City University of New York (CUNY)

CUNY Academic Works

Publications and Research

Hunter College

2021

Innovative social work field placements in public libraries

Sarah C. Johnson
CUNY Hunter College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/hc_pubs/674

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

Innovative social work field placements in public libraries

Sarah C. Johnson

To cite this article: Sarah C. Johnson (2021): Innovative social work field placements in public libraries, Social Work Education, DOI: [10.1080/02615479.2021.1908987](https://doi.org/10.1080/02615479.2021.1908987)

To link to this article: <https://doi.org/10.1080/02615479.2021.1908987>

Published online: 03 Apr 2021.

Submit your article to this journal [↗](#)

View related articles [↗](#)

View Crossmark data [↗](#)

Innovative social work field placements in public libraries

Sarah C. Johnson

LMSW, MLIS, Library Department, Hunter College, City University of New York, New York, NY, USA

ABSTRACT

While the collaborative trend among professional social workers and librarians has accumulated much-deserved attention for several years, literature about social work students partnering with public libraries is only beginning to emerge. In fact, there are at least 100 branches that host social work students, yet academic literature examining the scope of these collaborations is sparse. Student placements do exist at Canadian and Australian libraries, yet the current research focuses on the bulk of known partnerships based in the United States. This paper includes information on the prevalence, nature, and fit of social work education and public library partnerships, garnered from an extensive review of the extant literature as well as public documents such as library memos and minutes, newsletters, annual reports, news articles, video clip websites, and social media posts. Practical applications of field placements are presented including students' assignments for educational competencies such as conducting needs assessments, providing training to library staff, and developing outreach to patrons. Student attributes suitable for placement are discussed as are potential challenges in establishing and implementing fieldwork. Proposals for how to commence such partnerships are offered including suggestions for further research.

ARTICLE HISTORY

Received 2 April 2020
Accepted 23 March 2021

KEYWORDS

Fieldwork; inter-professional; social work education; social work students; public libraries; internships; field placement

Social work interns at public libraries

Ever since the San Francisco Public Library hired the nation's first social worker in 2009 (Dwyer, 2019), interest in the collaboration between social work and libraries has continued to grow. Local news outlets reflect this increasing relevance (Nexstar Broadcasting, 2019) as do conference presentations (CSWE, 2019) and formation of the Social Worker Task Force (American Library Association, 2021). Yet most of this attention focuses on the intersection of *professional* library social workers. Despite the growth of singular case studies on specific branches and patron populations (Cuseglio, 2020; Kelley et al., 2017; Provence et al., 2020; Wahler et al., 2019) and the author's calls to the library sciences community (Johnson, 2019a, 2019b), scant social work literature comprehensively reviews the extent and impact of social work interns at public libraries. This paper includes information on the prevalence, nature, and fit of social work education and public library partnerships, assembled from an extensive review of the

extant literature as well as public documents such as library memos and minutes, newsletters, annual reports, news articles, video clip websites, and social media posts.

Despite this academic vacuum, collaboration is rapidly growing as networks of social workers and librarians forge across North America. Membership for the online networking group *Whole Person Librarianship* exceeds 600 librarians, social workers, educators, and students (Zettervall, 2021a). In sync with dozens of university-community collaborations underway, Wahler et al. (2019) rightly observe that “partnerships between libraries and social work schools for practicum placements are a natural place to join the two professions to meet patron needs” (p. 8). Figure 1 displays locations of nearly 100 public libraries in the United States that host social work students, a trend that started in San Jose, California in 2007 (Estreicher et al., 2013). In this paper, the terms student field placement, fieldwork, student interns, and practicum placement are used interchangeably.

Evidence suggests social workers are catching on to fieldwork in this non-traditional setting. The number of sessions addressing social work/public library partnerships at the Council on Social Work Education (CSWE, 2019) annual meeting increased from one session in 2017 to four by 2019. Social work educators and field directors discuss library field placements on podcasts (University of Buffalo School of Social Work, 2019), receive grants to fund partnerships (Torok, 2019), and discuss their alliances at symposiums (New York University, 2019). Yet social work scholars have yet to properly examine the scope and impact student field placements have at public libraries across the United States. The current research attempts to address this omission by presenting a broad conceptual overview, showcasing the breadth and reach of social work student/public library collaborations throughout the United States and generates a call to action for social work educators to further cultivate alliances with their local public libraries.

