

YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK

SOCIAL WORK EDUCATION
Ph.D. PROGRAM IN SOCIAL WELFARE

SWK 8696
SPRING 2017

I. COURSE DESCRIPTION

Doctoral students preparing for leadership roles in the profession should be familiar with educational issues and their probable impact on future professional developments. The goal of this course is to prepare doctoral students for roles as social work educators and, for students not planning to assume educators roles, to familiarize advanced practitioners with the relationship between social work education and practice and the agency role in education. A focus of this course is placed on providing doctoral students with the opportunity to try on the role of social work educator.

Social work education exists in formal academic institutions at the bachelors, masters and doctoral level. It exists in formal agency structures in the form of field instruction and supervision, and it exists in continuing education programs that include case conferences and in-service training, professional conferences, and post-graduate courses and institutes. At all levels of the educational continuum, social work education seeks to facilitate the acquisition of social work skills, the preservation of a knowledge base that informs the application of skills, and adherence to professional values and ethics. Central to social work education is the teaching of culturally competent practice with diverse populations.

In this course, students will explore the technology and design of curricula, and its relationship to established standards and the social work program's desired educational outcomes. Research on the advantages and limitations of measuring educational goals and objectives will be examined. Students will have the opportunity to develop a lesson plan and teach a session in a graduate course which will be videotaped and critiqued.

This is a blended course (see class schedule on p. 8). **In blended courses**, a portion of the traditional face-to-face instruction is replaced by web-based **online** learning. This class utilizes the Canvas platform. The course begins with a discussion of (1) social work epistemology and how social work knowledge, skills, and values are transmitted within the classroom and field. (2) Next, students examine in detail the Council on Social Work Education's (CSWE) Education Policy and Accreditation Standards (EPAS) which guide social work education. (3) Students next explore how course syllabi are developed, with special attention to the construction of learning objectives and the selection of readings, assignments, and methods of teaching/learning that relate to the learning objectives; (4) Students will look at the technology of teaching/learning and explore the skills and knowledge necessary for effective teaching as these relate to the skills and knowledge required for effective social work practice; (5) Considerable attention will be devoted to the practical skill of teaching; students will be expected to

teach a class session and to engage in critiques of teaching methods and styles. (6)
The class concludes with a focus on the evaluation of teaching, and examining opportunities for teaching in social work programs.

II. EDUCATIONAL OBJECTIVES

By the end of the semester, students will demonstrate knowledge and skill related to:

1. Understanding of social work epistemology and how social work knowledge, skills and values are transmitted through a classroom and field work experience.
2. Appreciation of the history and development of social work education.
3. Comprehension of the accreditation process which includes a grasp of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) (CSWE, 2007), and the rationale for the organization of curriculum around practice competencies.
4. Knowledge of trends in social work education and current educational issues and implications for current program planning.
5. Awareness of the underlying theories that inform educational instruction especially the concepts of pedagogy and a liberatory approach to cooperative teaching and learning.
6. Comprehension of the key elements of educational design and curriculum with some ability to apply theoretical models of adult learning, professional education, and educational technology to the development of curriculum.
7. Technical and conceptual skills in analyzing and assessing current research in social work education.
8. Ability to critique the research methodology and application of findings of published articles on social work education.

III. COURSE REQUIREMENTS

There will be a series of assignments for this course. Assignments are described in the 'Course Assignments' section of the syllabus. Papers are due during the week assigned to each class (session 1 corresponds with week 1 of the class).

Class participation is essential for learning and testing one's ideas. Students are expected to do the required readings. Grades will be based on the written assignments, teaching practicum, and participation.

This is a blended class and students are expected, for the online portion of the class, to have basic computer skills such as basic word processing, saving, and copying files, and Internet navigation. The course uses Canvas.

Learning platform and students are expected, by the first week of class, to possess the skills needed to use the features related to the online portion of this blended course.

A. Texts & Readings

Required Texts

Council on Social Work Education. (2008). Educational policy and accreditation standards (EPAS). Alexandria, VA: Author. (Available on line at www.cswe.org or a class handout)

Ortiz Hendricks, C., Bertrand Finch, J., & Franks, C. (2013). Learning to teach—Teaching to learn: A guide to social work field education. (2nd ed.). Alexandria, VA: Council on Social Work Education Press.

List: 47.00 ISBN 087293117X \$47.00

Van Soest, D., & Garcia, B. (2008). Diversity education for social justice: Mastering teaching skills. Second Edition. Alexandria, VA: Council on Social Work Education Press.

