

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT
SOCIAL WORK

COLLEGE COLLEGE FOR DESIGN & SOCIAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

EFFECTIVE DATE

PREFIX SOW COURSE NUMBER 7618 LAB CODE (L or C) C

(first term course will be offered)

COMPLETE COURSE TITLE:

COMPLETE COURSE TITLE: Social Work Pedagogy

SPRING 2017

CREDITS

3

TEXTBOOK INFORMATION

- Council on Social Work Education. (2008, as updated). Educational policies and educational standards (EPAS). Retrieved from <http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>
- Davis, B.G. (2009). Tools for teaching (2nd ed). San Francisco: Jossey-Bass.
- Fox, R. (2013). Call to teach: Philosophy, process, and pragmatics of social work education. Washington, DC: Council on Social Work Education.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: Students will use evidence-based clinical social work practices for curriculum design, course design, course delivery, and evaluation; examine the educational standards (EPAS) of the Council on Social Work Education; & learn to help BSW/MSW students develop the competencies identified by CSWE.

PREREQUISITES*

COMPLETION OF AN MSW

COREQUISITES* NA

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*

MUST BE A DSW STUDENT

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

Faculty contact, email and complete phone number:
 David Landsman-Wohlsifer, Ph.D., LCSW
 School of Social Work
 561-297-3234
dlandsmanwohlsif@fau.edu

Please consult and list departments that might be affected by the new course and attach comments. "*****"
Nursing, Education, Arts and Letters

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Graduate College Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>1/11/16</u></p> <p><u>2/3/16</u></p> <p><u>2/3/16</u></p> <p><u>2/3/16</u></p> <p>_____</p> <p>_____</p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

John Graham

From: Marlaine Smith
Sent: Tuesday, March 03, 2015 11:33 AM
To: John Graham
Cc: Michael Kane
Subject: RE: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Dear John,

I reviewed these courses and see no significant overlap between these and graduate courses offered in the College of Nursing. Let me know if there is any other way that I can support your development of the DSW.

Marlaine

Marlaine C. Smith, RN, PhD, AHN-BC, FAAN Dean and Helen K. Persson Eminent Scholar Christine E. Lynn College of Nursing Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Phone 561-297-3206
Fax 561-297-0293
Visit us at <http://nursing.fau.edu>

The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, practicing the art, studying its meaning and living it day-to-day.

-----Original Message-----

From: John Graham
Sent: Tuesday, March 03, 2015 8:58 AM
To: Marlaine Smith
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Good morning Marlaine,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham

From: Valerie Bristor
Sent: Wednesday, March 04, 2015 3:34 AM
To: John Graham
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Hi John!

Thank you for running this by us.

I have quickly reviewed and agree that Paul Peluso/Dept. of Counselor Education would be the College of Education folks who need to review and comment. You should be hearing from him soon/

Val

From: John Graham
Sent: Tuesday, March 03, 2015 9:08 AM
To: Valerie Bristor
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Good morning Valerie,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

I asked Paul Peluso if his office could do the same perusal and let us know, too. I'm cc'ing him herewith.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University

John Graham

From: John Graham
Sent: Tuesday, March 03, 2015 8:55 AM
To: Paul Peluso
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Paul Peluso
Attachments: GPC New Course Application for Capstone I.doc; GPC New Course Application for Clinical Research.doc; GPC New Course Application for EBP Individuals.doc; GPC New Course Application for SW Pedagogy.doc; GPC New Course Application for SW supervision.doc; GPC New Course Application for Theories & Epistemology.doc

Good morning Paul,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431, USA
grahamj@fau.edu
561 297 3245 (phone)
561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/

John Graham

From: Michael Horswell
Sent: Tuesday, March 03, 2015 5:20 PM
To: Heather Coltman
Cc: John Graham
Subject: RE: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Dear John,

I reviewed the course proposals and do not see any conflicts with the curriculum in the College of Arts and Letters.

