

**University of Pennsylvania
Clinical DSW Program**

**Teaching Social Work Practice
SWRK 904-001: Teaching Social Work Practice**

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Class dates: Dates in September 2021: Thursday 9/9, Tuesday 9/14, Thursday 9/16, Tuesday 9/21, Thursday, 9/23, Tuesday, 9/28, Thursday, 9/30.

Dates in October 2021: Break - Tuesday 10/5, Thursday, 10/7, Tuesday 10/12, Thursday, 10/14, Tuesday 10/19, Thursday, 10/21, Tuesday, 10/26, Thursday, 10/28.

All classes are 7:00 – 9:00 pm online using Zoom

Zoom link:

<https://upenn.zoom.us/j/92074729609?pwd=Z1NtcytRY2Qyd05NeFBQYUM4V2N0Zz09>

Course Overview

Teaching Social Work Practice focuses on the critical elements of teaching social work practice. It presents teaching as a scholarly endeavor that integrates and synthesizes knowledge, skills, values, creativity, and reflection in the planning and transmission of professional comportment, content, and processes in social work education. While the primary focus is on practice courses, the material covered can be used to prepare students for teaching in other curricular areas.

An emphasis will be on acquiring knowledge of the goals of social work education and professional development and how these goals inform **what** and **how** we teach. Course participants will identify, discuss, and address their unique characteristics and their real and anticipated teaching challenges in the classroom environment. We will build on participants' strengths, examine, and apply diverse teaching strategies for students with various learning "styles" and experiences.

Participants will learn how to plan courses by critically applying principles of teaching and learning, lesson organization, as well as incorporating their own unique professional and personal attributes. Different approaches to student assessment will be discussed. Teacher evaluation, as an essential aspect of the educational process, will be examined. Students will also learn the essentials of writing a teaching philosophy statement.

This course is intended to be interactive, stimulating, and thought provoking. There will be opportunities to practice the application of various teaching techniques and methods discussed from the readings and other resources. We will offer genuine critique and feedback of each other's contributions in a supportive and open environment with the goal of facilitating your professional development as instructors.

Educational Objectives

During this course, learners will:

1. Learn about the purpose of social work education.
2. Examine and discuss the various aspects of teaching.
3. Learn aspects of a conducive learning environment.
4. Examine aspects of course content and process.
5. Acquire knowledge of different learning “styles.”
6. Learn about various instructional methods.
7. Examine the relationship between learning objectives, outcomes and assessment strategies.
8. Discuss the use and benefit of teaching evaluations.
9. Learn the purpose and elements of a teaching philosophy statement.

Educational Outcomes

At the completion of this course, students will be able to:

1. Gain an understanding of the purpose of social work education.
2. Understand the various aspects of teaching.
3. Know how to establish a conducive environment for learning.
4. Balance course content and process.
5. Apply knowledge of different learning “styles.”
6. Demonstrate the utility of different teaching strategies and methods.
7. Assess student-learning outcomes.
8. Evaluate your teaching competence.
9. Articulate in writing, one's philosophical stance towards teaching and learning.

Course Expectations: Course participants are expected to engage with the course material, other students, instructor, guest presenters, class activities, and participate in the learning process. Students are expected to come to class prepared by reading and critically thinking about the readings and their application.

As the course instructor, you can expect me to discuss critical aspects of the course content, provide you with guidance on your ideas, course assignments, and answer questions related to the course. The best way to contact me is by e-mail (jerri@upenn.edu). During the week (Monday through Friday), you can expect me to respond to your e-mail within 24 hours. E-mail messages sent Friday evening and during the weekend may not be answered until Monday. If your message is urgent, please indicate it is **High Priority**. Other course expectations and norms will be co-created during the first class.

Required Text: Fox, R. (2013). *The call to teach: Philosophy, process, and pragmatics of social work education*. Alexandria, VA: CSWE, Inc.

Additional readings are posted on Canvas.

Course Assignments: This is an interactive class and throughout the course, there will be questions and mini assignments/activities to address each session.

Capstone/Final Assignment due November 2, 2021: Lesson Plan Development

- In this assignment, you will **develop** a lesson plan for a social work practice class.
- Decide on one (or more) of the nine CSWE core competencies you want to address in a **new social work practice course** (See the link to the 2015 EPAS with the nine core competencies in Session 2 of the syllabus).
- This **new course** can be in any field of social work with a target population or intervention used with individuals, couples, families or groups.
- The **new course** can be a topic you would like to teach. You can envision this as a new elective that you are passionate about and may want to offer for a MSW program.

After you decide on your new course topic, you will develop a lesson plan for one of the sessions. Complete the following:

Prepare a 1 to 2-page course overview for the new course, which includes:

1. The title of the course.
2. Provide statement of the course purpose and goals.
3. Provide 2 to 3 learning objectives and 2 to 3 outcomes.
4. List the core CSWE 2015 EPAS competencies that align with your course.

Provide an outline for **one** of the course's sessions and include:

5. Topics for the session.
6. List up to 4 readings for the session.
7. Include at least one experiential method of instruction.

Write a 5-7 page paper, explaining the focus of your course topic and aspects you considered when planning one of the course sessions. Indicate **how the session aligns** with the purpose, goals, objectives and outcomes of the overall course as well as the EPAS competencies. Include information on your teaching approach, consideration of adult learning styles, rationale for how you organized the class, and your plan for assessing/evaluating students' performance.

