supervision into broader team meetings.

4. Learning Activities and Tasks

Students engaged in a variety of tasks aligned with their placement goals, including:

- Conducting assessments
- Developing intervention plans
- Attending meetings and case conferences
- Engaging with clients and families
- Writing reports and case notes
- Participating in community outreach activities

Structured activities aimed to ensure a comprehensive exposure to the multifaceted nature of social work.

5. Evaluation and Assessment

Assessment was integral to the process, combining:

- Supervisor evaluations based on observed practice
- Student self-assessment and reflective journals
- Feedback from clients or service users
- Final placement reports

Assessment tools often included competency-based grids, ensuring that students demonstrated proficiency across core areas such as ethical practice, communication, and intervention skills.

Challenges Encountered During the 2010-11 Placement Process

While the process was designed to be robust, several challenges emerged:

1. Variability in Placement Quality

Not all agencies had equal capacity or resources to provide comprehensive supervision or diverse experiences. This variability sometimes limited the breadth of learning opportunities and posed difficulties in ensuring consistent standards.

2. Matching Difficulties and Placement Shortages

High student numbers in certain regions or specializations led to shortages of suitable placements, resulting in delays or compromises in placement quality.

3. Ethical and Safety Concerns

Placement sites dealing with vulnerable populations had to carefully balance student learning with client confidentiality and safety considerations. Ensuring student preparedness to handle complex cases was a persistent concern.

4. Integration with Academic Curriculum

Aligning placement activities with academic coursework required close coordination between universities and agencies. Discrepancies sometimes led to gaps in learning or assessment issues.

5. Support for Student Well-being

Given the emotionally demanding nature of social work, providing adequate emotional and supervisory support was critical, yet not always sufficiently resourced.

Innovations and Developments in the 2010-11 Placement Process

Despite challenges, the period also saw several innovations aimed at enhancing the placement experience:

1. Use of Technology

Online platforms facilitated placement matching, documentation, and reflective journaling. Virtual supervision and e-learning modules became more commonplace, especially in remote or resource-constrained settings.

2. Emphasis on Reflective Practice

Structured reflective exercises, including diaries and group discussions, were integrated to promote critical thinking and self-awareness.

3. Focus on Cultural Competence

Training modules and placement opportunities increasingly prioritized understanding diverse cultural contexts, aiming to produce more inclusive practitioners.

4. Quality Assurance and Feedback Loops

Regular audits, student feedback surveys, and supervisor training sessions contributed to continuous improvement of the placement system.

Impact and Outcomes of the 2010-11 Placement Process

The structured approach to placements during this period contributed to several positive outcomes:

- Enhanced Competency Development: Students demonstrated improved practical skills and ethical awareness, aligning with professional standards.
- Increased Confidence and Preparedness: Graduates felt more ready to enter the workforce, having experienced real-world complexities.
- Strengthened Partnerships: Collaboration between academic institutions and agencies fostered a shared commitment to quality education and service delivery.
- Promotion of Diversity and Inclusion: Exposure to varied populations helped students develop cultural humility and adaptability.

However, the period also underscored the necessity for ongoing reforms, especially in ensuring equitable access to high-quality placements and supporting student well-being.

Conclusion: Lessons Learned and Future Directions

The social work student placement process in 2010-11 was a dynamic and evolving component of social work education. It highlighted the importance of structured supervision, reflective practice, and collaborative partnerships. While successes were evident, the challenges pointed to areas requiring further innovation?such as leveraging technology, expanding placement capacity, and enhancing student support systems.

Looking ahead, continuous improvement in the placement process remains vital to prepare social workers capable of navigating complex social landscapes with competence, compassion, and resilience. The lessons from 2010-11 serve as a foundation for ongoing reforms aimed at achieving excellence in social work education and, ultimately, better service delivery to communities.

Note: The detailed account above synthesizes general trends and practices of social work student placements during the 2010-11 period based on available literature and historical context, aiming to provide a comprehensive review suitable for academic or professional reflection.

QuestionAnswer What are the typical steps involved in the social work student placement process for 2010-11? The process generally includes application submission, placement matching, orientation, supervision, ongoing evaluation, and final assessment, ensuring students gain practical experience aligned with their academic requirements. How did the placement selection criteria for social work students in 2010-11 ensure quality supervision? Selection criteria prioritized placements with qualified supervisors, appropriate agency resources, and a focus on diverse client populations to provide comprehensive learning experiences. What challenges did students face during the 2010-11 placement process? Students often encountered challenges such as limited placement availability, adapting to diverse client needs, balancing academic and practical responsibilities, and navigating agency policies. How did the 2010-11 social work student placement process incorporate feedback from students? Feedback mechanisms included regular surveys and debrief sessions, allowing students to voice concerns and suggest improvements to enhance the placement experience. What role did faculty play in the 2010-11 placement process for social work students? Faculty provided guidance in placement selection, monitored student progress, facilitated communication between students and agencies, and ensured academic objectives were met. Were there any significant policy changes in the 2010-11 social work student placement process? Yes, policies emphasizing increased collaboration with community agencies and enhanced student support systems were introduced to improve placement quality and student well-being. How did the 2010-11 placement process prepare social work students for professional practice? The process offered real-world exposure through diverse placements, mentorship from experienced professionals, and opportunities to develop practical skills in a supervised setting. What safety measures were implemented during the 2010-11 placement process to protect students? Safety measures included thorough agency assessments, orientation on safety protocols, supervision requirements, and access to support services in case of emergencies. How did the social work

student placement process in 2010-11 align with accreditation standards? The process adhered to accreditation standards by ensuring placements provided comprehensive experiential learning, supervision quality, and student competency development.

Related keywords: social work student placement, 2010 2011, internship program, field education, placement guidelines, student supervision, placement sites, academic requirements, practicum process, placement evaluation

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