INDEX

AAUP. See American Association of University Professors abbreviations, used with e-mail, 131
Abrams, L. S., 72
Abramson, J. S., 104, 109
academic approach, to field learning, 96–97, 98, 101
academic dishonesty, 224; reporting students’, 228–229
Academic Duty (Kennedy), 253
academic setting, freedom of, 234
academic workplace, social work teaching in, 6. See also workplace
academy, citizens of, 234
accountability, 151, 158–159, 258. See also assessment
accreditation, 151, 154–155; discipline-specific, 159; and NASW’s Code of Ethics, 223–224
accreditation processes, mission-driven models in, 161–162
accreditation standards (EPAS), 5
active learners, 32
adaptation, sink-or-swim, in professional learning, 28–29
Adkins, L., 127
administration, in faculty workload, 190–191, 195
administrators, college and university, 166
admissions: issues of, 153–154; lack of selectivity in, 175
admissions process, and ethical issues, 230
Adobe Acrobat document files, 138
ads, for faculty vacancies, 197
adulthood, 13; early, compared with middle, 15; individual development in, 15–16
adults: learning in, 14, 16–18, 19–20, 21–22; learning theory in, 5, 22, 260; thinking in, 14, 16–18, 19–20, 21–22
advising students, ethics of, 246
affirmative action policies, 72
African Americans: and computer access, 117, 118; identity development of, 70; on social work faculty, 68; in social work programs, 67
ageism, 87
agencies, 4. See also social agencies
aging: as academic specialty, 88; of gays and lesbians, 78; and identity, 63; in institutional context, 89–90; and social work profession, 86–87; teaching content for, 88–89
Ali, S. R., 63
Alvarez, A. R., 177
American Association of University Professors (AAUP), 190; on ethical guidelines, 241; standards of, 253; statement of professional ethics of, 236, 237, 248, 249
American Council on Education (ACE), 202
American Psychiatric Association, 78
American Psychological Association, 78
Americans with Disabilities Act (1990), 85
Anastas, J. W., 155
Ancis, J. R., 63
andrology, 5
application: in job search, 209; scholarship of, 192, 193
apprenticeship approach, to field learning, 96, 97–98, 101
appropriate usage policies, for wireless in classroom, 143
Area Concentration Achievement Test (ACAT), 160–161
articulated approach, to field learning, 97, 98–99, 101
Asian Americans: on social work faculty, 68; in social work programs, 67
assessment, 258; activities for, 184; annual evaluation, 179; audiences for, 159; of cultural competence, 161; definition of, 158; ethics of, 240, 245; of expected learning outcomes, 161–163; and gatekeeping, 175–176; goal of, 162; by graduates, 166; of peers, 165–166; problems in, 185; for promotion, 179; standardized measures for, 159–161; by students, 164–166; of students, 158–159; student satisfaction questionnaires in, 176, 177–178; by teachers, 163–164; of teaching and learning, 58, 152–154, 176–178, 183; teaching portfolios in, 178; and tenure, 179
assessment, of field experience: of instruction, 180; of learning, 174–175
assistant professor, title of, 198
associate professor, rank of, 198
Association of Social Work Boards (ASWB), 156
audience: for educational assessment, 159; for presentation software, 122
audio files, courses available as, 124
Austin, A. E., 196
authority, in effective teaching, 56
authorship: determination of, 242; ethics of, 242–243
autonomy: in faculty work, 220; and professional norms, 240
