SW 9420
Social Work Education

Scope and Purpose of the Course

This course provides a theoretical background to enable the student to better understand the teaching task in education for social work and issues in the broader context of higher education that impact social work education. The course examines the standards, trends, and issues of contemporary and future social work education. It emphasizes the knowledge base for programs and curriculum development as well as teaching and research competence in social work education. The course also provides opportunity for teaching skill development through classroom practice, online instructional design, and discussion of teaching experiences. Particular emphasis is placed upon the nature of course development and the instructor's role in designing effective learning experiences. The course is interactive and requires students to engage in active discussions with classmates both in the classroom and online.

Learning Outcomes

Upon completion of the course student should be able to:

- Critically analyze a range of ideas in educational thought and philosophy to further understanding of the role of a social work professor and to the formulation of a critical appraisal of social work education in its various educational settings.
- Critically discuss contemporary and future issues in social work education, including online teaching and accreditation standards and competencies in the discipline.
- Articulate differences and similarities among bachelor, master and doctoral education for social work.
- Demonstrate the nature of scholarship in social work education and its role in the tenure and promotion process.
- Discuss the nature of knowledge in the discipline of social work and its relation to curriculum development and teaching.
- Develop a course of instruction, including a written assignment and a method for its evaluation.
- Develop grading criteria for assignments and apply criteria to papers.
- Demonstrate ability to effectively teach a social work class

Performance Criteria

Performance on graded individual and group assignments as well as participation in the online community serves as the basis for assessing achievement of the learning outcomes identified above. Grading criteria for the major written assignments include:

- Substantive Content: Full and adequate response to each of the required sections and adequacy and unity of argument and presentation.
- Technical Format: Soundness of technical writing, professionalism, appropriate use of reference, adherence to the prescribed format for submission of each assignment, appropriate use of grammar and punctuation, and the absence of typographical and spelling errors. Papers must be well written and carefully presented to receive a grade in the A range.
- Terminology and Concepts: Adequate, full and appropriate use of evaluation research knowledge, resource and statistical terminology and concepts, command of material conveys a message that the terms and concepts are fully understood.

Role of the Student

The Wayne State University Statement of Obligations of Students and Faculty Members to the Teaching and Learning Process identifies the roles of students and instructors. Students can find this statement at the following WSU web address, http://www.bulletins.wayne.edu/ubk-output/gen18.html#15234.

This course is a partnership between the instructor and the students. With such an arrangement come responsibilities of both parties. The general expectations are identified as follows:

Student Participation: Student participation is a central part of the design of the course. It is expected that students will actively participate in classroom activities, online discussions, exercises, and work teams. Students are expected to participate in the online class environment by, (a) contributing to discussions, (b) sharing their responses to course readings and issues and topics raised, and (c) asking questions. Students are to be sensitive to the amount that they are participating and should strive neither to dominate nor to avoid participation.

Communication: E-mail is the quickest way to reach me if you have questions between classes. I often only check my office voicemail once per week. I check e-mail typically twice a day during the week and once a day on the weekend, so you can expect a reply within 24 hours in most cases. In the event that there is an important message that all students need, I will send an e-mail as well as a message through the WSU Broadcast Message System. If you are registered for this service, you can get messages through e-mail, instant message or text message. To register, go to http://m.wayne.edu.

Assignments: It is expected that students will submit assignments on the day they are due before midnight. Assignments will either be posted to the discussion board or submitted through the assignment link, depending on the nature of the assignment. There will be no provisions for second submission of assignments. However, drafts are acceptable.

Academic Honesty and Plagiarism: The principle of honesty is recognized as fundamental to a scholarly community. Students are expected to honor this principle, and instructors are expected to take appropriate action when instances of academic dishonesty are discovered. It is expected that students will work together in a shared learning environment. This can involve sharing ideas and working together to solve problems. However, individual assignments must be unique and reflect one's own work. Plagiarism refers to the use of "someone else's words or specific terms, phrases or sentences, statistics in various forms, ideas, or arguments without acknowledging the author or source." (WSU Department of History, "Statement on Plagiarism"). Plagiarism will not be tolerated and will be addressed in accordance with university policy. An instructor, on discovering an instance of academic dishonesty or plagiarism, may give a failing grade on the assignment. Serious acts of dishonesty may lead to suspension or exclusion.

Accommodations: Any student needing an accommodation due to a disability or special circumstance should speak with the instructor at the beginning of the

Milestones

January 16th

Teaching Philosophy: Three to five page paper describing your teaching philosophy within the theory and context of university education.

January 30th

Interview Paper: Three to five page paper reflecting on interviews with faculty on the roles of faculty and tenure and promotion process

February 13th

Syllabus Design: Development of a full syllabus for one foundation social work course at the bachelor or master's level.

