# PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

# FLORIDA ATLANTIC UNIVERSITY

# DSW PROGRAM

# SOW 7776 Sec.001 Call No. 14077 (3 Credit Hours)

# Social Work Pedagogy

# Boca Raton Campus

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| **Semester: Spring 2019** | **Classroom: FL 101 (Fleming Hall)** |
| **Start/End Date: January-May 2019** | **Class Times: 7:10 to 10 PM** |
| **Instructor: Allan Barsky** | **Office Hours: One hour before  and after class, and by appointment** |
| **Phone: 954.558.5535 (M-F, 9-5)** | **Office Location: SO 321** |
| **Email:** [**abarsky@fau.edu**](mailto:abarsky@fau.edu) | **Web:** [**www.fau.edu/ssw**](http://www.fau.edu/ssw) |
| **Canvas:** [**http://canvas.fau.edu**](http://canvas.fau.edu) |  |

# DSW Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profesion. Upon successful completion, DSW graduates will be able to:

* Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
* Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
* Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
* Generate client, systems, practice, and outcomes research.
* Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
* Utilize information systems and technology to enhance social work education and practice.

# Course Description

This course is designed to prepare students for an array of social work education positions (including undergraduate, graduate, continuing education, and agency-based education). Students will learn how to make use of evidence-based practices for curriculum design, course design, course delivery, and evaluation. Students will examine the Educational Policy and Practice Standards (EPAS) of the Council on Social Work Education and learn ways to help BSW and MSW students develop the competencies identified in these standards.

# Relevance to Educational Program

This course supports the mission of the DSW program by providing doctoral students with the knowledge, skills, ethics, and self-awareness needed to integrate social work, social, educational, and behavioral sciences in their roles as educators. This course will prepare doctoral students to be leaders in social work education: developing evidence-based educational materials and learning activities; inspiring students to maximize their knowledge, skills, self-awareness, and potential as social work professionals; and incorporating ethics, research, and best practices in all stages of the social work education process.

# Course Objectives

Upon successful completion of this course, students will be able to:

* Critically analyze the history, mission, values, research, and practices of social work education.
* Describe and apply various approaches to social work education, including adult learning, experiential learning, case-based learning, mentoring, motivational support, and online education.
* Analyze ethical issues in the context of various social work education roles.
* Develop course curricula, syllabi, and educational experiences that support the acquisition of social work competencies as defined by the Council on Social Work Education (including the use of lecture, discussion, experiential exercises, online communication, field education activities).
* Identify and apply specific educational strategies to support the integration of social work theory, knowledge, values, skills, and self-awareness in social work clinical practice.
* Use research to define, design, monitor, and evaluate the outcomes of social work education at various system levels (for particular students, assignments, examinations, courses, and BSW or MSW programs).
* Critically appraise their own teaching styles and educational competencies, and develop plans for ongoing professional development.

# Learning Environment

This class includes both real-time classroom and online class environments. The student is a co-creator of the learning experience and environment. This class has been designed to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course may include recorded lectures using voice-over PowerPoint, discussion blogs, reading assignments, assignments involving social media, online activities, and online group presentations. Students will take an active role in their learning, including presentations, group exercises and discussions. The instructor will act as a source of support, resources, coaching, ideas, and encouragement.

In addition to in-class and online class experiences, students will participate in a practicum designed to provide students with an opportunity to conceptualize, develop, and implement educational design and delivery in a real-life social work education context. A teaching mentor will be assigned to oversee and assist with the various components of the practicum, including syllabus construction, developing competence-based learning objectives, designing learning activities, implementing learning activities, evaluating student development, and managing ethical and other challenging issues with students. Students will also use this DSW course as a seminar to share and work through issues with other students in their cohort.

# Course Assignments and Grading

The instructor and each student will negotiate a teaching experience that will form part of the course expectations (e.g., students will be involved in teaching activities in the BSW or MSW program with the FAU School of Social Work, continuing professional education, or another program as agreed upon).