Best,

Michael

Michael J. Horswell, PhD
Associate Dean of Graduate Studies and Research
Director, PhD in Comparative Studies
Associate Professor of Spanish and Latin American Literature
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Email: horswell@fau.edu
Tel: 561-297-3863
Website: <http://www.fau.edu/llcl/Horswell.php>
PhD website: www.fau.edu/comparativestudies

From: Heather Coltman
Sent: Tuesday, March 03, 2015 5:04 PM
To: Michael Horswell
Subject: Fwd: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Sent from my iPhone

Begin forwarded message:

From: "John Graham" <grahamj@fau.edu>
To: "Heather Coltman" <coltman@fau.edu>
Cc: "Michael Kane" <mkane@fau.edu>
Subject: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Good morning Heather,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
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**FLORIDA ATLANTIC UNIVERSITY SCHOOL
OF SOCIAL WORK, DSW PROGRAM**
SOW 7618 Sec. _____ Call No. _____(3 Credit Hours)
Social Work Pedagogy
Boca Raton Campus

Semester: Spring, 2017
Start/End Date: Months/Year
Instructor:
Phone:
Email:
Blackboard: <http://bb.fau.edu>

Classroom: SO ____
Class Times:
Office Hours:
Office Location:
Web: www.fau.edu/ssw

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 profession. Upon 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 clinical social work practices for curriculum design, course design, course delivery, and evaluation. Students will examine the educational standards (EPAS) of the Council on Social Work Education (CSWE) and learn ways to help BSW and MSW students develop the competencies identified in these standards. CSWE is the accrediting body for social work education at the BSW and MSW levels.

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.
- Understand 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.

Required Texts & Readings

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

- Council on Social Work Education. (2008, as updated). Educational policies and educational standards (EPAS). Retrieved from <http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>
- Davis, B.G. (2009). Tools for teaching (2nd ed). San Francisco: Jossey-Bass.
- Fox, R. (2013). Call to teach: Philosophy, process, and pragmatics of social work education. Washington, DC: Council on Social Work Education.
- 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>

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 (Due week 6)

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 enhance courses. Each student (or pair of students) will develop and submit an 8 to 12-page paper 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 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)

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 (Due week 13)

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 competencies, teaching behaviors, or skills)
- The dates of one or two classes when the 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 3 to 6 evidence-based learning resources that the DSW student will use to inform the content and process of teaching.

Develop a **lesson plan** for each class session you will teach (minimum of two, 2.5-3 contact hours each). 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.

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).

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., drop box, Google docs) and share access to the segment with the professor for this DSW course for **feedback**.

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.

Assignment 3 – Teaching Portfolio (Due week 15)

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. Your portfolio will contain:

- 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)
- Teaching materials that you developed or adapted for classes (e.g., PowerPoint/Prezi presentations, online modules, descriptions of classroom activities).
- Student evaluations from the classes you led (with no information identifying particular students)
- Videos of your teaching (from Assignment 2)
- Self-assessment (from Assignment 2, plus revisions as appropriate)
- Teaching interests
- Plans for fostering or enhancing specific teaching competencies.

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 they 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, and follows NASW Code of Ethics (2008).

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:

93 – 100% = A	73 – 76% = C
90 – 92% = 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

Definition of Grades:

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions)

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

F = Performance not meet standards to merit a passing grade.

Week-by-Week Outline of Classes

Week/Date	Topic	Readings	Assignments
1	<ul style="list-style-type: none"> • Course expectations and assignments • History of Social Work Education • Theories and Philosophies of Teaching and Learning • Adult Learning • Professional Education in professional social work 	<p>Course syllabus</p> <p>Fox – Chapters 1-3</p> <p>Owens, L., Miller, J., & Grise-Owens, E. (2014). Activating a teaching philosophy in social work education: Articulation, implementation, and evaluation. <i>Journal of Teaching in Social Work</i>, 34(3), 332-345, DOI: 10.1080/08841233.2014.907597</p>	
2	<ul style="list-style-type: none"> • Social Work Curriculum Development: CSWE and the structure of social work programs 	Council on Social Work Education - EPAS	
3	<ul style="list-style-type: none"> • Course Development: Designing and critiquing a syllabus (Preparation for Assignment 1) 	Fox – Chapters 4-6	
4	<ul style="list-style-type: none"> • Qualities of an Excellent Educator • Teaching and Learning Styles • Learning Plan 	<p>See course module on Blackboard (online class)</p> <p>Davis – Chapters 1-4</p>	