List \$38.95 ISBN 0872930998

Recommended Texts

*Preskill, S., & Brookfield, S. D. (2008). Learning as a way of leading: Lessons from the struggle for social justice. New York: Jossey-Bass.

*Roche, S. E., Dewees, M., Trailweaver, R., Alexander, S., Cuddy, C., & Handy, M. (1999).

Contesting boundaries in social work education: A liberatory approach to cooperative learning and teaching. Alexandria, VA: Council on Social Work Education.

*Armour, M. P., Bain, B., & Rubio, R. J. (2006). Educating for cultural competence: Tools for training field instructors. Alexandria, VA: Council on Social Work Education Press.

*Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.

*Brookfield, S. D. (1990). The skillful teacher: On technique, trust, and responsiveness in the classroom. San Francisco, CA: Jossey-Bass.

Diamond, R.M. (1998). Designing & assessing courses & curricula: A practical guide, Revised edition. San Francisco: Jossey-Bass.

Grunert, J. (1997). The course syllabus: A learning-centered approach. New York: Anker Publishing.

Leighninger, L. (2000). Creating a new profession: The beginnings of social work education in the United States. Alexandria, VA: Council on Social Work Education.

Schon, D.A. (1987). Educating the reflective practitioner. CA: Jossey-Bass.

Walvoord, B., & Anderson, V.J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco, CA: Jossey-Bass.

Students are encouraged to take out a subscription to the Chronicle of Higher Education (www.chronicle.com). Students are also encouraged to become student members of the Council of Social Work Education (www.cswe.org) which entitles you to a subscription to the Journal of Social Work Education, to job banks, and to discounts on conference participation. The Journal of Teaching in Social Work is another worthwhile publication to have in your possession.

B. Course Assignments

Readings; It is expected that all reading assignments listed as “required” in the course outline will be read prior to the class at which they will be discussed, and that students will make every effort to avail themselves of the recommended readings. Familiarity with the readings and their application should be reflected in all assignments.

First Assignment

Due Date: Discussion of your topic during **Session 5**. Due Date **Session 12**

Paper for Publication

This assignment provides students with an opportunity to prepare a paper for publication. The paper can involve the selection of a completely new (theoretical, case-study, perspective paper, literature review, research-based, or review/conceptual) topic, or you can write on an area you are considering for your dissertation. Alternatively, you can adapt a paper previously written. There are four stages to this assignment:

(1) Submit a 1 page plan exploring your idea for the manuscript (**DUE SESSION 3**). You might consider browsing through current/past issues of some student journals, such as:

COLUMBIA SOCIAL WORK REVIEW: <http://cswr.columbia.edu/>

HUNTER: <http://silbermanvoices.com/>

U. MICHIGAN: <http://open.umich.edu/education/ssw/resources/michigan-journal-social-work/2010/materials.html>

(2) Submit an outline providing specificity to your topic. The outline should include the broad central question, underlying themes, literature, and the steps you plan to take in addressing the topic. In addition, identify the journal to which you intend to submit, and be sure that your plan for the article corresponds with the journal’s aims and scope. Include a paragraph about why your article is well suited for your chosen journal, and be sure that your paper follows the journal’s ‘guide for Submitting Manuscripts.’

(3) Submit a draft of your manuscript.

Research based articles tend to include (a) introduction, (b) statement of the problem, (c) literature review, (d) methodology, (e) summary of findings, (f), discussion/implications, (g) conclusion (h) references.

A Case Presentation tends to include (a) introduction, (b) case presentation, (c) discussion, (d) implications, (e) conclusion

Conceptual papers tend to include (a) Introduction, (b) statement of the problem, (c) historical context/literature (d) discussion (e) implications (f) conclusion

(4) Peer review: Submit your paper to 3 other students in the class. The purpose of the peer review is to provide unbiased feedback about the quality, scientific, practical, or educational merit of your paper, and to offer suggestive suggestions to improve the manuscript. Does your paper a topic of interest or relevance to the journal you chose? Does it connect with existing literature or best practices within social work? Do you provide methodological rigor? Is your writing clear, concise, and acceptable?

Chosen topics will be discussed during Sessions 5. This paper, and peer reviews should be submitted in the 12th class.

Second Assignment

Due Date: Variable

Lesson Plan & Teaching Critique

Students will select a graduate MSW course to teach one class session in consultation with the course instructor who will help them develop a lesson plan. On the day they teach, they will be videotaped. For the teaching critique, students can select a part of the tape to be shown in class. The tape selection should demonstrate good and bad teaching techniques as discussed in this course. Students should critique their own performance and the instructor and class participants will offer their own critique.

Teaching critiques will take place during sessions 10-13.