The course will take students through various education phases and activities, including course development, lectures, assignments, small group activities, examinations, grading, integration of knowledge and practice, field practica, and course/instructor evaluations. This will help students prepare for their teaching experience, linking the theory and practice of social work education. The designated mentor will attend classes led by the students and provide individualized feedback. The classes will also be video recorded for inclusion in the student’s teaching portfolio.

Each of the following assignments is designed to build upon the previous assignments.

Assignment 1 – Course Syllabus

The professor will work with each DSW student to determine an appropriate course and mentor to partner with for the practicum experience (based on learning interests, needs, goals, and availability of course opportunities). If two DSW students are assigned to the same course, they may submit this first assignment individually or as a pair. The goals of this assignment are to learn how to develop and enhances courses. Each student (or pair of students) will develop and submit an 8 to 12-page paper (not including appendices) that critiques the current course syllabus, including an appraisal of the following components:

* Whether the syllabus includes all required components (as per FAU and CSWE policies), and if not, what needs to be added
* How effectively the program mission, course objectives, and course activities are integrated
* Suggestions for revising the course objectives
* Suggestions for additional teaching and learning activities
* Suggestions for the course bibliography (additional or updated textbooks, scholarly articles, or other resources that students can use to support their learning)
* Inspirational statements that could be added to the course syllabus
* A critique of the schemes used for grading (evaluation)

Please include the original syllabus as an Appendix. You may reference the page number of the original syllabus when you are critiquing the syllabus (e.g., “On page 14, the first assignment for the course requires to student to…”). Also, you may show suggested changes to the original syllabus by using the track changes function of word.

Criteria for evaluation: accurately identifies required components of the syllabus and whether they have been covered in an appropriate manner; clearly identifies the strengths and needs for improvement regarding the integration of program mission, course objectives, and course activities (focusing on at least one course objective for improvement); suggested course objectives are specific, relevant, competence-based, and inspirational; suggested teaching activities are evidence-based, relevant, and creative; provides at least four suggestions for the bibliography which are relevant, current, and scholarly additions filling gaps or enhancing the current syllabus; adds or revises at least one paragraph of the syllabus to ensure it is inspirational to the students; provides a balanced critique of the schemes used for grading, including suggestions for addressing any major concerns.

Assignment 2 – Instructional Design and Implementation

Each student will design and implement the equivalent of two 3-hour classes. The exact nature and extent of this practicum experience will depend on the types of educational opportunities available, including online teaching, as well as the needs of the instructor teaching the course. Both the professor for this DSW course and the mentor for the practicum experience will need to approve a **learning plan** proposed by the student. The learning plan should include:

* The DSW student’s learning goals and objectives (learning objectives should be specific teaching competencies, teaching behaviors, or skills – NOTE – these are NOT what you hope that your students will learn, but rather, what you are planning to learn as an aspiring social work educator)
* The dates of one or two classes when the DSW student will observe the mentor teaching
* The topics the DSW student will be responsible for covering, as well as how they relate to the overall course objectives
* The specific classes that the DSW student will be responsible for (including dates, in-class or online format)
* The types of teaching and learning activities that the DSW student will be using
* Any additional teaching activities that the student plans to learn (e.g., meeting with students outside class, grading assignments, or other optional teaching activities)
* A list of 5 to 10 evidence-based learning resources that the DSW student will use to inform the content and process of teaching (content – what you are teaching; process – how you are teaching – e.g. pedagogical resource on how to facilitate particular types of learning activities, evaluation, or other educational processes).

Please see the learning plan template posted on Canvas for a format that you may use for this assignment.

Develop one **lesson plan** for *each class session* you will teach (minimum of two, 2.5 to 3 contact hours each, or equivalent for online teaching). The plan should include the session topic, educational objectives, outline, lecture notes, and planned educational/instructional vehicles. Identify how your class session contributes to the course objectives (esp., competencies, practice behaviors), and builds on material learned in prior classes. Discuss the lesson plan with the mentor at least one week prior to each class, soliciting feedback that you can incorporate into your lesson plan and implementation. Please see the lesson plan template posted on Canvas for a format that you may use for this assignment.