availability, of field instructors, 183
Aviles, C. B., 174
Baccalaureate Educational Assessment Package (BEAP), 160, 166
Baccalaureate Program Directors (BPD), 205
baccalaureate programs, 1, 189; assessment of, 163; gatekeeping for, 230–231
Baez, A., 171, 172
Bain, K., 68
Baldwin, R. G., 219
Ballantyne, N., 126
Bandura, A., 164, 260
banking model: of education, 24; of teaching and learning, 33
Banner, J. M., 36
Banta, T. W., 158
Barnett-Queen, T., 182
Baskind, F. R., 157
Bayer, A. E., 235, 236, 240, 243, 244
Belenky, M. F., 16, 17, 18, 21, 28, 76
benefits, in job offer, 215–216
Bennett, C. K., 182
Bennett, L., 103, 104
“Bill of Rights, Academic,” 251, 252
Bligh, D. A., 38
Bliss, M., 126
block placement model of field education, 99–100
Blonstein, S., 109, 110
Bloom, B. S., 163
Bogo, M., 2, 31, 100, 101, 108, 109, 110, 111, 180, 181, 182
bookmarking, in CMS packages, 133
Borowski, N. A., 152
Bourdieu, P., 74
Boyer, E. L., 35, 192, 193, 194, 257, 258
Boyer Commission, report of, 191, 192, 193
Brady, M., 139
Braxton, J. M., 235, 236, 240, 243, 244
Bremner, J., 199
Brookfield, S. D., 36
Brooks/Cole Publishing, 125
Brown, G., 158
Brownlee, K., 80
Brownstein, C., 101, 103, 104
BSW degree, as hiring qualification, 204
Buchan, V., 160
bulleted style, to “telegraph” content, 123
“buzz group,” as lecture technique, 40
Campbell Collaboration, 258
campus visit, during job search, 212–215
Cannon, H. C., 36
Caragata, L., 112, 113
care, ethic of, 240–241
career planning, 8
Carnegie Foundation for the Advancement of Teaching, 191; classification system of, 189
case study, written, 169–170
Case Western Reserve University, 112
Cauble, A. E., 126
Cavazos, A., 182
CDs (compact disks), course material on, 124–126
change, and illusion of inclusion, 62
chat sessions, 139
chauvinism, 42
cheating: deterrent to, 228; factors affecting, 227; forms of, 227; by students, 224, 225–227
Chronicle of Higher Education (American Council on Education), 202
Chronister, J. L., 219
Chute, D., 126
class disparities, and access to technology, 115
class presentations, 168
classroom: assessment techniques in, 259; discussion in, 41; diversity issues in, 90; effective teaching in, 58; electronic devices in, 10–11; electronic technologies in, 260; ethics in, 243–246; ethics outside of, 246–247; field learning integrated in, 99, 106–107; formative feedback in, 176–177; ground rules for interactions in, 43; identity management in, 80–81; instruction in, 6–7; planning for, 56; quality of instruction in, 183–184; silences in, 18; wireless devices in, 143.
See also discussion; teaching
clinical professor, title of, 198
Cluse-Tolar, T., 79
CMS. See course management software coaching, 59; role of, 50; in teaching, 49
Cochran Collaboration, 258
Code of Ethics. See National Association of Social Workers
Coe, S., 103, 104
cognitive development: in adults, 18, 19–20; critical thinking in, 22, 23
cognitive psychology, 38
colleagues: disputes involving, 250; ethical responsibilities to, 249, 250–251; ethics of relationships with, 247–248, 250; evaluation of, 249; impairment of, 250; respect for, 239, 250; unethical conduct of, 251
colleges: and sexual orientation issues, 82; social work programs in, 189
Comerford, S. A., 71
communication: asynchronous, 120, 127, 136; cross-gender, 76; online, 129, 130–132; technology of, 116
compact disks. See CDs
computers: access to, 117, 118; costs associated with, 118, 119; environmental impact of, 119; and privacy, 147; rapid obsolescence of, 117