Changing demands on librarians

Libraries long ago ceased to be a place where books merely circulate (Klinenberg, 2018). Librarian Cindy Mangel observes ‘having the services of a social work student available to our patrons is an example of how libraries are changing and expanding services’ (TAPinto Staff, 2018). Indeed, the demands required of librarians have morphed and many view themselves akin to social workers (Oliver, 2019). In the last decade, hiring social workers is one of many innovative solutions libraries have conceived to address high-needs patrons. As many librarians are overwhelmed with the changing roles and expectations upon them—often coupled with staff shortages and inadequate funding—social work interns are a creative means of providing ‘assistance to librarians and other staff who may be overwhelmed by patrons needs that go beyond their purview as librarians’ (Aykanian et al., 2020, p. 4).

Hosting students is often a cost-effective solution for branches that cannot afford to hire a professional social worker (Cuseglio, 2020). Forest Park Library Director Pilar Shaker agrees that ‘we are a small library and can’t afford to take on a staff social worker at this time ... by working with the Loyola University’s School of Social Work as an internship site, we are able to get some of the assistance we need as well as provide a great learning opportunity to two future social workers without exhausting our budget or limiting other services to patrons’ (Hammond, 2019).

Figure 1. As of March 2021, approximately 100 public libraries in the United States serve as placement sites for social work student interns. Hawaii and Alaska partnerships not pictured for scale. Source: Zettervall, 2021.

Opportunities

Social work students offer the budding skills, knowledge base, and shared values that can help librarians meet the needs of underserved patrons. Over 60,000 students are in field placement every year (CSWE, 2018) at one of 889 accredited programs in the United States (Council on Social Work Education [CSWE], 2021). As the ‘signature pedagogy’ of social work education (CSWE, 2015, p. 7), students are required to complete between 400 and 900 hours of fieldwork (Shaffer, 2013). With over 9,000 public libraries in the United States (American Library Association, 2019), opportunities for interdisciplinary collaboration abound. Considering these numbers, it is incumbent upon social work educators to develop relationships with local libraries in order to initiate field placements (Soska & Navarro, 2020). By doing so, they ensure libraries are aware of collaborative prospects and that hosting students is a viable option.

Shared values

As reflected in their Core Values (American Library Association, 2004), teaming with libraries means pairing with a profession that shares similar ideals to social work (Zettervall & Nienow, 2019). Perhaps the most notable sister ethic is that of social justice, which is offered in libraries’ provision of ‘access to needed information, services, and resources’ thus offering an ‘equality of opportunity’ (National Association of Social Workers, 2018). According to Gorham et al. (2016), the reliable Internet access and intellectual freedom libraries provide are fundamental to social justice and human rights. Social work library interns employ this common value of social justice by assisting patrons with online applications for financial aid (Earnest, 2018) and food assistance (McCorkell, 2018). Providing access points within libraries to necessary services reduces stigma and streamlines programming for all patrons, alongside information on voting rights, parenting classes, and craft groups. In addition to services for individuals and families experiencing homelessness, offering a variety of outreach programs allows interns to deliver on the joint values of service, social justice, and diversity.

Field placement details and assignments

To illustrate what a library placement entails, the following outlines three assignments interns typically conduct with the aim of achieving educational competencies (CSWE, 2015). The current research indicates successful internships commence with students conducting needs assessments of both library patrons and staff (Zettervall & Nienow, 2019). Based on their findings, students may coordinate relevant training for librarians and develop or enhance existing outreach programs.

Needs assessments

At the outset of a library internship, a typical first assignment for students is to ascertain needs of both library staff and patrons (Johnson, 2019a). As each branch differs, the objective is to identify what a specific library community asserts as its main priorities. Relevant services and programs can then be tailored to the psychosocial needs as voiced by patrons (Provence et al., 2020) and staff (Wahler et al., 2019). This task aligns with

a central aim of community practice which entails working ‘with local people to assess the strengths and needs of a whole community, building capacity and providing needed services’ (Weil & Gambel, 2015, p. 908).

Conducting needs assessments can offer ‘students real-world experience while allowing the library the opportunity to gather valuable information about issues on the minds of community members’ (Pavlik, 2019). At local libraries, Azusa Pacific University interns ‘gained constructive macro-level learning experience because of their participation in engaging and assessing services’ (Kelley et al., 2017, p. 123). The data provided Azusa’s chief librarian with ‘valuable information on patron needs to include proposals in grant funding’ (p. 122) and subsequently propelled Azusa Public Library to consider hiring a professional social worker.