Develop at least one method for **evaluating your teaching** in each of the two classes (online survey, in-class evaluation tool, focus group, or other creative means of evaluation that fits with your own learning goals/objectives. Consider use of PICOT questions from your DSW research course). You do not need to submit this evaluation plan with your learning plan, though you may discuss it with the professor or your mentor.

For each class that you lead/facilitate, arrange for **video** equipment to record your teaching. Upload a 30-minute segment of your teaching to the Internet (e.g., YouTube, Dropbox, Google docs) and share access to the segment with the professor for this DSW course for **feedback**. You do not need to submit this video until the due date for the Teaching Portfolio assignment, but you should be aware of the need to video parts of your classes as you are preparing to teach them (arranging for video/camera equipment, asking someone to hold the camera, making sure you have sufficient storage space, doing a sound check, and testing the camera in advance, etc.).

After each class, prepare a **self-assessment** of your teaching, including an assessment of the quality of your preparation, teaching styles, teaching strengths, teaching development needs, clarity, presence, engagement of students, and ability to manage challenging issues (e.g., regarding values, ethics, diversity, disruptions, students with special needs). Your self-assessment should incorporate feedback from your DSW professor, course mentor, and students.

Evaluation of this assignment will comprise the following components:

* A. Learning Plan (evaluated based on clarity, accurate coverage of topics listed above, creativity, use of current scholarly resources)
* B. Lesson Plan (evaluation based on having clear educational objectives, outline, lecture notes, and planned educational activities [instructional vehicles]; application of pedagogical theory and research to inform the plan)
* C. Analysis of Teaching Experience (analysis based on use of at least two valid and relevant measures of teaching performance, ability to develop and implement evaluation plan, and level of reflection and insights gained from the evaluation) – Note that you will not be evaluated based on the actual teaching experience, but rather, your analysis of your teaching experience. You are encouraged to take risks in the teaching experience, trying new and innovative strategies. Your analysis should identify both strengths and learning needs. Your evaluation tools should be related to
  + the goals and objectives in your *learning* plan (e.g., to what extent did demonstrate the competencies that YOU hoped to learn), and/or
  + the objectives related in your *lesson* plan (e.g., to what extent did STUDENTS learn what you had planned for them to learn).

Each of these assignments will be graded out of 100% and then weighted equally toward your grade for Assignment 2 (1/3--1/3--1/3).

Assignment 3 – Teaching Portfolio

A teaching portfolio is a collection of materials that demonstrate one’s competencies and skills as an educator. For the purposes of this class, the portfolio will be used to help you reflect upon your strengths and needs as a developing social work educator. You may also use the portfolio (or parts of it) as a tool to demonstrate your capacities to future employers as you enter the job market. *Please include the following “written components” of your portfolio in a single MS Word document (under Assignment 3a on Canvas)*:

* A statement of your educational philosophy and teaching style (incorporating feedback from your DSW professor, practicum mentor, and findings from at least one teaching styles inventory)
* Student evaluations from the classes you led (ensuring there is no information identifying particular students)
* Self-assessment (from Assignment 2, plus revisions as appropriate)
* Teaching interests
* Plans for fostering or enhancing specific teaching competencies

*Please submit the following files to Canvas separately (under assignments 3b and 3c)*

* Teaching materials that you developed or adapted for classes (e.g., PowerPoint/Prezi presentations, online modules [e.g., screen shots of key pages], descriptions of classroom activities).
* Videos of your teaching (at least 2 segments of about 30 minutes each)

Criteria for evaluation: clear statement of educational philosophy and teaching style, integrating pedagogical theory and feedback from various sources; clarity, relevance, and creativity of the teaching materials; inclusion of student evaluations, videos, and self-assessment (these materials are graded under Assignment 2, so there is no further evaluation other than whether they are included in the portfolio); statement of teaching interests is substantiated by past teaching and practice experiences, strengths, goals, and motivations; plans for ongoing professional development build on strengths, while addressing learning needs and future teaching interests.