conceptualization, in learning, 24, 25
conferences, annual, 180
conferencing: text-based, 136; video, 140–143
confidentiality: ethics of, 239; NASW Code of Ethics on, 233; protections of, 147
Conklin, B., 157
connected knowing, 18
consciousness raising, process of, 23–24
consultant, faculty–field liaison as, 98
“consultant” teachers, 129
content: in course preparation, 52; diversity of, 72–90; for lecture, 41; teaching, 88–89
content areas: choosing, 59; and learning tasks, 35
content competence, ethics of, 238
continuing education, 9
contract, in field learning, 107
contract faculty, 198
conversion therapies, 78
copyright permission, 56
Corcoran, K., 157
Costello, C. Y., 73, 74, 75, 261
Council on Social Work Education (CSWE), 1, 257; annual conferences of, 209; Commission on Accreditation of, 154, 155; “cultural competence” model adopted by, 62–63; Distance Education and Technology Symposia of, 143; on diversity, 61; ethical principles for research proposed by, 261; on field education, 93; model of program assessment of, 162; MSW degree requirement of, 96; and NASW, 109; national conferences of, 205; National Statement on Research Integrity in Social Work of, 236; newsletters of, 209; sexual orientation decision of, 82; Visiting Scholars Program of, 257
couples therapy, 183
course content, ethical dimensions of, 244
course design: defining goals and outcomes in, 53–54; goals and learning outcomes in, 55–56; mechanics and materials in, 56; providing context for, 53; selecting course content, 54–55; writing course description, 54
course management software (CMS): advantages of, 133; availability of, 132; choosing product, 136; collaboration features of, 135–136; dissatisfaction with, 120, 137; file management tools for, 134–135; group assignments with, 134; instructor-oriented features of, 134–135; live chatting sessions with, 136; multimedia capabilities of, 135; “plug-in” features of, 135; student-oriented features of, 133–134; using, 132–133
courses: on CD, 125; CD- or DVD-based modules, 126; “computer-based,” 137; online, 130, 146; portfolios used in, 172; preparing for, 52; and student assessment, 184; Web-enhanced, 127; with Web presence, 127. See also curriculum
course syllabus, 56; in teaching portfolio, 57
creativity, collective, 51
credentials, professional, 187
credit, for authorship, 242
criteria, for classroom performance, 175
critical consciousness, 23–24
critical incidents, 90–91
critical thinking, 22–23, 42, 259; and independent inquiry and discovery, 47–48; in student presentations, 48; and transformative learning, 27
critique, ethic of, 240–241
Crook, W., 139
CSWE. See Council on Social Work Education
cultural competence: assessment of, 161; and faculty recruitment, 69; as hiring qualification, 206–207; learning of, 70–71; model of, 62–63; and practice standards, 66
culture: and adult development, 16; in course content, 70; and identity, 63; and institutional contexts, 72; and learning, 18; and social work faculty, 68–69; in social work profession, 66; of social work students, 66–67; teaching about, 71
curriculum: design of, 152; diversity and oppression issues in, 65, 260; electronic technologies in, 258; horizontal integration of, 53; and professional
standards, 154; renewing, 59; and student assessment, 184; "transformative multicultural," 63; vertical integration of, 53