San Jose State University (SJSU) students had similar findings from their assessments of both university and local patrons (Estreicher, 2013). Their appraisals were crucial to launching the Social Worker in the Library program the following year (Copeland & Sarvela, 2015). At the conclusion of its pilot year, library staff agreed there was a need to incorporate social work students into its groundbreaking program (Luo et al., 2012).

Staff training

Determining the needs of library staff commonly highlights a desire for inter-professional training. Social work students often provide or facilitate workshops alongside neighborhood agencies (Soska & Navarro, 2020). Moxley and Abbas (2016) find in their ‘interaction with their social service colleagues, librarians also gain professional experience and increased expertise in serving members of vulnerable populations . . . increasing their own holistic understanding of potential interventions and resources needed to bring about such outcomes’ (p. 322).

With the help of University of Georgia (UGA) School of Social Work interns, the Athens-Clarke County Library offers its Trauma-Informed Library Transformation initiative (Ford, 2019). UGA Dean Anna Scheyett affirms that ‘having library staff informed about trauma . . . plus having social work students who can help connect people with services they need throughout the community, [is] a novel and powerful combination’ (Tolbert, 2018). In a similar vein, the Denver Public Library, Elissa Hardy and her social work team conduct workshops on how trauma impacts library staff as well as patrons (Hardy, 2017). Hosting interns alongside professional social workers can support library staff ‘in self-care, training them to deal with mental health emergencies, and teaching them to apply a trauma-informed approach to their work’ (GSSW News, 2018). This can be particularly useful in branches where librarians are at risk for vicarious trauma and burnout as they sometimes encounter patrons experiencing drug overdoses (Correal, 2018) or acting violently (Clark, 2019).

An increasing number of libraries offer workshops akin to Mental Health First Aid (Lloyd, 2020), a service that social work students help coordinate in conjunction with social service agencies. In this way, interns help build the capacity of library staff (University of Buffalo School of Social Work, 2019) to meet patrons’ needs. In addition to training staff on issues of trauma and mental health, social work students also facilitate discussions concerning relevant library policies. Giesler (2017) encourages library administrators to be proactive about reviewing and implementing conduct

policies with regards to high needs patrons. Library Director Kat Boyer reflects her rural branch ‘changed some of our policies after working with the social work [interns] . . . it used to be you had to have a permanent address where you received mail . . . now, as long as you can receive mail at the address you are putting down, you can get a library card’ (Wrege, 2018).

Outreach

Many libraries already offer outreach programs unique to their communities. In such cases, social work interns either step into established programs or help foster new ones. Based on assessment findings, service delivery can range from a broad, macro-level reach to an individualized, micro approach (Wahler et al., 2020). This section features means by which students provide outreach to library patrons on macro, mezzo, and micro levels of practice.

Coffee and Conversations is a popular, easily implementable program that students organize in conjunction with library staff. Conceived by Dallas Public Library (Africawala, 2015), this informal event aims to foster social inclusion and relationship building among participants. Local agencies are often invited to showcase their services and answer patrons’ questions. The setting encourages interns to broker agency partnerships that otherwise rarely connect in a neutral, congenial atmosphere. Variations on coffee socials are regular features in all types of public libraries, from rural Illinois (Mitchell, 2019) to urban centers in Colorado (Denver Public Library, 2020). This type of outreach leverages community resources and heeds the social work notion of meeting the client where they are (Tolbert, 2018).

Depending on the size and scope of the branch, the amount and type of work students can address varies. To date, Provence et al. (2020) conducted the broadest survey of patrons’ psychosocial needs at a large urban library network (N = 1250). Their survey found the top three psychosocial needs voiced by library patrons are computer/internet access, employment, and financial assistance (p. 7). These three variables outline just some of the needs social work student interns can work to address during their field placements.