Assignment 4 – Class Participation

Class participation will be evaluated based on ability to demonstrate behaviors expected of a professional social work educator: demonstrates respect for the dignity and worth of others; comes prepared for classes (with readings, notes, questions, rested, centered); completes assignments in a prompt and professional manner; attends all classes; comes to class on time (or early) and stays for entire class; schedules meetings with mentor and takes primary responsibility for preparing for teaching; actively participates in class discussions and exercises (in-person and online); if absent from a class, informs professor and submits make-up work with professor to demonstrate learning of material covered in the missed class; and follows NASW Code of Ethics (2018).

WEIGHTING FOR ASSIGNMENTS:

* Assignment 1 – Course Syllabus 20%
* Assignment 2 – Instructional Design and Implementation 50%
* Assignment 3 – Teaching Portfolio 20%
* Assignment 4 – Class Participation 10%

The grading scale for this course is as follows:

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| --- | --- |
| 94 – 100% = A | 73 – 76% = C |
| 90 – 93% = A- | 70 – 72% = C- |
| 87 – 89% = B+ | 67 – 69% = D+ |
| 83 – 86% = B | 63 – 66% = D |
| 80 – 82% = B- | 60 – 62% = D- |
| 77 – 79% = C+ | 0 – 59% = F |

# Required Readings

The Fox and Svinicki books may be purchased online or at the campus bookstore. The other readings are available online.

* Council on Social Work Education. (2015). Educational policies and educational standards (EPAS). Retrieved from <https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx>
* Fox, R. (2013). *Call to teach: Philosophy, process, and pragmatics of social work education*. Washington, DC: Council on Social Work Education. 978-0872931398
* Florida Atlantic University. (n.d.). University Center for Excellence in Writing. Retrieved from <http://www.fau.edu/UCEW/>
* Florida Atlantic University (n.d.). Center for Excellence in Teaching and Learning. <http://www.fau.edu/ctl>
* MERLOT Multimedia Educational Resource for Learning and Online Teaching (n.d.). Retrieved from <http://www.merlot.org/merlot/index.htm>
* Svinicki, M., & McKeachie, W. J. (2014). *McKeachie’s teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Cengage**.**

# Week-by-Week Outline of Classes and Due Dates for Assignments

The table below describes the topics, readings, and assignments for each week. For more specific information, resources, and instructions, please see the “Modules” posted on Canvas. Please complete the associated readings and assignments, PRIOR to the date of each class so that you will be well prepared and can maximize learning.