IV. Class Participation: It is assumed that each student will have read the assigned readings prior to each class session. Class sessions will be used for presentation of relevant information which ties together text and reference materials. This course relies heavily on the participation and presentations of students in preparation for roles in education and/or agency staff development and training and is, therefore, experiential in nature. The course will be a combination of lecture-discussions, experiential exercises, including classroom presentations, and learning projects. Each student is expected to actively participate in class discussions and exercises, (both online, and in-class), contributing knowledge, experience and ideas.

Adherence to APA style of sectioning, referencing and margins is required for all written assignments. It is strongly recommended that written work be carefully proof-read (by self and others) before submission. It is expected that students will evidence communication skills consistent with doctoral education standards.

Grading:

The University grading system will be applied. The grade will be based upon the extent to which the student meets the course objectives, as demonstrated in the written assignments and class attendance and participation.

Due to the blended nature of this course your participation is imperative. You will be responsible for posting in Canvas each week and responding to the on-line questions found in the lessons and for responding to your classmates' posts. Both the in-class and online aspects of this class are interactive. For the online portion, you will need to both post and respond to your classmates' posts. You are expected to complete assignments on time and take responsibility for your own learning. It is expected that you will demonstrate responsibility, compassion, and seriousness in the learning process. Respect for a variety of views and values will foster an atmosphere of free exchange and growth through group processes. The online portion of your participation will be logged. The depth of your participation will be graded by your responses to the assigned questions and your classmates' posts in the discussion forums.

Criteria for final grades are:

1. Assignment #1 – Paper for Publication 25%
2. Assignment #2a – Lesson Plan - 25%
3. Assignment #2b Teaching Critique – 25%
4. Class Participation 25%

Evaluation:

Students are provided opportunity to evaluate their courses. An evaluation form pertaining to the course and instructor will be distributed towards the end of the semester. There will also be opportunities to discuss students' perspectives about the progress of the course throughout the semester. Evaluation is ongoing. Students are encouraged to provide direct feedback about their learning needs to the instructor.

IV. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

V. E-Reserves

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VI. PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion

VII. HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

VIII. COURSE SCHEDULE

Class Meeting Dates:

2/1 [Session 1 – Introduction to Class \(IN-CLASS\)](#)

2/8 [Session 2 – Knowledge base of social work education \(CANVAS\)](#)

- 2/15 Session 3 – The structure of social work education Core Competencies (CANVAS)
- 2/22 Session 4 – The structure of social work education (CANVAS)
- 3/1 [Session 5 – Discussion of chosen topics for Assignment #1. \(IN-CLASS\)](#)
- 3/8 Session 6 – Techniques & Challenges – Curriculum Development (CANVAS)
- 3/15 Session 7 – Techniques & Challenges – Styles & Stages (CANVAS)
- 3/22 [Session 8 – Techniques & Challenges – Teaching Methods \(IN-CLASS\)](#)
- 3/29 Session 9 – Techniques & Challenges – Teaching Challenges (CANVAS)
- 4/5, 4/19, 4/26, 5/3 Sessions 10-13 – Teaching & Teaching Evaluation (CANVAS)
- 5/10 [Session 14 – Teaching Critique Summation. \(IN-CLASS\).](#)

SESSIONS 1 & 2: THE ‘KNOWLEDGE BASE’ OF SOCIAL WORK EDUCATION

Students will engage in learning about social work epistemology in order to develop an understanding of the nature of knowledge, and to locate their understanding within the context of the different ways in which knowledge-building can be approached. This section also includes an exploration of the history of social work education, and current issues in social work education.

- Social work epistemology
- The place of social work within the university environment
- Historical developments in social work education
- Current issues in social work education

Required Readings:

Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.

Gelman, R., & Gonzalez, M. (2016). Reconsidering social work 100 years post-Flexner: Where are we now, where are we headed, what has been gained, what has been lost? *Journal of Social Work Education*, 52(1), 51-55.

Gibelman, M. (1999). The search for identity: Defining social work, past, present, future. *Social Work*, 44(4) 298-310.

Hoffman, K. (2008). Social work education: Overview. In T. Mizrahi & L. E. Davis (eds.), *Encyclopedia of social work* (20th edition, Vol. 4, pp. 107-114). New York, NY: Oxford University Press.

Weuste, M., & Villa, D. (2015). So you think you want to be a social work academic? *The New Social Worker*. Available online – see below for link.

<http://www.socialworker.com/feature-articles/career-jobs/so-you-think-you-want-to-be-a-social-work-academic/>

Recommended Readings:

Bisno, H. & Cox, F. (1996). Social work education: Catching up with the present and the future. *Journal of Social Work Education*, 32(2), 373-387.