March 6th

Assignment and Rubric: Development of an assignment rooted in learning goals of previous assignments and a rubric for assessing learning outcomes

March 20th

Assignment Grading: Development of grading rubric and grading of assignments provided by the instructor

April 10th

Online Course Design: Development and presentation of an online learning module, including educational content and interactive activities

April 17th

Classroom Teaching: Presentation of teaching one session of a traditional classroom social work course

semester. The intention of this process is to ensure that the instructor fully accommodate the student in a confidential manner. Educational Accessibility Services can be contacted at (313) 577-1851, between 8:30 a.m. and 5:00 p.m., Monday through Friday.

Group Policy: It is up to the group to report when one student is not carrying out his or her portion of the workload. Do not wait until the day an assignment is due to notify me of a problem. If I am given appropriate advanced notice of a problem with a team member, and he or she consistently fails to meet responsibilities to the team, only the individual member's grade will be affected adversely. Otherwise, team members will share the grade for the assignment.

Students will choose working groups for many of the activities in the class. You may choose to work alone on these projects to avoid some of the difficulties that sometimes come with group work. However, the shared knowledge and experience of the other group members may be an asset to your learning.

Late Policy: Because many assignments build upon one another, it is imperative to turn in assignments in a timely manner. An assignment that is turned in after the due date will be penalized by a 10 percent point reduction. No assignments will be accepted more than five days after the due date..

Organization of the Course

The course is held in a hybrid format. Half of the sessions will be offered online and half in a traditional classroom format. The course covers four major areas of social work education. In the first area, we will consider the key concepts in higher education, including philosophical perspectives and current contexts of adult learning. In the second area, we will examine current issues and the nature and context of social work education. These will include the educational policy and accreditation standards that guide social work education and the various roles of faculty in social work programs. The next section of the course focuses on the practical skills of teaching, including curriculum design, mentorship, managing a classroom, student assessment, and technology in higher education. This section is geared toward extending the range of teaching skills, and to creating opportunities for practicing and developing these skills. The course concludes with a discussion of the ways in which educational philosophies, policies and practices adapt and develop in cultural and historical contexts, as well as the application of evidence-based practice to social work education.

Required Materials

Nilson, L. B. (2003). *Teaching at its best: A research-based resource for college instructors*. Bolton, MA: Anker Publishing Co. Inc.

Royse, D. (2001). *Teaching Tips for College & University Instructors: A Practical Guide*. Needham Heights, MA: Allyn & Bacon.

Grading

Assignment	Points
Teaching Philosophy	20
Syllabus Design	40
Online Course Design	70
Assignment and Rubric	30
Grading	30
Interview Paper	20
Classroom Teaching	70
Discussion Facilitation	10
Participation	10
	300

Grade	Percent	Points
A	95-100	285-300
A-	90-94	270-284
B+	87-89	261-283
B	84-86	249-282
B-	80-83	240-281

Course Outline

The following outline should be considered tentative through the first day of class.

Jan. 9th	Educational Philosophy and the Context of Higher Education
	http://www.infed.org/thinkers/et-freir.htm http://www.philosophypages.com/hy/2h.htm http://www.the-rathouse.com/poptheoryknow.html http://www2.lucidcafe.com/lucidcafe/library/96jun/rousseau.html http://www.preservenet.com/theory/Illich/Deschooling/intro.html (Why we must disestablish schools) Epstein, W. (1995). Social work in the university. *Journal of Social Work Education, 31*(2), 281-292.
Jan. 16th	Controversial Issues in Social Work Education
	http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm Thyer, B. A. (2002). Developing discipline-specific knowledge for social work: Is it possible? *Journal of Social Work Education, 36*(1), 101-113. 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. Delucchi, M. & Korgen, K. (2002). We're the customer-we pay tuition: Student consumerism among undergraduate sociology majors. *Teaching Sociology, 30*(1), 100-107. Wathington, H. (2005) Talking the talk: Rhetoric and reality for students of color, In Hersh R.H. & Merrow, J. *Declining by Degrees, Higher Education at Risk.* www.good.is/post/college-is-only-good-for-helping-rich-people-get-richer http://www.youtube.com/watch?v=zDZFcDGpL4U http://www.marketplace.org/topics/life/teaching-teachers/improving-louisianas-schools-starting-teachers (Press play button on the audio bar just below the photo. The audio will automatically start at 20:30) http://www.compact.org/community-members/context-diversity-reframing-higher-education-in-the-21st-century/4227/
Jan. 23rd	Social Work Accreditation
	Council on Social Work Education: Commission on Accreditation. (2003). *Handbook of accreditation standards and procedures (5th ed.).* Alexandria, VA. Read Educational Policy and Accreditation Standards (go to CSWE website, accreditation overview, then to Educational Policy and Accreditation Standards). Holden, G., Anastas, J., & Meenaghan, T. (2005). EPAS objectives and foundation practice self-efficacy: A replication. *Journal of Social Work Education, 41*(3), 559-570. Peeble-Wilkins & 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. Garcia, J. A. & Floyd, C E. (2002). Addressing evaluation standards related to program assessment: How do we respond. *Journal of Social Work Education,38*, 369-383. http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html

In class session

Online discussion will explore the ways in which philosophy and current educational contexts impact the teaching styles and practices. Students will use this information in the development of a teaching philosophy due in the next session.