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| Week/Date | Topic | Readings and Assignments |
| Week 1  Wednesday, January 9 | * Course expectations and assignments * History of Social Work Education * Theories and Philosophies of Teaching and Learning * Model, Mentor, Mirror * Adult Learning * Professional Education | Course syllabus  Fox – Chapters 1, 2, 3, 6  Owens, L., Miller, J., & Grise-Owens, E. (2014). Activating a teaching philosophy in social work education: Articulation, implementation, and evaluation. *Journal of Teaching in Social Work*, *34*(3), 332-345, DOI: 10.1080/08841233.2014.907597 |
| Week 2  Jan. 16 | * Social Work Curriculum Development: CSWE and the structure of social work programs * Program Evaluation, Self-Study for CSWE Accreditation | Council on Social Work Education – EPAS 2015 - <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>  Fox – Chapter 4  Optional: Look at the BSW and MSW curricula on the FAU SSW website: [www.fau.edu/ssw](http://www.fau.edu/ssw) |
| Week 3  January 23 | * Course Preparation and Development (goals, assignments) * Designing and critiquing a syllabus (Preparation for Assignment 1) * Meeting Class for First Time | Fox – Chapters 5, 8, 9  Svinicki– Chapters 1-3  **Assignment 2 Part A – Learning Plan Due January 22 at 10 PM (submit via Canvas-Assignments)** |
| Week 4  Jan. 30 | Facilitating Learning   * Reading as Active Listening * Facilitating Discussion * Making Lectures Effective | Svinicki – Chapters 4-6  Effective teaching strategies - <http://www.fau.edu/ctl/EffectiveTeachingStrategies.php> |
| Week 5  Feb. 6 | * Competencies * Assignments, Examinations, and Evaluation (theory and research papers, case studies, role-plays, process recordings, group presentations, reflection papers, online assignments, field education, teacher eval.) * *Gamification* | Fox – Chapters 4 (again), 11, 12  Svinicki – Chapters 7-9  Drisko, J. D. (2014). Competencies and their assessment. *Journal of Social Work Education,* 50, 414-426. doi:10.1080/10437797.2014.917927  **Assignment 1 due** **February 5 at 10 PM (Syllabus) – submit via Canvas by 10 PM on the day PRIOR to class.** |
| Week 6  Feb. 13 | Understanding Students:   * Motivations * Diversity * Challenges * Helping Students Integrate Knowledge, Skills, Values, and Self-Awareness   Field Education in SW: Supervision vs. Instruction | Svinicki – Chapters 11-13  **Quiz on Quizzes and Examinations (Canvas)** |
| Week 7 Feb. 20 | * Critical Thinking * Ethical Issues and Responses in SW Education (confidentiality, respect, harassment, academic integrity) | Svinicki – Chapters 21 and 22  Fox – Chapters 10 and 13  NASW Code of Ethics ([www.naswdc.org)](http://www.naswdc.org))  FAU Policies  Case Studies (on Canvas) |
| Week 8  Feb. 27 | * Copyright Laws, Fair Use, and SW Education * Learning-Centered Education vs. Competence-Based Education and Gatekeeping | FAU’s Library Reserve Guidelines - <https://library.fau.edu/sites/default/files/policies/Faculty%20Guidelines%20for%20FAU%20Course%20Reserves.pdf>  **Hylton, M., Manit, J., & Messick-Svare, G. (2017). Gatekeeping** and competency-based education: Developing behaviorally specific remediation policies. *Journal of Teaching in****Social Work****,* *37*(3), 249-259. doi:[10.1080/08841233.2017.1313359](https://doi.org/10.1080/08841233.2017.1313359)  Singhal, D. (2017). Understanding student-centered learning and philosophies of teaching practices. *International Journal of Scientific Research and Management Studies. 5*(2), 512305129.doi:10.18535/ijsrm/v5i2.02 Retrieved from <https://www.researchgate.net/publication/313698624_Understanding_Student-_Centered_Learning_and_Philosophies_of_Teaching_Practices>  Optional: Federal Copyright Laws - <https://www.copyright.gov/title17/92chap1.html#107>  Optional Webinar: <https://www.youtube.com/watch?v=1PB59H0ucTM&feature=youtu.be> |
| SPRING BREAK – NO CLASS March 6 | | |
| Week 9  March 13  (online class – Allan at BPD) | * Online Education and other Uses of Educational Technology | **Assignment 2 Part B – Lesson Plan Due March 12 at 10 PM (submit via Canvas)**  Svinicki – Chapter 17  **See course module on CANVAS** (online class)   * **Quiz on Copyright and Fair Use** * **Voice Over PowerPoint Assignment**   Wretman, C., & Macy, R. (2016). Technology in social work education: A systematic review. Journal of Social Work Education, 52(4), 409-421. doi:10.1080/10437797.2016.1198293  Shorkey, C. T., Uebel, M. (2014). History and development of instructional technology and media in social work education. *Journal of Social Work Education, 50,* 247-261.doi:10.1080/10437797.2014.885248  MERLOT: <http://www.merlot.org/merlot/index.htm>  OPTIONAL further reading: Hitchcock, L. I., Sage, M., & Smyth, N. (2018). *Teaching social work with digital technology.* Alexandria, VA: [CSWE Press](https://www.cswe.org/Bookstore/Books/Teaching-Social-Work-With-Digital-Technology). |
| Week 10  March 20 | * No DSW class – students leading other classes | Exact dates for Assignment 2 to be negotiated with DSW professor and course mentor |
| Week 11  March 27 | * Seminar – Reflecting upon teaching experiences * Teaching Practice-Oriented Courses | Svinicki, Ch. 15  Florida Atlantic University. (n.d.). University Center for Excellence in Writing. Retrieved from <http://www.fau.edu/UCEW/>  Florida Atlantic University (n.d.). Center for Excellence in Teaching and Learning. <http://www.fau.edu/ctl> |
| Week 12  April 3 | * **GUEST TBA** – Student Accessibility Services * Linking Theory and SW Practice | Readings: FAU, Faculty Guide SAS: <http://www.fau.edu/sas/Faculty.php>  Optional: Maclean, S., & Harrison, R. (2015). *Social work theory: A straightforward guide for practice educators and placement supervisors*. Staffordshire, UK: Kirwood Maclean. |
| Week 13  **April 10** | * Ongoing Professional Development Courses and Opportunities * Power, Culture, & Politics in Educational Settings: Surviving and Thriving | Nissen, N., Pendell, K., Jivanjee, P., & Goodluck, C. (2014). Lifelong learning in social work education: A review of the literature and implications for the future. *Journal of Teaching in Social Work*, 34, 384-400. doi:10.1080/08841233.2014.936577  OPTIONAL: Kurzman, P. A. (2016). Social work continuing education: Current issues and future direction. *Journal of Teaching in Social Work, 36*(4), 332-341. doi:10.1080/08841233.2016.1214041 |
| Week 14  April 17  [Note April 24 is one of FAU’s reading days] | * Seminar – Reflecting on teaching experiences * Future Directions in Social Work Education * Lifelong learning as an educator * Special topics as determined by class (e.g., critical pedagogy, teaching large classes, developing textbooks and teaching materials, education technology innovations) * **GUEST TBA** from E-Learning | Readings TBA  Sviniki, Chapter 23  **Assignment 2C: Analysis of Teaching Experience due April 16 at 10 PM. Submit via Canvas.** |
| Week 15  May 1  [FAU exam week] | * Ongoing Professional Development Courses and Opportunities * Power, Culture, & Politics in Educational Settings: Surviving and Thriving | Nissen, N., Pendell, K., Jivanjee, P., & Goodluck, C. (2014). Lifelong learning in social work education: A review of the literature and implications for the future. *Journal of Teaching in Social Work*, 34, 384-400. doi:10.1080/08841233.2014.936577  OPTIONAL: Kurzman, P. A. (2016). Social work continuing education: Current issues and future direction. *Journal of Teaching in Social Work, 36*(4), 332-341. doi:10.1080/08841233.2016.1214041  **Assignment 3 Teaching Portfolio due** – **submit via Canvas by 10 PM on: April 30 at 10 PM.** |