Cowger, C.D. (2003). The values of the research university should be maximized to strengthen social work education. *Journal of Social Work Education*, 39(1), 43-48.

Finn, J.L., & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57B78.

Jarman-Rohde, L., McFall, J., Kolar, P. & Strom, G. (1997). The changing context of social work practice: Implications and recommendations for social work educators. *Journal of Social Work Education*, 33 (1), 29-46.

Johnson, Y. M., & Munch, S. (2010). Faculty with practice experience: The new dinosaurs in the social work academy? *Journal of Social Work Education*, 46(1), 57-66.

Karger, H.J., & Stoesz, D. (2003). The growth of social work education programs, 1985-1999: Its impact on economic and educational factors related to the profession of social work. *Journal of Social Work Education*, 39(2), 279-295.

Peebles-Wilkins, W., & Shank, B.W. (2003). A response to Charles Cowger: Shaping the future of social work as an institutional response to standards. *Journal of Social Work Education*, 8 39(1), 49-56.

SESSIONS 3 – 4: THE STRUCTURE OF SOCIAL WORK EDUCATION

Students will examine the Council on Social Work Education's (CSWE, 2001, 2008) Educational Policy and Accreditation Standards (EPAS). The rationale for the organization of curriculum and possible alternative ways of conceptualizing education for practice will be evaluated by the achievement of practice competencies.

- The educational continuum
- Generalist approach vs. specialization
- Curriculum policy and standards
- Teaching core competencies in social work
- Field education as the signature pedagogy for social work education
- Teaching about cultural diversity & cultural competence

EPAS 2015 Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Required Readings

- Council on Social Work Education. (2015). Education policy and accreditation standards. Alexandria, VA: Author. <http://www.cswe.org/file.aspx?id=81660>
- Ortiz Hendricks, C., Bertrand Finch, J., & Franks, C. (2005). Learning to teach—Teaching to learn: A guide to social work field education. Alexandria, VA: Council on Social Work Education. Chapters 1, 2, and 3.
- Van Soest, D., & Garcia, B. (2003). Diversity education for social justice: Mastering teaching skills. Alexandria, VA: Council on Social Work Education. Part I.

Recommended Readings

- Fortune, A.E., McCarthy, M., & Abramson, J.S. (2001). Student learning processes in field education: Relationship of learning activities to quality of field instruction, satisfaction, and performance among MSW students. *Journal of Social Work Education*, 37(1), 111-124.
- Gambrill, E.D. (2002). Can't we be critical thinkers as well as hopeful? Response to Hoffman and Alters. *Journal of Social Work Education*, 38(1), 186-196.
- Hoffman, K., & Albers, D.A. (2002). Do educational policy and accreditation standards work for clients? (Letter to the editor). *Journal of Social Work Education*, 38(1), 181-185.
- Ortiz Hendricks, C. (2003). Learning and teaching cultural competence in the practice of social work. *Journal of Teaching in Social Work*, 23(1/2), 73-86.
- Roche, S. E., Dewees, M., Trailweaver, R., Alexander, S., Cuddy, C., & Handy, M. (1999). Contesting boundaries in social work education: A liberatory approach to cooperative learning and teaching. Alexandria, VA: Council on Social Work Education. Parts I, II, III.
- Schatz, M.S. (1990). Milford redefined: A model of initial and advanced generalist social work. *Journal of Social Work Education*, 26(3), 217-231.
- Fellin, P. (2000). Revisiting multiculturalism in social work. *Journal of Social Work Education*, 36 (2), 261-278.

- Greene, R.R., & Baskind, F.R. (2000). Is foundation content an archaic educational construct? *Journal of Social Work Education*, 36(1), 7-24.
- Rank, M.G., & Hutchison, W.S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education*, 36(3), 487-502.
- Raymond, G.T. & Atherton, C.R. (1991). Blue smoke and mirrors: The continuum in social work education. *Journal of Social Work Education*, 27(3), 297-304.

SESSION 5: – DISCUSSION OF CHOSEN TOPICS – SEE PAPER #1

SESSIONS 6 – 9: TECHNIQUES & CHALLENGES

Students will examine the development of course syllabi, with special attention to the construction of learning objectives and the selection of readings, assignments, and methods of teaching/learning that relate to the learning objectives. Students will look at the technology of teaching/learning and explore the skills and knowledge necessary for effective teaching as these relate to the skills and knowledge required for effective social work practice.

