YEARS AGO, THE LATE John Michel, a senior editor at Columbia University Press, encouraged me to develop a proposal for a book like this one. John was not only “my editor”; he was an intelligent, discerning, witty, and always encouraging friend. Sadly, I did not fully realize until after his passing the scope and value of his gifts to me over the years. I thank him for his role in the genesis of this work, and I hope I honor his memory by bringing this project to a conclusion.

Also important to the origin of this book have been the scores of doctoral students I have had the privilege of “teaching about teaching” in two different doctoral programs in social work, Smith College’s School for Social Work and New York University’s Silver School of Social Work. What I have learned from these experienced and successful learners who are or are aspiring to be teachers has been immeasurable. The doctoral students in these seminars provide new and useful insights every time I give the course, so I have been a learner as much as a teacher. Teaching about teaching is not easy. In addition, I know that my students are observing what I do, and I am humbled at how often I have to fall back on the motto of the hypocrite and the error prone: “Do as I say, not as I do.” I thank all these students—past, present, and future—for how much they have contributed, often unwittingly, to my own teaching and the thinking that informs this book.

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