In addition to macro and mezzo-level programs, students offer direct, micro-level support such as personalized advocacy and resource referrals. While the bulk of this research was conducted prior to the COVID 19 pandemic currently underway, it is worth noting that at the time of writing, student interns continue to provide micro-level remote, telehealth services to patrons in need (Morris et al., 2020). Pre-pandemic, students at compiled print and digital directories of social services agencies for patrons (Droscha, 2018) and made referrals to health and wellness (Rutgers University, 2018), literacy (Long Branch Free Public Library, 2019), legal support (City of Long Beach, 2019), career advice (Swenson, 2019), and peer support services (MacMurray College, 2019). Post-pandemic, interns meet remotely via Zoom and telephone to connect library patrons with community resources (Somerset County Library System of New Jersey [SCJSNJ], 2021), minimize isolation experienced by senior citizens (Amityville Public Library, 2021), and continue to assist patrons ‘with needs such as food, housing, addiction, health services, job loss, places to find employment, and mental health topics’ (The Trumbull Times, 2020). Once again, Soska and Navarro argue ‘the complexity of social

issues involving substance abuse, mental health, health, aging in place, immigration, and many other community needs require social workers to spend more time at their public libraries' (~~The Trumbull Times~~, 2020, p. 417).

Whether in person or on-line, established drop-in hours are a common means through which patrons can meet with interns who hone their generalist skills by providing such information, referral, and advice. Other branches advertise 'meet and greet' sessions with students (Hammon, 2018), open house hours (Bridgman Public Library, 2018), and post intern availability on Facebook (Deer Park Public Library, 2018) and Twitter (North Babylon Public Library, 2018).

Student considerations

Novel field placements are not suitable for all social work students and those most fitted for internships depend on several factors. It's worth considering a student's disposition and work preferences in addition to personal attributes. Social work program requirements and potential assignments at the branch in question are important to weigh before commencing placement. As each branch varies—even within a particular city or county—there is no singular prescription for which students are most apt for public library fieldwork. Yet the following guidelines are based on recurring findings in the author's research.

Though there are exceptions (Torok, 2019), library placement is less opportune for students on a clinical track. As the nature of library work tends to bolster generalist skills, it is not ideal for students required to carry a minimal caseload as clinical hours cannot be guaranteed or even permitted at some branches. Thus, library settings are more appropriate for students with a policy or community organizing focus. Trends indicate library interns are typically graduate-level students enrolled in their foundation year or pursuing an advanced generalist track. Compared to undergraduate students, social work educators generally find Master's-level students operate more independently and are better apt to address emergencies (Marion, 2019).

Student preparedness is a common and understandable concern for field advisors and librarians alike. Many require exceptionally capable, advanced students, particularly if the branch in question commonly encounters crises. Placements are desirable for students who are independent self-starters, adaptable, and seek creative solutions. Director Diana Brawley Sussman claims her branch 'looks for interns who have relevant experience and the ability to work very independently in a nontraditional setting' (Smith, 2018). Similarly, some branches require interns to have 'demonstrated sensitivity and respect for repeat customers' (Schweizer, 2018, p. 136) and can comfortably manage without a professional social worker on site (Tepper, 2019).

Yet among the 100 libraries hosting students in the United States, an increasing number are establishing suitable placements for bachelor level (BSW) students (McDaniel-Ogletree, 2019). Until recently, interns from the Stony Brook School of Social Welfare were mostly graduate students; then, in 2018, their first BSW interns served at local branches. Nearby, undergraduate interns are situated at the Long Branch Free Public Library (Vannozzi, 2019) and neighboring New Jersey branches (SWiRSL, 2018). MacMurray College's BSW Program Director describes their collaboration with Jacksonville Public Library as 'a natural fit' that offers 'a unique opportunity for our social

work students to get real hands-on practice' (Olson, 2018). It's feasible that as successful collaborations proliferate, programs will increasingly place undergraduate students in libraries.

Challenges

As such community-university collaborations are a mere decade old, there are challenges for social work educators to consider. It is worth noting the importance of buy-in from stakeholders, funding (Cuseglio, 2020), and restrictions on the type of work interns can undertake (Comsewogue Public Library, 2019). Libraries' laudable value of patron privacy nonetheless creates barriers for anonymous outcome measurements (Aykanian et al., 2020) thus demonstrating efficacy and value to funding streams may be affected (University of Buffalo School of Social Work, 2019). Library staff may question students' tasks and responsibilities at their respective branches; therefore, expectations should be clearly addressed in the student's learning contract (Zettervall & Nienow, 2019). Field directors also must ascertain if there is suitable and ample work for students to achieve educational competencies and help arrange proper social work supervision.