- Adult Learning
- Competency Based Practice
- Teaching Challenges

Required Readings

- Ortiz Hendricks, C., Bertrand Finch, J., & Franks, C. (2005). Learning to teach—Teaching to learn: A guide to social work field education. Alexandria, VA: Council on Social Work Education. Chapters 4, 5, 10
- Van Soest, D., & Garcia, B. (2003). Diversity education for social justice: Mastering teaching skills. Alexandria, VA: Council on Social Work Education. Part II & III.

Recommended Readings

- Armour, M. P., Bain, B., & Rubio, R. J. (2006). Educating for cultural competence: Tools for training field instructors. Alexandria, VA: Council on Social Work Education Press.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.
- Brookfield, S. D. (1990). The skillful teacher: On technique, trust, and responsiveness in the classroom. San Francisco, CA: Jossey-Bass.
- Diamond, R.M. (1998). Designing & assessing courses & curricula: A practical guide, rev. ed. San Francisco: Jossey-Bass. Chapters 5-15 (pp. 49-234).
- Grunert, J. (1997). The course syllabus: A learning-centered approach. New York: Anker Publishing.

- Leighninger, L. (2000). *Creating a new profession: The beginnings of social work education in the United States*. Alexandria, VA: Council on Social Work Education.
- Roche, S. E., Dewees, M., Trailweaver, R., Alexander, S., Cuddy, C., & Handy, M. (1999). *Contesting boundaries in social work education: A liberatory approach to cooperative learning and teaching*. Alexandria, VA: Council on Social Work Education.
- Schon, D.A. (1987). *Educating the reflective practitioner*. CA: Jossey-Bass.
- Walvoord, B., & Anderson, V.J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco, CA: Jossey-Bass.

TEACHING CRITIQUES WILL TAKE PLACE DURING THE 10-14 SESSIONS
 Each student will be expected to teach a session of one class within the MSW program (details to be worked out by the professors). The class will be video-taped, and students are to post the video of their class sessions on Canvas.

Students are also to view (each video) and critique the teaching of fellow students by using an observation instrument. Prior to beginning the teaching/critique segment of this class, be sure to read "Preparing for Peer Observation: A Guidebook" (prepared by the Center for Teaching Effectiveness). The instrument to be used can be found in the Appendix section, pp. 14-24 of http://www.tlataskforce.uconn.edu/docs/resources/Texas_Peer_Observation_Guidelines.pdf

SESSIONS 10-14: TEACHING CRITIQUES

Students will explore criteria for the evaluation of teaching and will present examples of their own teaching efforts. Considerable attention will be devoted to the practice of teaching, and students will be expected to teach a graduate course session and to engage in a critique of their teaching methods and styles.

- Evaluating teaching/learning
- Measuring outcomes
- Course evaluation

Required Readings

- Alabi, J., & Weare, W. (2014). Peer review of teaching. *Communications in Information Literacy*, 8(2), 180-191.
- Anastas, J. (2010). *Teaching in social work: An educators' guide to theory and practice*. New York: Columbia University Press. Chapter 3.
- Center for Teaching Effectiveness (1996). *Preparing for Peer Observation: A guidebook*. University of Texas. Available:

http://www.tlataaskforce.uconn.edu/docs/resources/Texas_Peer_Observation_Guidelines.pdf

Wehbi, S. (2011). Reflections on experiential teaching methods: Linking the classroom and practice. *Journal of Teaching in Social Work*, 31(5), 493-504

Recommended Readings

Anastas, J. W. (2006). Employment opportunities in social work education: A study of jobs for doctoral graduates. *Journal of Social Work Education*, 42(2), 195-209.

Bender, K., & Cambraia Windsor, L. (2010). The four Ps of publishing: Demystifying publishing in peer-reviewed journals for social work doctoral students. *Journal of Teaching in Social Work*, 30(2), 147-158.

Bogo, M., Regehr, C., Woodford, M., Hughes, J., Power, R., & Regehr, G. (2006). Beyond competencies: Field instructors' descriptions of student performance. *Journal of Social Work Education*, 42(3), 579- 593.

Cournoyer, B. R. (2001). Assessment of student learning in social work education: The Indiana model. *Advances in Social Work*, 2(2), 128-151.

Fortune, A. E., Mingun, L., & Cavazos, A. (2005). Achievement motivation & outcome in social work field education. *JSWE*, 41(1), 115-129.

Gambrill, E.D. (2001). Evaluating the quality of social work education: Options galore. *Journal of Social Work Education*, 37(3), 418-429.

Green, R. G. (2008). Tenure and promotion decisions: The relative importance of teaching, scholarship, and service. *JSWE*, 44(2), 117-127.