

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

SWK 8696 SOCIAL WORK EDUCATION

Fall 2010

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I. COURSE DESCRIPTION

This course is for doctoral students who aspire to become social work educators or who wish to become familiar with educational practice and its impact on the future development of social work professionals. The goals of this course are to provide doctoral students with the opportunity to try on the role of social work educator in the academy, and to familiarize themselves with the relationship between social work education and agency-based practice.

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.

will be considered; (3) 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; (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 practice of teaching, and students will be expected to teach a class session and to engage in critiques of teaching methods and styles; and (6) Students will explore criteria for the evaluation of teaching and will examine opportunities for teaching in social work programs.

II. EDUCATIONAL OBJECTIVES

- A. By the end of the course, students will demonstrate:
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

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)

Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum. ISBN 0826412769 \$13.46

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 Press. ISBN 087293117X \$29.95

Van Soest, D., & Garcia, B. (2008). *Diversity education for social justice: Mastering teaching skills*. Second Edition. Alexandria, VA: Council on Social Work Education Press. ISBN 0872930998 \$36.95

You may access many of the required articles at home through the Yeshiva University website. Click on Pollack Library and follow routing to databases. You want the ProQuest search engine.

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.

Course Assignments

I. Readings: It is expected that all reading assignments listed as "required" in the course outline will be read 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.

II. Paper and Discussion: There is a three-fold goal to this assignment: (a) to become familiar with an important issue in social work education, (b) to share your thinking on the subject with other colleagues, and (c) to prepare a publishable article on the issue.

Students will select a topic from those listed below and prepare an analysis of the issue chosen including: definitions, origins, underlying themes, values, policies and positions that inform the issue and their implications (14-16 pages). A list of APA references should be attached, and references should go beyond those listed on the syllabus. This paper should be treated as a publishable work

and students should select a professional journal and follow its Guide for Submitting Manuscripts in preparation for submission of their article.

**Chosen topics will be discussed in Sessions 8-9.
This paper should be submitted in the 12th class.**

Suggested topics:

1. **Base of social work education.** Should MSW students be required to have a direct practice base, or should social work education promote and encourage alternative bases, such as practice research, policy analysis, and administration?
2. **Teaching diversity.** What are the issues in teaching about diversity or cultural competence? When and where should this content be taught? What content should be included? Is cultural competence a “teachable” subject?
3. **Market influences.** Should social work education stand firm on its required curriculum or should the curriculum be adapted to the realities of the job market at any given time? How do state licensing requirements impact on what is taught in the curriculum?
4. **Gatekeeping.** How can social work education programs screen and assess applicants for their suitability to the field? What criteria should be used for admissions and retention?
5. **Educational standards.** Do they exist? Where have they gone? How can they be maintained? Does one standard fit all? How does a program assess its achievement of goals and objectives?
6. **Tenure system.** Has it outlived its usefulness? How does it enhance or impede academic excellence? Should standards for tenure be revised to further emphasize or de-emphasize publications?
7. **Adjunct faculty.** Is it exploitation or a link to practice? What are the pros and cons of using adjunct faculty from the perspective of universities/schools, agencies and practitioners. What criteria should be used for selecting and training adjunct faculty?
8. **Distance education.** Is it viable in social work? How could it work? What is the worth of an on-line degree?

III. 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 the 11-14 session.

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, 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.

Criteria for final grades are:

1.	Educational Issues Paper	25%
2.	Educational Issues Discussion	15%
3.	Curriculum Development	15%
4.	Teaching & Critique	25%
5.	Class Participation	20%

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.

SESSION BY SESSION

Class Meeting Dates: September 15, 20 (Monday), October 6, 13, 20, 27, November 3, 10, 17, 24, December 1, 8, 15, and 22.

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 (Start to read Freire, Encyclopedia articles & 3 other readings to begin class discussions)

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

Encyclopedia of Social Work. (2008). Social work education. This entry contains eight subentries: Overview; Doctoral; Electronic Technologies; Field Work; Human Behavior and Social Environment; Multiculturalism; Research; Social Welfare Policy. T. Mizrahi & L. E. Davis, Editors in Chief. (20th ed., Vol. 4, pp. 107-137). New York: Oxford University Press.

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.

Epstein, W. (1995). Social work in the university. *Journal of Social Work Education*, 31(2), 281-292.