Supervision

It's important to specifically address social work supervision as it is the main hurdle to library placement. While branches designate a librarian to act as the student's 'task supervisor' most do not employ social workers therefore making the required social work supervision challenging to establish. While a valid apprehension for educators and students alike, creativity and flexibility are essential to create solutions. Based on existing partnerships, the following outlines innovative examples for supervision:

Teaming up with third parties such as the Department of Homeless Services or Health and Human Services (Signal Tribune, 2019) is a common approach to arranging social work supervision for students. Such inter-agency collaborations require generating new alliances or strengthening existing relationships. Students from Florida International University obtain supervision from a clinical social worker as they offer 'patron-targeted programming with greater attention to inclusivity and accessibility' in Miami, Florida (Drouet, 2020) while the main library in rural Carbondale, Illinois compensates a local agency to provide students with supervision (Smith, 2018). David Perez realizes he was fortunate when a retired social worker volunteered to provide his weekly supervision. Eventually hired by the Long Branch Free Public Library as New Jersey's sole Library Social Worker, Perez oversees undergraduate interns continuing in his footsteps (Vannozzi, 2019). Both the University of Maryland-Baltimore and Stony Brook School of Social Welfare provide a dedicated supervisor to oversee multiple interns (Enoch Pratt Free Library, 2018; Phelan, 2018).

Getting started

Social work educators can begin exploring the option of partnering with local libraries by initiating the conversation and, as Soska and Navarro (2020) argue, simply spend more time in public libraries. Asking exploratory questions about the library's current needs,

strengths, and ways students may help is a solid beginning. Learn what outreach services are available to patrons and what areas of growth students can assist with. Highlight the similar goals, values, and ethics that social workers share with libraries in their overall mission. Reassure wary staff and administrators the school and its students aim to support the library, not usurp expertise of their particular community and its needs. Clarify the overarching goal for social work internships is to enhance library services to patrons, and therefore the wider community. Dr Peggy Morton affirms ‘library placements are designed to support the library’s mission. They are a win-win situation—for the patrons, the library system, and our students’ (New York University, 2018).

Conclusion

This overview of the existing knowledge about public library-based practicum placements attempts to speak into the void about which the ‘social work literature is deafeningly silent’ (Provence, 2018, p. 1054). The author concurs with Wahler et al. (2019) that ‘future research should examine the outcomes of existing library and social work partnerships to determine which efforts are best meeting the needs of public library patrons’ (p. 8). As argued in this paper, it is imperative that social work educators play a larger role initiating interagency collaboration with public libraries in order for this to happen.

Every year in the United States nearly 60,000 social work students seek quality field placements (CSWE, 2018). They are ripe to utilize their social work skills, knowledge, and values to help libraries meet the needs of underserved patrons. With over 9,000 public libraries in the United States (American Library Association, 2019), there are ample opportunities to advocate for social justice among patrons. Now is the time for social work educators to seize this current ‘golden age of library-social work collaboration’ (Zettervall, 2015) and foster innovative platforms for students to enhance programs, strengthen outreach, and empower librarians to the ultimate benefit of patrons and their communities.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Notes on contributor

Sarah C. Johnson, MLIS, LMSW is Assistant Professor, Social Sciences Librarian, and Reference Coordinator at Hunter College (City University of New York).