In class session

Readings will address some of the issues that can be controversial in social work education. In addition, each student will be asked to select one or two readings (to be posted to the website) that address other controversial issues. These could include online education, grade inflation, student retention, addressing cultural issues or diversity, admissions practices, or another topic approved by the instructor. Each student will facilitate a short discussion of the topic.

In class session

We will discuss the rationale and development of the recently revised Educational Policy and Accreditation Standards (EPAS). The role of these standards in social work education and the impact of curricular development will be explored. We will begin exploring how these standards influence course development in an area of each student's interest. Although it is not required, it may benefit you to consider which course you may wish to teach for the final assignment and develop other assignments related to this course or curricular area.

In class session

The various roles of professionals in

Jan. 30th	Roles of Faculty and Promotion and Tenure
	Royce 281-307 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. Fagan-Wilen, R. Springer, D. W, Ambrosino, B. & White, B. W. (2006). The support of adjunct faculty : An academic imperative. *Social Work Education, 25*(1), 39-51. Young, D. S. & Wright, E. M. (2001). Mothers making tenure. *Journal of Social Work Education, 37*(3), 555-570. Apgar, D. H. & Congress, E. (2005). Authorship credit: A national study of social work educators' beliefs. *Journal of Social Work Education, 41*(1), 101-114. Robertson, J. & Bond C. H. (2001). Experiences of the relation between teaching and research: What do academics value? *Higher Education Research & Development*, *20*(1), 5-19. http://chronicle.com/article/Most-Presidents-Favor-No/127526/ http://chronicle.com/blogs/profhacker/starting-a-tenure-box/35078 http://www.libraryjournal.com/lj/home/891876-264/to_fix_higher_education_start.html.csp

social work education (including tenured, tenure-track, clinical, research, and adjunct) will be explored. Student will discuss the interviews that they conducted with faculty members from these roles. Controversies surrounding issues such as adjunct faculty and tenure will be discussed. Students will present their reflections on the interviews with social work faculty.

Feb. 6th	Developing a Course of Instruction
	Nilson, 1-34. Royce, 1-53 East, J. & Chambers, R. (2007).Courage to teach for social work educators, *Social Work Education, 26*(8), 810 – 826. Cartney P. (2000). Adult learning styles: Implications for practice teaching in social work. *Social Work Education, 19*(6), 609-626. Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science In The Public Interest*, *9*(3), 105-119.

Online Session

This session will explore the ways in which curricular design, learning goals, and university context influence the design of a course. This session will focus on the "big picture" conceptualization of a course.

Feb. 13th	Translating Learning Goals into Teaching Strategies
	Nilson, 35-102. Royce, 55-142

In class session

In this session, we will begin to explore the ways that strategies and practices are developed to achieve the desired student outcomes. The session will introduce both traditional classroom and online teaching strategies. During this session, each student will present his or her syllabus and discuss the ways in which it was informed by learning goals, EPAS, knowledge of teaching philosophy and best practices, and their own teaching philosophies.

Online Session

This session will explore the ways that teaching goals are translated into an online course module. The session will explore methods of content delivery, student engagement and assessment issues. Through the remainder of the course, students will be assigned a week in which they will present a course module for a class of their choosing. Sessions will be built in the blank

Feb. 20th	Online and Distance Education
	Royce, 143.162 http://www.sciencedaily.com/releases/2008/02/080226113511.htm Moore, B. (2005). Faculty perceptions of the effectiveness of web-based instruction in social work education. *Journal of Technology in Human Services, 23*(1/2) 1-9. Piercy, K. W. & Lee, t. R. (2006). Graduate distance education in Family Relations: A case study. Family Relations, 55, 67-79. Stocks, J. T. & Freddolino, P. P. (1999). Evaluation of a world wide

