Rutgers DSW Program Syllabus

Module Title: Pedogogical 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:

1. Cohen, J & Dalke, A. (2017). Playing. *Steal this classroom: Teaching and learning unbound* (ebook).

2. Dalke, A. F. (2002). *Teaching to learn/ Learning to teach: Meditations on the classroom*. New York: Peter Lang Publishing. (Specific readings)

3. Elpers, K., & FitzGerald, E. A. (2013). Issues and challenges in gatekeeping: A framework for implementation. *Social Work Education, 32*(3), 286-300. doi:10.1080/02615479.2012.665867

4. O'Neill, P., & Miller, J. (2015). Hand and glove: How the curriculum promotes an antiracism commitment in a school for social work. *Smith College Studies In Social Work, 85*(2), 159-175.

5. Reis, R. (2013). Is anyone really paying attention [in my class]? In Jay Howard (ed.) *Discussion in the college classroom: Getting your students engaged and participating in person and online*. San Francisco: Jossey-Bass.

Recommended Readings:

1. Palmer, P. J. (1983). *To know as we are known: Education as a spiritual journey*. New York: HarperCollins.

2. Sowbel, L. R., & Miller, S. E. (2015). Gatekeeping in graduate social work education: Should personality traits be considered?. *Social Work Education, 34*(1), 110-124. doi:10.1080/02615479.2014.953046

Teaching Philosophy Websites:
3. http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html

4. http://chronicle.com/article/Whats-Your-Philosophy-on-T/45132/

5. http://chronicle.com/article/4-Steps-to-a-Memorable/124199/#top

6. http://cet.usc.edu/resources/academic_resources/teaching_philosophy.html

7. http://www.celt.iastate.edu/teaching/philosophy.html

Examples of Teaching philosophies:
8. http://www.crlt.umich.edu/tstrategies/tstpum.php

9. http://trc.virginia.edu/Publications/Reflections/Faculty.htm

10. http://trc.virginia.edu/Publications/Reflections/GTAs.htm