ORCID

Sarah C. Johnson <http://orcid.org/0000-0002-2032-6425>

References

- Africawala, J. (2015, April 24). Coffee & conversation. <http://www.programminglibrarian.org/programs/coffee-conversation>
- American Library Association. (2004). *Core values of librarianship*. <http://www.ala.org/advocacy/intfreedom/corevalues>
- American Library Association. (2019). *Number of libraries in the United States*. <http://www.ala.org/tools/libfactsheets/alalibraryfactsheet01>
- American Library Association. (2021). *Social worker task force*. Public Library Association. <http://www.ala.org/pla/about/people/committees>
- Amityville Public Library. (2021). *Outreach resources*. Amityville Public Library. Retrieved March 1, 2021 from <https://www.amityvillepubliclibrary.org/outreach>
- ~~Author. (2019b). Removed for blind review.~~
- Aykanian, A., Morton, P., Trawver, K., Victorson, L., Preskitt, S., & Street, K. (2020). Library-based field placements: Meeting the diverse needs of patrons, including those experiencing homelessness. *Journal of Social Work Education*, 56(1), S72–S80. <https://doi.org/10.1080/10437797.2020.1723757>
- Bridgman Public Library. (2018). *Social work open house*. Retrieved April 2, 2020 from <https://getlocalhop.com/social-work-open-house/event/TlaR9zvDWv/>
- City of Long Beach. (2019, December 2). *Long beach public library pilots social work internship program* [Press release]. <http://www.longbeach.gov/press-releases/long-beach-public-library-pilots-social-work-internship-program/>
- Clark, K. (2019, April 23). *Keep library workers safe*. American Libraries Magazine. <https://americanlibrariesmagazine.org>
- Comsewogue Public Library. (2019, October). *Social work student intern list of services*. https://www.cplib.org/wp-content/uploads/2019/10/SocialWorkIntern_ListofServices.pdf
- Copeland, J., & Sarvela, D. (2015). *Social workers in the library*. National Association of Social Workers California News. <http://naswcanews.org/social-workers-in-the-library-encinitas/>
- Correal, A. (2018, February 28). *Once it was overdue books. Now librarians fight overdoses*. The New York Times. <https://www.nytimes.com>
- Council on Social Work Education [CSWE]. (2021). *Directory of accredited programs*. Retrieved February 28, 2021, from <https://www.cswe.org/Accreditation>
- CSWE. (2015). *Educational policy and accreditation standards*. <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>
- CSWE. (2018). *2017 Statistics on social work education in the United States*. <https://www.cswe.org>
- CSWE. (2019). *2019 APM information*. <https://www.cswe.org/Events-Meetings/2019-APM>
- Cuseglio, R. (2020). MSW interns in the public library: A case study in community partnership. *Social Work Education*. <https://doi.org/10.1080/02615479.2020.1791066>
- Deer Park Public Library. (2018, September 7). *Social work intern*. <https://www.facebook.com/deerparklibrary/>
- Denver Public Library. (2020). *Coffee connections*. <https://www.denverlibrary.org/event/coffee-connections>
- Droscha, A. (2018, November 15). *Cassopolis district library offers onsite social workers*. Leader Publications. <https://www.leaderpub.com>
- Drouet, J. (2020, March 13). Libraries are often on the front line of homelessness and mental illness: FIU social workers enlist to help. FIU News. <https://news.fiu.edu/>
- Dwyer, C. (2019, July 17). *Your local library may have a new offering in stock: A resident social worker*. NPR. <https://www.npr.org>
- Earnest, A. (2018, August 24). *Social work intern starts office hours at Elmhurst Library*. <https://patch.com/illinois/elmhurst/social-work-intern-starts-office-hours-elmhurst-library>
- Enoch Pratt Free Library (Producer). (2018, November 9). *Kimberly Street and Laurel Smith-Raut discussing social worker in the library* [Podcast episode]. <https://www.prattlibrary.org/bmorepodcast/>