5	<ul style="list-style-type: none"> • Assignments, Examinations, and Evaluation 	http://www.fau.edu/ct/EffectiveTeachingStrategies.php	Assignment 1 due (Syllabus) – email to professor by 10 PM on the day PRIOR to class.
6	<ul style="list-style-type: none"> • Helping Students Integrate Knowledge, Skills, Values, and Self-Awareness • Field Education in SW: Supervision vs. Instruction 	Davis – Chapters 6-9	
7	<ul style="list-style-type: none"> • Online Education and other Uses of Educational Technology 	<p>See course module on Blackboard (online class)</p> <p>Reamer, R. (2013). Distance and online social work education: Novel ethical challenges. <i>Journal of Teaching in Social Work, 33</i>, 369-384. doi:10.1080/08841233.2013.828669</p> <p>Shorkey, C. T., Uebel, M. (2014). History and development of instructional technology and media in social work education. <i>Journal of Social Work Education, 50</i>, 247-261. doi: 10.1080/10437797.2014.885248</p> <p>MERLOT: http://www.merlot.org/merlot/index.htm</p>	
8	<ul style="list-style-type: none"> • Ethical Issues and Responses in SW Education (confidentiality) 	NASW Code of Ethics (www.naswdc.org) FAU Policies	

9	<ul style="list-style-type: none"> • Ongoing Professional Development Courses and Opportunities • Power & Politics in and Educational Setting: Surviving and Thriving 	<p>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. <i>Journal of Teaching in Social Work</i>, 34, 384- 400, doi:10.1080/08841233.2014.936577</p>	
10	<ul style="list-style-type: none"> • No DSW class – students 		
11	<ul style="list-style-type: none"> • Seminar – Reflecting upon teaching experiences • Teaching Practice-Oriented Courses 	<p>Florida Atlantic University. (n.d.). University Center for Excellence in Writing. Retrieved from http://www.fau.edu/UCEW/</p> <p>Florida Atlantic University (n.d.). Center for Excellence in Teaching and Learning. http://www.fau.edu/ctl</p>	
12	<ul style="list-style-type: none"> • No DSW class – students leading other classes 		
13	<ul style="list-style-type: none"> • Program Evaluation, Self- Study for CSWE Accreditation • Special topics as determined by class 	<p>CSWE – EPAS www.cswe.org</p> <p>Drisko, J. D. (2014). Competencies and their assessment. <i>Journal of Social Work Education</i>, 50, 414-426. doi:10.1080/10437797.2014.917927</p>	<p>Assignment 2 due – email to professor by 10 PM on the day PRIOR to class.</p>

14	<ul style="list-style-type: none"> • Seminar – Reflecting upon teaching experiences • Teaching Theory-Oriented Courses 		
15	<ul style="list-style-type: none"> • Future Directions in Social Work Education • Special topics as determined by class 		Assignment 3 due – email to professor by 10 PM on the day PRIOR to class.

Bibliography: Additional Readings and Resources

Journals, Databases, and Associations

- *Chronicles of Higher Learning*
- *Clinical Supervisor*
- Council on Social Work Education: 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*: <http://www.cswe.org/jswe>
- *Journal of Teaching in Social Work*
- *Social Work Education*
- ERIC-Education Resource Information Center: <http://eric.ed.gov> (database available through FAU proxy server; also see SOCindex, PsycArticle and Academic Search Premier)

Books and Articles

- Austin, M. J., & Hopkins, K. M. (2004). *Supervision as collaboration in the human services: Building a learning culture*. Thousand Oaks, CA: Sage.
- Davidman, L., & Davidman, P. T. (2000). *Teaching from a multicultural perspective* (3rd ed.). Boston: Allyn & Bacon.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). *The adult learner: The definitive classic on adult education and human resource development* (7th ed.). New York: Routledge.
- Munson, C. (2000). *Handbook of clinical social work supervision* (3rd ed.). Binghamton, NY: Haworth.
- Roche, S. E., Dewees, M., Trailweaver, R., Alexander, S., Cuddy, C., & Handy, M. (1999). *Contesting boundaries in social work education*. Alexandria, VA: Council on Social Work Education.
- 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

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 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.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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 http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>.