curriculum, social work, 2, 3; aging in, 86–87, 88–89; content on women in, 76; critical thinking in, 22–23; disability content in, 85; diversity content in, 71; gender in, 75; sexual orientation in, 80–81; teaching diversity in, 69

curriculum committee, 54; and field liaisons, 107

curriculum vitae, in job search, 209

Daloz, L. A. P., 27
Davis, J. R., 2, 18
Dawes, R. M., 151
Day, P., 26
Deal, K. H., 30

Defense of Marriage Act (DOMA; 1996), 82

DeLange, J., 76
delivery, varying, 39
demographics, of U.S. society, 260
development: adult, 13; student, 13, 14

Diagnostic and Statistical Manual of Mental Disorders-IV (DSM-IV), 126
different abilities, technology for people with, 150
“differently abled,” technology access for, 144
“digital divide,” 144, 145; and income, 117–118; at institutional level, 119
digital versatile discs. See DVDs

Dillon, C., 125
disabilities: in institutional context, 85–86; invisible, 85; and social work profession, 82–83; students with, 83–84; teachers with, 84; teaching about, 85; technology for people with, 150
disability status: and identity, 63; and technology access, 144
discovery: in research, 48; scholarship of, 192; in teaching, 47–48
discussion: leading, 42–47; process of, 43
discussion, classroom, 41; principles for, 42–45; small groups for, 45; strategies for, 45–46; teachers’ dominance of, 45
dissertation, and job hunting, 204
dissonance, 74–75
“distance” education, 5, 116, 129
diversity: dimensions of, 63; impact of, on social work, 206–207; institutional context for study of, 72; intersectionality of, with identity, 91; issues of, 7; and race, ethnicity, and culture, 66–72; in social work education, 65; teaching content in, 69–72; of U.S. population, 61
diversity content: aging, 86–90; disabilities, 82–86; gender, 72–77; sexual orientation, 77–82

Dixon-Reeves, R., 218
doctoral degree, and job hunting, 204
doctoral education, diversity in, 69
doctoral programs, 1, 192, 261; shortage of, 199

doctorate-granting institutions, classification of, 189, 190
doctorates, shortage of, 199
domination, systems of, and diversity, 63–64

Drisko, J., 7
dropout rates, from online BSW courses, 145–146
dualism: shift out of, 17; truth in, 21
dual relationships, with students, 246