- Estreicher, D. (2013, May 5). *A brief history of the social workers in the library program*. <https://wholepersonlibrarianship.com/2013/05/05/a-brief-history-of-the-social-workers-in-the-library-program/>
- Estreicher, D., Lee, P. A., Thomas, G., & Thomas, C. (2013). *Social workers in the library*. <https://mlismsw.files.wordpress.com/2013/05/switl.pdf>
- Ford, A. (2019, June 3). Toward a trauma-informed model. *American Libraries*. <https://americanlibrariesmagazine.org>
- Giesler, M. A. (2017). A place to call home? A qualitative exploration of public librarians' response to homelessness. *Journal of Access Services*, 14(4), 188–214. <https://doi.org/10.1080/15367967.2017.1395704>
- Gorham, U., Taylor, N. G., & Jaeger, P. T. (2016). Human rights, social justice, and the activist future of libraries. In U. Gorham, N. G. Taylor, & P. T. Jaeger (Eds.), *Perspectives on libraries as institutions of human rights and social justice* (vol. 41, pp. 419–427). Emerald.
- GSSW News. (2018, June 26). *Library social work: GSSW Adjunct Prof. Elissa Hardy is helping to define a new social work specialty*. <https://socialwork.du.edu/news/library-social-work>
- Hammon, K. (2018, December 14). *Meet and greet seeks to spread the word about social services program at local libraries*. Leader Publications. <https://www.leaderpub.com>
- Hammond, A. (2019, February 13). *Forest Park Public Library partners with Loyola University School of Social Work on internship program*. RAILS. <https://www.railslibraries.info>
- Hardy, E. (2017, January 25). *Trauma informed services in the library*. InfoPeople. <https://vimeo.com/201057903>
- Johnson, S. C. (2019a). Partnering for social justice: Social work students' placement at public libraries. In S. Epstein & V. Gubnitskaia (Eds.), *Social Justice and Activism in Libraries: Essays on Diversity and Change* (pp. 45–52). McFarland Publishing. https://academicworks.cuny.edu/hc_pubs/492/
- Johnson, S. C. (2019b). MSW interns and public libraries: Enhancing services through interdisciplinary collaboration. *Public Services Quarterly*, 15(1), 13–23. <https://doi.org/10.1080/15228959.2018.1541332>
- Kelley, A., Rigglesman, K., Clara, I., & Navarro, A. E. (2017). Determining the need for social work practice in a public library. *Journal of Community Practice*, 25(1), 112–125. <https://doi.org/10.1080/10705422.2016.1269380>
- Klinenberg, E. (2018). *Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life*. Crown/Archetype.
- Lloyd, P. (2020). The public library as a protective factor: An introduction to library social work. *Public Library Quarterly*, 39(1), 50–63. <https://doi.org/10.1080/01616846.2019.1581872>
- Long Branch Free Public Library. (2019). *Social work and diversity*. <https://www.longbranchlib.org/social-work-and-divesity>
- Luo, L., Estreicher, D., Lee, P. A., Thomas, C., & Thomas, G. (2012). Social workers in the library: An innovative approach to address library patrons' social service needs. *Qualitative and Quantitative Methods in Libraries*, 1(1), 73–82. <http://www.qqml.net/index.php/qqml/article/view/45>
- MacMurray College. (2019, October 29). *Public library names social work program a "friend"*. MacMurray College. <https://www.mac.edu>
- Marion, S. (2019, December 6). *Edwardsville Public Library rising up to fight homelessness*. *The Edwardsville Intelligencer*. <https://www.theintelligencer.com>
- McCorkell, M. (2018, July 16). *Social worker in the library success*. <https://blog.prattlibrary.org>
- McDaniel-Ogletree, S. (2019, September 16). *Social-work intern goes beyond books*. Jacksonville Journal-Courier. <https://www.myjournalcourier.com>
- Mitchell, H. (2019, December 19). *Social services a new chapter in Elmhurst library offerings*. Shaw Local News Network. <https://www.shawlocal.com>
- Morris, Z. A., Dragone, E., Peabody, C., & Carr, K. (2020). Isolation in the midst of a pandemic: Social work students rapidly respond to community and field work needs. *Social Work in Education*, 39(8), 1127–1136. <https://doi.org/10.1080/02615479.2020.1809649>