# Bibliography: Additional Readings and Resources

Journals, Databases, Videos, and Associations

* *Chronicles of Higher Education -* [*http://www.chronicle.com*](http://www.chronicle.com/)
* *Clinical Supervisor*
* Council on Social Work Education*:* [www.cswe.org](http://www.cswe.org)
* Group for Advancement of Doctoral Education: <http://www.gadephd.org>
* International Association of Schools of Social Work: <http://www.iassw-aiets.org>
* *Journal of Social Work Education* (U.S.)*:* <http://www.cswe.org/jswe>
* *Journal of Social Work Values and Ethics:* http://jswve.org/
* *Journal of Teaching in Social Work*
* *Social Work Education* (International Journal): <http://www.tandfonline.com/loi/cswe20>
* ERIC-Education Resource Information Center: <http://eric.ed.gov> (database available through FAU proxy server; also, see SOCindex, PsycArticle, and Academic Search Premier)
* TedTalks – Talks from Inspiring Teachers: <https://www.ted.com/playlists/182/talks_from_inspiring_teachers>

Books and Articles

Bain, K. (2012). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Banks, J. (2019). *An introduction to multicultural education* (6th edition)*.* New York: Pearson.

Berg, M., & Seeber, B. (2016). *The slow professor: Challenging the culture of speed in the academy.* Toronto, ON: University of Toronto Press.

Butterfield, & Cohen, C. (2017). *Practicing as a social work educator in international collaboration.* Alexandria, VA: CSWE Press.