Dumbrill, G., 144

DVDs, course material on, 124

East, J. F., 22, 23

Eckel, P. D., 195
economic conditions, 111

economies, developed, higher education in, 256

education, 13, 93; adult, 6; banking model of, 24; and computer access, 118; continuing, 9; definition of, 116; “distance,” 5, 116, 129; international, 9–10; nature of, 4; online, 9, 145–146. See also field education; higher education
education, social work: field instruction in, 105–106; field practicum in, 93; goal of, 2; and transformational learning, 27–28
educational context, 187
educational institutions: e-mail rules of, 138; impact of technology on, 118–119; technology-mediated courses developed by, 146. See also institution; institutional context
Educational Planning and Assessment System (EPAS), 5
educators, ethical conduct of, 236. See also faculty; teachers
electronic books, 124
electronic technologies, 7. See also technological innovations; technology
e-mail: software for, 138–140; text-only format of, 139; use of, 116
emotions, in classroom discussions, 47
employers, 166, 247; commitments to, 247, 248. See also institution
empty vessel model, of teaching and learning, 33
English language, 145
Enns, C. Z., 91
EPAS. See Educational Planning and Assessment System
Erikson, E., 15, 16
ethical dilemmas, 224; in teaching, 236
ethical issues: academic integrity, 235–241; in field, 231; internship-related, 232–234; “nonacademic” or professional, 229–232
ethics, 7; assessment of, 163; in classroom, 243–246; outside classroom, 246–247; of scholarship, 241–243
ethnicity: in course content, 70; and identity, 63; and institutional contexts, 72; in social work faculty, 68–69; in social work profession, 66; of social work students, 66–67; teaching about, 71. See also diversity
ethnocentrism, 42
European Union, social work programs in, 260
evaluation, 58; techniques of, 8. See also assessment
evaluation of students, ethics of, 245
evidence-based practice, 234, 258
experience: in learning, 24, 25; reflecting on, 41–42
experimentation, in learning, 24, 25
faculty: adjunct, 188; collaboration of, with field liaison, 99; compensation for, 201–202; contract, 198, 218–219; disabled, 84; diversity in, 68–69; e-mail use by, 139; and ethical issues, 252; in field, 26; and field instructors, 107; in field of aging, 88; gender differences in, 75; impact of technology on, 119–121; individual practice of, 200; Internet resources used by, 128; junior, 201; mentoring of new members, 218; non-tenure-track, full-time, 218–219; and online communications, 130; and online teaching, 130, 146–147; practice competence of, 106; questionable practices of, 224; scholarly activities of, 201; sexual orientation of, 80; social work, 1, 257; teaching experience of, 205–206; tenure-eligible, 114; and tenure requirements, 108; and U.S. News rankings, 157; workload of, 200–201. See also colleagues
faculty–field liaison, 93–95; academic approach of, 98; in apprenticeship approach, 97–98; purpose of, 97; role of, 101–105, 108; support of, 105
faculty hiring, 197–199, 208; of adjuncts, 207; and cultural competence, 206–207; degrees in, 203–205; and institutional mission, 220; and international interests, 207; and offer of job, 215–216; for part-time teaching, 207–208; research experience in, 206; search committee for, 210; teaching experience in, 205–206. See also job search
faculty work, 190–191; administration, 195; advising students, 194; analysis of, 8;
essential elements of, 196; multifaceted nature of, 220; professional development, 195–196; qualifying for, 197–199; scholarship, 191–193; service, 194–195, 201; in social work, 199–202; teaching, 194
Falk, D. S., 136
Family Educational Rights and Privacy Act (FERPA; 1974), 224
Faria, G., 101, 103, 104
feedback: in classroom, 176–177; in field learning, 174; on process recordings, 169, 183; on teaching, 184
feedback, student, in teaching portfolio, 57
Feit, M. D., 151, 185
feminism: and critical consciousness, 24; and diversity, 64–65
field: electronic technologies in, 260; ethical issues in, 231–234; liaison between faculty and, 101
field director, role of, 106
field forums, 107
field instruction, 2, 6, 21; assessment of, 180; evaluating students’ performance in, 180–181; students’ satisfaction with, 181–183
field instructors, 26, 104–105, 181; and course content, 107; dual relationships with, 233; ethical conduct of, 236; role of, 108
field learning, 7; assessment of, 174–175; separate from school, 110
field placements, students’ satisfaction with, 104–105
field practicum, 93
Finch, J. B., 2, 30, 67, 168
Finn, J., 230
“fishbowl” technique, in classroom discussion, 46
Fitch, D., 172
Formo, D. M., 202
Fortune, A. E., 100, 103, 104, 108, 109, 182
Fox, R., 87
Franks, C. L., 2, 67, 168
Freddolino, P. P., 133
Freire, P., 23, 24, 27
French, C. L., 30
funders, 166
Gappa, J. M., 106
Garcia, B., 63, 71
gatekeeping, in program assessment, 175–176
Gaudin, J., 142
“gay lifestyle,” 80
gay people, social workers’ attitudes toward, 79
gender: and identity, 63; in social work profession, 72–73; of social work students, 73–75; teaching content in, 75–77
gender differences: in adult development, 16; in classroom discussion, 44; of teachers, 75
gender inequities: in higher education, 73–75; in social work profession, 73
gender theory, 76
George, A., 95
gerontophobia, 87
Gibbs, L., 124
Gibson, P., 72
Gilligan, C., 16
Glassman, U., 97
global education, 9–10
globalization: impact of, on social work, 255–256; of society, 4, 111, 112
Globerman, J., 108, 109, 111
glossary creation, with CMS, 135
goals, defining, 53
Golde, C. M., 215
Goldstein, H., 96, 97
Gordon, M. S., 97, 98
Gordon, W. E., 97, 98, 109
GPA (grade point average), and student self-appraisals, 165
grade inflation, 56
grading: to assess students’ learning, 173; ethical aspects of, 245; using portfolios for, 172
grading system, problems in, 173–174
graduate education, 5
graduate programs, U.S. News rankings of, 157
graduates, assessment undertaken by, 166
Green, J., 144
Green, R. G., 157, 166
Green, R. K., 151, 185
Grossman, B., 97
group discussion, 43, 45. See also discussion
groups, in teaching, 51
“guide on the side,” teacher as, 115
Gustafson, L., 145