- Moxley, D. P., & Abbas, J. M. (2016). Envisioning libraries as collaborative community anchors for social service provision to vulnerable populations. *Practice: Social Work in Action*, 28(5), 311–330. <https://doi.org/10.1080/09503153.2015.1135891>
- National Association of Social Workers. (2018). *NASW code of ethics*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- New York University. (2018, February 9). *NYU Silver field placements at Manhattan library branches offer help to homeless patrons*. NYU Silver School of Social Work. <https://socialwork.nyu.edu>
- New York University (2019). *An emerging alliance: Social work in the public library* [Continuing education seminar]. <https://www.facebook.com/NYUSilver/posts/10157002191690821>
- Nexstar Broadcasting. (2019, September 27). Erie County Public Library offering social worker services. *YourErie.com*. <https://www.yourerie.com>
- North Babylon Public Library. (2018, December 13). *Tonight @ 6:30 pm social work intern*. <https://twitter.com/nbablib/status/1073322923555991557>
- Oliver, A. (2019, April 19). Working as a librarian gave me post-traumatic stress disorder symptoms. *Los Angeles Times*. <https://www.latimes.com>
- Olson, G. (2018, February 3). *Mac, library partner on unique internship*. *My Journal Courier*. <https://www.myjournalcourier.com>
- Pavlik, C. (2019, December 17). Elmhurst Library hires social services specialist. *Daily Herald*. <https://www.dailyherald.com>
- Phelan, M. T. (2018, October 2). *Social work students to serve in three more libraries*. University of Maryland, Baltimore. <http://www.umaryland.edu>
- Provence, M. A. (2018). From nuisances to neighbors. *Advances in Social Work*, 18(4), 1053–1067. <https://doi.org/10.18060/22321>
- Provence, M. A., Wahler, E. A., Helling, J., & Williams, M. A. (2020). Self-reported psychosocial needs of public library patrons: Comparisons based on housing status. *Public Library Quarterly*, 1–14. Advance online publication. <https://doi.org/10.1080/01616846.2020.1730738>
- Rutgers University. (2018, July 9). East Brunswick library is a field site for Rutgers master of social work student. *MonroeNow*. <https://www.monroenow.com/>
- Schweizer, E. (2018). *Social workers within Canadian public libraries: A multicase study* [Master's thesis]. <https://prism.ucalgary.ca/handle/1880/106632>
- Shaffer, G. L. (2013, June 11). *Social work education: Field work*. *Encyclopedia of social work*. Retrieved 31 Mar. 2021. <https://oxfordre-com.proxy.wexler.hunter.cuny.edu/social-work/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-615>
- Signal Tribune. (2019, December 2). Long Beach Public Library pilots social work internship program. *Signal Tribune Newspaper*. <https://signaltribunenewspaper.com>
- Smith, I. (2018, November 12). Carbondale Public Library announces new set of social work interns. *The Southern Illinoisan*. <https://thesouthern.com/>
- Somerset County Library System of New Jersey [SCJSNJ]. (2021). Social services support. <https://sclsnj.org/using-our-libraries/social-services-support/>
- Soska, T., & Navarro, A. (2020). Social workers and public libraries: A commentary on an emerging interprofessional collaboration. *Advances in Social Work*, 20(2), 409–423. <https://doi.org/10.18060/23690>
- Swenson, A. (2019, August 9). Librarians facing new tasks say crisis isn't in the catalog. *The Associated Press*. <https://www.apnews.com>
- SWiRSL. (2018). We have filled our 2018-2019 internship positions. *SWiRSL: Social Workers in Rural and Small Libraries*. <https://sites.google.com/nileslibrary.net/swirsl>
- TAPinto Staff. (2018, January 28). Rutgers social worker provides assistance at Somerville Library. *TAPinto.net*. <https://www.tapinto.net>
- Tepper, N. (2019). *Social work interns address homelessness*. <https://www.forestparkreview.com/News/Articles/2-5-2019/Social-work-interns-address-homelessness/>
- The Trumbull Times (2020, September 18). Trumbull Library announces new social work program. *The Trumbull Times*. <https://www.trumbulltimes.com>

- Tolbert, L. (2018, September 8). Athens-Clarke County Library receives \$150,000 grant. *The Red & Black*. <https://www.redandblack.com/>
- Torok, J. (2019, December 19). N.C. A&T students take social work to libraries through joint program. *North Carolina A&T State University*. <https://www.ncat.edu/news/>
- University of Buffalo School of Social Work (Producer). (2019, May 20). *Exploring the integration of social workers into the library setting* [Podcast]. <https://www.insocialwork.org/episode.asp?ep=264>
- Vannozzi, B. (2019). Social workers find a new place to deploy their skills: The local library [Video]. *NJTV News*. <https://www.njtvonline.org>
- Wahler, E. A., Provence, M., Helling, J., & Williams, M. A. (2019). The changing role of libraries: How social workers can help. *Families in Society*, 101(1), 34–43. <https://doi.org/10.1177/1044389419850707>
- Wahler, E. A., & Provence, M. A., & [Removed for blind review]. (2020, November 16). *Social work/public library partnerships: Patron needs addressed by MSW students*. Virtual presentation. 2020 Council on Social Work Education Annual Program Meeting. https://academicworks.cuny.edu/hc_pubs/668/
- Weil, M. O., & Gambel, D. N. (2015). Contemporary community practice models. In K. Corcoran & A. R. Roberts (Eds.), *Social workers desk reference* (pp. 907–919). Oxford University Press.
- Wrege, L. (2018, November 14). Not the usual information: Libraries hosting social workers. *Herald Palladium*. <https://www.heraldpalladium.com>
- Zettervall, S. (2015, May 5). Whole person librarianship. *Public Libraries*. <http://publiclibrariesonline.org>
- Zettervall, S. (2021a). *Join email list*. Retrieved from February 28, 2021 from <https://wholepersonlibrarianship.com/join-e-mail-list/>
- Zettervall, S. (2021b). *Map*. Retrieved February 28, 2021 from <https://wholepersonlibrarianship.com/map/>
- Zettervall, S. K., & Nienow, M. C. (2019). *Whole person librarianship: A social work approach to patron services*. Libraries Unlimited.