Evaluation

Evaluation of your performance in this course is based on the quality and completion of written assignments, attendance, and class participation. Participation will be assessed based on attendance and the degree of meaningful and relevant contributions to class discussions and activities. The quality of the final paper will be assessed based on the extent to which the expectations for the assignment are met and **demonstrate application of readings** and class discussions. This course will be graded as Pass/Fail.

Peer Assessment

The class will contribute to developing a peer assessment measure for the capstone presentations.

Course Schedule

Session 1 - Thursday, September 9: Overview of Course and Expectations

Class Activity: Do pre-test in class.

How do you feel about teaching? Pick one answer.

Very confident _____

Somewhat confident _____

Neither confident nor hesitant _____

Very hesitant _____

Sign up for capstone presentations

Session 2 - Tuesday, September 14: Goals and Purpose of Social Work Education

Council on Social Work Education's 2015 Educational Policy and Accreditation Standards

Link: <https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Optional: *The Call to Teach*. Chapter 4. The Competency Imperative: Complements and Cautions.

Questions and activities for class: What competencies have you seen reflected in the courses you have taught or taken at the MSW level? Were these competencies listed on the syllabus? Locate at least one syllabus to discuss in class where you see the competencies listed on the course syllabus. Share examples where these competencies were linked to course objectives, course content, and assignments. You can search the Internet.

Session 3 - Thursday, September 16: An Integrative Approach to Teaching

The Call to Teach. Chapter 1. The Call to Teach, Chapter 2. Pioneering Perspectives, and Chapter 3. The Teacher: Model, Mentor, and Mirror.

Optional: *The Call to Teach* Chapter 7. Relationship and Reflection, pages. 77-82.

Questions and activities for class: How is teaching social work students different from teaching other types of students? Bring to class your reflections about the readings. This can be brief, about 3 – 5 points, questions, or insights from the readings.

Session 4 - Tuesday, September 21: Creating a Safe Classroom Environment.

Multicultural Conflict and Transformative Learning

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

Kisfalvi, V. & Oliver, D. (2015). Creating and maintaining a safe space in experiential learning. *Journal of Management Education*. 29(6), 713-740.

Bourjolly, J., Sands, R. G., Finley, L., & Pernell-Arnold, A. (2015). The Emergence of conflict in a multicultural training group: The anatomy of a disorienting dilemma. *Journal of Transformative Learning*. 3(2), 84-104. **On Canvas**

Sensoy, O. & DiAngelo, R. (2021). Respect differences? Challenging the common guidelines in social justice education. *Democracy and Education*, 22(2), 1 -10.

Questions: What do we mean by a safe space? What are its characteristics and how do we create it? What are the potential challenges of a safe space? How do you encourage students with biases to share without harming another student?

Session 5 - Thursday, September 23: Teaching Students with Different Experiences, Interests, Expectations, and “Learning Styles”

The Call to Teach. Chapter 6. Styles of Adult Learning

Knowles, M. S., Holton III, E. F., and Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development*, 8th Edition.

Chapter 4. (pp. 51-87). London and New York: Routledge. **On Canvas**

Questions and activities for class: Bring to class your reflections about the readings as they relate to these questions: Do you recall how you were taught as a child? How did you learn? What was that like in terms of your experience as a student? How were you taught in graduate school? How best do you learn now?

Session 6 - Tuesday, September 28: Creating a Syllabus and Course Goals

The Call to Teach. Chapter 5. Setting and Reaching Goals.

Policies in Syllabi: <https://www.ctl.upenn.edu/syllabus-language-and-policies>

Question and activities: What are some key elements to writing course goals and objectives? Write one course goal and five course objectives for a **new** course you plan to develop. This can be a real or fictitious course that you may or may not teach for your capstone assignment.

Session 7 - Thursday, September 30: Lesson Planning

The Call to Teach. Chapter 8. Strategic Planning: Lesson Organization and Delivery

Questions and activities: Look at the lesson template on page 95 in *The Call to Teach*. How would you apply it to your own course? What are your developing ideas? What have been your experiences with lesson planning? What have been some of your challenges and successes or what do you anticipate will be challenges?

Break Tuesday, October 5th

Session 8 - Thursday, October 7: Teaching Methods

The Call to Teach. Chapter 9. Distilling Methods for Instruction.

Questions and activities. What teaching method(s) do you intend to use for your class? What is your rationale for the method(s)? How will they be implemented in your class? What are the anticipated the strengths and challenges for using different methods?

Session 9 – Tuesday, October 12: 6 Student Presentations of Capstone Assignments and Peer Feedback

Session 10 – Thursday, October 14: 5 Student Presentations of Capstone Assignments and Peer Feedback

Session 11 - Tuesday, October 19: Student Assessment and Course/Teaching Evaluations

The Call to Teach. Chapter 11. Beyond Making the Grade: Student Assessment. Chapter 12. Teacher Evaluation: A Delicate Balance

Questions and activities: Review a course syllabus. What do you think about the methods for assessing students' performance? Are they clear? What do you like and not like about the assessment methods? What are your thoughts about giving grades vs. pass/fail? What are the pros and cons?

Session 12 – Thursday, October 21: 5 Student Presentations of Capstone Assignments and Peer Feedback

Session 13 – Tuesday, October 26: 5 Student Presentations of Capstone Assignments and Peer Feedback

Session 14 – Tuesday, October 28: Writing a Teaching Philosophy Statement and Course Wrap Up

Questions and Activities: Write a draft statement, no more than two pages to discuss in class.

Discuss drafts and next steps.

Do post-test in class

How do they feel about teaching? Pick one answer.

Very confident _____

Somewhat confident _____

Neither confident nor hesitant _____

Very hesitant _____