	web-based graduate social work research methods course. *Computers in Human Services*,*15*(2-3), 51 – 69. Hogan, R. L. & McKnight, M. A. (2007). Exploring burnout among university online instructors: An initial investigation. *Internet and Higher Education, 10*, 117-124.	"sandbox" blackboard site available for this course.
		Online Session
		This session will explore the ways that learning goals are translated into teaching strategies in a traditional classroom setting. Like the previous session, methods of instructional delivery and student engagement with course content will be explored.
Feb. 27th	Managing a Traditional Classroom	
	<u>Nilson</u>, 103-140. Royce, 212-253 Holley L. C. & Steiner, S. (2005). Safe space: Student perspectives on classroom environment. *Journal of Social Work Education, 41*(1), 49-66. Valentine D. P.& Freeman M. (2000). Application cards: a classroom technique for teaching social work practice. *Social Work Education, 19*(2), 155-164.	In class session
		The goal of this session is to examine the various means of assessing student learning and attainment of learning outcome goals. In addition, the use of student evaluations of teaching will be explored. Students will present and discuss an assignment for the course of their choice as well as the rubric or method of grading that assignment.
Mar. 6th	Assessing Student Learning Outcomes and Satisfaction	
	<u>Nilson</u>, 173-200. Royce, 163-182	
	Spring Break	In class session
		This session will examine the differences in assessment for bachelor and masters level courses. Issues such as grading consistency and grade inflation will be examined. Prior to this session, students will be provided with several assignments to grade. In this session, we will discuss the similarities and differences in how these assignments were assessed.
Mar. 20th	Grading	
	Royce, 183-211 Compton, D.M. & Metheny, B. (2000). An assessment of grade inflation in higher education. *Perceptual and Motor Skills, 90*, 527-536. Kohn, A. (2002).The dangerous myth of grade inflation. *Chronicle of Higher Education, 49*(11), B7-B9. Crisp, B. R. & Lister, P. G. (2002). Assessment methods in social work education: A review of the literature. <u>Social Work Education</u>, <u>21</u>(2), 259 – 269. Andrade, H. G. (2000). What do we mean by results? Using rubrics to promote thinking and learning. *Educational Leader, 57*(5), *1-7.*	Online Session
Mar. 27th	Mentoring and Advising Students	In addition to teaching classes, professors are called upon to educate students through mentoring and advising in a variety of settings. This session will examine these roles and the means of providing effective formal and informal mentoring of students.
	Allen, J. M., & Smith, C. L. (2008). Importance of, responsibility for, and satisfaction with academic advising: A faculty perspective. *Journal Of College Student Development*, *49*(5), 397-411. Johnson, E. J., & Morgan, B. L. (2005). Advice on Advising: Improving a Comprehensive University's Program. *Teaching Of Psychology*, *32*(1), 15-18. Knight, C. (2010). Indirect trauma in the field practicum: Secondary traumatic stress, vicarious trauma, and compassion fatigue among social work students and their field instructors. *The Journal Of Baccalaureate Social Work*, *15*(1), 31-52. Schlosser, L. Z., Lyons, H. Z., Talleyrand, R. M., Kim, B. K., & Johnson, W. (2011). Advisor-advisee relationships in graduate training	

	programs. *Journal Of Career Development*, *38*(1), 3-18.	Online Session
		Life social work practice, there are many ethical guidelines that influence student/instructor interactions, both within the course and in other interactions. In many ways, these are ambiguous and, possibly, controversial.
Apr. 3rd	Ethical Issues in Teaching	
	Royce, 308-322 Will, G. (2007). Code of Coercion. Washington Post, Sunday, October 14, Page B07. Becker, A. L. (2009). Ethical considerations of teaching spirituality in the academy. *Nursing Ethics*, *16*(6), 697-706. Rogers-Sirin, L., & Sirin, S. R. (2009). Cultural competence as an ethical requirement: Introducing a new educational model. *Journal Of Diversity In Higher Education*, *2*(1), 19-29. Tabachnick, B. G., Keith-Spiegel, P., & Pope, K. S. (1991). Ethics of teaching: Beliefs and behaviors of psychologists as educators. *American Psychologist*, *46*(5), 506-515.	
		Online Session
Apr. 10th	Evidence Based Practice of Teaching/Using Student Feedback	The concepts of evidence based practice can be applied to social work education in similar ways as to social work practice. This session brings together the topics that have been previously addressed and explores how research, university and student context, and evaluation of teaching, personal skills and preferences are used to continually improve teaching approaches.
	Nilson, 201-206. Royce, 254-280 Wolfer, T. A. & Johnson, M. M. Re-evaluating student evaluation of teaching: The teacher evaluation form. *Journal of Social Work Education, 39*(1), 111-124. Caza, B. B. & Cortina, L. M. (2007). From insult to injury: Explaining the impact of incivility. *Basic and Applied Social Psychology, 29*(4), 335-350. Kember D., Leung D.Y.P., & Kwan K.P. (2002). Does the use of student feedback questionnaires improve the overall quality of teaching? *Assessment & Evaluation in Higher Education, 27*(5), 411-425.	
		In class session
Apr. 17th	Presentation of Classroom Teaching	In this concluding session, student will present the successes and lessons learned from their classroom teaching experiences. This session is an opportunity to reflect on your own experience and the experiences of others as a guide for future development as an academic professional.