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Service Learning as a Transition into Foundation Field

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Abstract

Service learning is a pedagogical method to bridge classroom and community experiences for students. Although social work education has historically emphasized this connection through internship experiences, service learning can fill a different function within the curriculum. This article proposes a service learning experience to assist graduate students with the transition into their foundation field placement. Beneficial outcomes of using service learning as an educational bridge are discussed for students, faculty, and the social work program.

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