Rutgers DSW Program Syllabus

Module Title: Pedagogical Issues in Social Work Education
Instructor:
Residency: May 2019
Date:

Module Description:
This module will give an overview of issues that impact teaching in social work programs at the graduate level. Although some philosophies of teaching are incorporated and resources made available, the real focus will be on how to engage future social work practitioners in education. This allows the student to consider the issues that will fundamentally impact their own teaching philosophy as they begin to develop. A critical issue in social work (and other professional) education is how to assure competence in those same students as they become clinicians. The gate-keeping functions of social work education cannot be ignored. Situating these concerns within an anti-oppressive context focused on social justice requires nuanced and complex thinking. This will be a primarily interactive module.

Module Objectives:

1. Understand the difference between the “banking” model of education and the engaged discourse model of education favored for adult pedagogy.
2. Describe anti-racist and anti-oppressive stances in education and social work and how they intersect.
3. Balance the concerns of gatekeeping to ensure prevention of harm while also practicing inclusive social work education.

Required Readings:


**Recommended Readings:**


**Teaching Philosophy Websites:**

3. [http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html](http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html)


6. [http://cet.usc.edu/resources/academic_resources/teaching_philosophy.html](http://cet.usc.edu/resources/academic_resources/teaching_philosophy.html)

7. [http://www.celt.iastate.edu/teaching/philosophy.html](http://www.celt.iastate.edu/teaching/philosophy.html)

**Examples of Teaching philosophies:**


9. [http://trc.virginia.edu/Publications/Reflections/Faculty.htm](http://trc.virginia.edu/Publications/Reflections/Faculty.htm)

10. [http://trc.virginia.edu/Publications/Reflections/GTAs.htm](http://trc.virginia.edu/Publications/Reflections/GTAs.htm)