Davis, B.G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass. ISBN: 978-0-7879-6567-9

Echterling, L. G., Presbury, J., Cowan, E., Staton, A. R., Sturm, D. C., Kielty, M., Mckee, J. E., Stewart, A. L., & Evans, W. F. (2016). *Thriving: A manual for students in the helping professions* (3rd ed.)*.* Thousand Oaks, CA: Sage.

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Grise-Owens, E., Miller, J. J., & Owens, L. W. (2018). *Activating a teaching-learning philosophy: A practical guide for educators*. Alexandria, VA: [CSWE Press](https://www.cswe.org/Bookstore/Books/Activating-a-Teaching–Learning-Philosophy-A-Pract).

Hitchcock, L. I., Sage, M., & Smyth, N. (2018). *Teaching social work with digital technology.* Alexandria, VA: [CSWE Press](https://www.cswe.org/Bookstore/Books/Teaching-Social-Work-With-Digital-Technology).

Iachini, A., Bronstein, L., & Mellin, E. (2018). *A guide for interprofessional collaboration.* Alexandria, VA: [CSWE Press](https://www.cswe.org/Bookstore/Books/A-Guide-for-Interprofessional-Collaboration).

Kadushin, A., & Harkness, D. (2014). Supervision in social work (5th ed.). New York: [Columbia University Press](https://cup.columbia.edu/book/supervision-in-social-work/9780231151764).

Katherine A. Kendall Institute. (n.d.). Teaching international social work: Online modules. Retrieved from <http://www.cswe.org/Centers-Initiatives/International-KAKI/Resources/Teaching-International-Social-Work.aspx>

Kingsley, T. L., & Grabner-Hagen, M. M. (2015). Gamification. *Journal of Adolescent & Adult Literacy, 59*(1), 51–61. doi:[10.1002/jaal.426](http://dx.doi.org.ezproxy.fau.edu/10.1002/jaal.426)

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). [*The adult learner: The definitive classic on adult education and human resource development*](https://www.routledge.com/The-Adult-Learner-The-definitive-classic-in-adult-education-and-human/Knowles-Holton-III-Swanson/p/book/9780415739023) (8th ed.)*.* New York: Routledge.

Kurland, R., & Salmon, R. (2005 Reprint). *Teaching in a methods course in social work with groups*. Alexandria, VA: Council on Social Work Education.

Lang, J. (2016). *Small teaching: Everyday lessons from the science of learning*. San Francisco: Wiley.

Libal, K. R., Berthold, S. M., Thomas, R., & Healy, L. (2015). *Advancing human rights in social work education.* Alexandria, VA: CSWE Press.

Miller, M. (2014). *Minds online.* Cambridge, MA: Harvard University Press.

Paul, R., & Elder. L. (2014). *How to improve student learning* (3rd ed.). Dillon Beach, CA: Foundation for Critical Thinking (https://www.criticalthinking.org).

Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2016). *Foundations of adult and continuing education.* San Francisco: Jossey-Bass.

Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*. New York: Teachers College, Columbia University.

Shulman, L. (2010). *Interactional supervision* (3rd ed.)*.* Washington, DC: NASW Press.

Tice, S. L., Jackson, N., Lambert, L. M., & Englot, P. (2005). *University teaching: A guide for graduate students* (2nd ed.)*.* Syracuse, NY: Syracuse University Press.

# DSW Student Policies

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see [www.fau.edu/SSW/DSW](http://www.fau.edu/DSW)

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education’s requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade or failure. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student will receive a substantial decrease in the final grade or may fail the course.

As per FAU policy, if you are not present for the first day of class, you will need to withdraw from the course through the Registrar’s Office or you may be administratively withdrawn (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>). If you are unable to attend the first class of this course, you will not be allowed to add the course after the first class has taken place.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

**DISCRIMINATION OR HARASSMENT** – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance ( <https://www.fau.edu/eic> ). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

**RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

**ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER**

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and MSW policies at http://cdsi.fau.edu/ssw/current-students/msw