Finn, J.L., & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.

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

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*,

39(1), 49-56.

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.

SESSIONS 3 – 5: 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 2008 Core Competencies:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly
- 2.1.2 Apply social work ethical principles to guide professional practice
- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice
- 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Required Readings

Council on Social Work Education. (2001). *Curriculum policy statement and accreditation standards*. Alexandria, VA: Author. (Handout)

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.

CHOSEN TOPICS WILL BE DISCUSSED IN SESSIONS 8-9.

SESSIONS 6 – 9: TEACHING TECHNIQUES STARTING WITH CURRICULUM DEVELOPMENT

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. 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.

- Andragogy & pedagogy
- Educational objectives & curriculum construction
- Learning assignments

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, 6.

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.

SESSION 10 – TEACHING CHALLENGES

- Infusing content vs. discreet courses
- Cutting edge topics (evidence-based practice, gerontology, child welfare, disabilities, spirituality, GLBT, etc.)
- Distance Education
- Teaching sensitive issues of diversity

Required Readings (Read required text and 3 articles of your choosing.)

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 9, 10, 11.

Abrams, L. S. & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-262.

Ortiz, L., & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity.

Journal of Social Work Education, 46(2), 175-194.

Journal of Social Work Education. (2008). Entire issue is devoted to "The Status of Women in Social Work Education," 44(1).

Colvin-Burque, A., Zugazaga, C. B., & Davis-Maye, D. (2007). Can cultural competence be taught? Evaluating the impact of the SOAP model. *JSWE*, 43(2), 223-241.

Drake, B., Hovmand, P., Johnson-Reid, M., & Zayas, L. H. (2007). Adopting and teaching evidence-based practice in social work education. *JSWE*, 43(3), 431-446.

Fredriksen-Goldsen, K. I., Bonifas, R. P., & Hooyman, N. R. (2006) Multigenerational practice: An innovative infusion approach. *JSWE*, 42(1), 25-36.

Gassman, R.A., Demone, H.W., Jr., & Albilal, R. (2001). Alcohol and other drug content in core courses: Encouraging substance abuse assessment. *Journal of Social Work Education*, 37(1), 137-145.

Hodge, D. R., & Derezotes, D. S. (2008). Postmodernism and spirituality: Some pedagogical implications for teaching content on spirituality. *JSWE*, 44(1), 103-123.

Holley, L. C., & Steiner, S. (2005). Safe space: Student perspectives on classroom environment. *Journal of Social Work Education*, 41(1), 49-64.

Lee, E., & Waites, C. (2006). Infusing aging content across the curriculum: Innovations in baccalaureate social work education. *JSWE*, 42(1), 49-66.

Lightfoot, E., & Gibson, P. (2005). Universal instructional design: A new framework for accommodating students in social work courses. *Journal of Social Work Education*, 41(2), 269-277.

Link, R. J., & Healy, L. M. (2005). *Teaching international content: Curriculum resources for social work education*. Alexandria, VA: Council on Social Work Education Press.

Snyder, C., Peeler, J., & May, J. D. (2008). Combining human diversity and social justice education: A conceptual framework, *JSWE*, 44(1), 145-161.

Vernon, R., Vakalahi, H., Pierce, D., Pittman-Munke, P., & Frantz Adkins, L. (2009). Distance education programs in social work: Current and emerging trends. *Journal of Social Work Education*, 45(2), 263-276.

Vourlekis, B.S., Ell, K., & Padgett, D. (2001). Educating social workers for health care's brave new world. *Journal of Social Work Education*, 37(1), 177-191.

TEACHING CRITIQUES WILL TAKE PLACE DURING THE 11-14 SESSIONS

SESSIONS 11- 14: RESEARCH AND EVALUATION IN SOCIAL WORK EDUCATION TEACHING PRESENTATIONS

Students will explore criteria for the evaluation of teaching and will present examples of their own teaching efforts. They will also examine outcome measures in social work education.

- Evaluating teaching/learning
- Measuring outcomes
- Course evaluation
- Assessing the quality and utility of research in social work education
- Publish or Perish
- Tenure and promotion

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 7, 8.
- Anastas, J. W. (2006). Employment opportunities in social work education: A study of jobs for doctoral graduates. *JSWE*, 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. *JSWE*, 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.