habitus, Bourdieu’s concept of, 74
Haga, M., 142
Harris, D., 142
Harrison, D. F., 202
Hartman, A., 106, 109
Harvard University, 107
HBSE. See Human Behavior and Social Environment policy
Heitkamp, T., 142
Henkel, M., 154
Hernandez-Peck, M., 80
heteronormativity, pervasive, 81
heterosexism, in field, 81
higher education, 187; accountability in, 153; assimilative mode of learning in, 25; in developed economies, 256; diversity in, 61; ethical guidelines for, 241; global aspirations of, 259; growth in, 13; inequities in, 74; students with disabilities in, 85–86; types of institutions of, 180–190
HIPPA regulations, 171
Hispanic Americans: and computer access, 118; in social work faculty, 68; in social work programs, 67
Holden, G., 129, 155, 164–165, 258
Holister, C., 142
homophobia, in field, 81
honour boards, 232
honour codes, 227, 252
hooks, b., 24
host setting, example of, 247–248
Hove, R. D., 201
Hu, S., 173
Huff, M., 142
Human Behavior and Social Environment (HBSE) policy, 203
Hunter College, 112
hybrid model, for field education, 110–111
Hylton, M. E., 142
ICQ (American Online), 139
identity, and diversity, 91
identity dissonance, 74–75
identity management, in classroom, 80–81
impropriety, professorial, 235
inclusion, illusion of, 62, 90
income, and computer access, 117, 118
information, evaluating Internet-based, 128
Information for Practice (IP), 258
inquiry: in research, 48; in teaching, 47–48
instant messaging (IM), 116, 131
Instant Messenger (America Online), 139
Institute for the Advancement of Social Work Research (IASWR), 206
institution: ethics of relationships with, 247–248; respect for, 240. See also educational institutions
institutional context: aging in, 89–90; disabilities in, 85–86; for diversity, 72; gender differences in, 77; for sexual orientation, 81–82
instruction, 125. See also field instruction; programmed instruction
instructor guides, with CMS, 135
instructors, availability of, 56–57. See also faculty instructors
integrated academic partnership, 108–109
integration, scholarship of, 192
intellectual excitement, in effective teaching, 34–35
intensive model, of liaison role, 103. See also faculty–field liaison
interactive process, teaching as, 33
interactive television (IT), 140–143; course, preparation for, 146; effectiveness of, 141; multiple microphones in, 140–141; use of, 142
interdisciplinary work, in field of aging, 89
intergroup dialogue (IGD) model, 72
international education, 9–10
international students, 255, 256
Internet: access to, 118; and cheating, 227; and privacy, 147; teaching with, 125; teaching with, 127–130
internship: ethical issues in, 232; learning in, 225; model for, 109–110. See also field education
interpersonal rapport, in effective teaching, 34–35
intersectionality, of diversity and identity issues, 91
interviews: with faculty, 213–214; inappropriate and illegal questions in, 214–215; in job search, 211–212; on-campus, 212–215
IT. See interactive television

Jenkins, L. E., 96, 97, 98
Jirovec, R. L., 177
job ads, for faculty vacancies, 197
job market, for teaching jobs in social work, 202–203
job search, 208, 209; application in, 209–210; first interview in, 211–212; framing expertise and goals for, 209; meeting dean/director in, 214; meeting faculty in, 213–214; on-campus interview in, 212–215; recommendations for, 202–203; references for, 210–211
“job talk,” 212–213
John A. Hartford Foundation, 86, 88
Johnson, A. K., 112
Johnson, M. M., 177, 178
journaling, as learning technique, 47
journals: online, 128–129; social work, 12
Kane, M. N., 87
Karrer, T., 120, 137, 147
Kegan, R., 21
Kendall, K. A., 93, 107
Kennedy, D., 49, 253
King, J. D., 195
Kirk, S. A., 157
Knight, C., 169, 183
knowing: connected, 18; subjective, 17; women’s ways of, 19–20
knowing-understanding-doing learning paradigm, 97
knowledge: assessing students’, 162–163; in learning process, 98; practice, 163; procedural, 17
Knowles, A., 126
Kolb, D. A., 24, 25, 97, 259
Krentzman, A. R., 66, 161
Kretzchmar, J. A., 231
Kreuger, L., 117, 147
Kulkin, H., 145
language: as barrier, 145; proficiency in, 113
leadership, gender differences in, 77
learners: assimilative, 25; convergent, 25
learning: assessment of, 152–154, 183; collaborative, 51; context for, 187, 188; cooperative, 51, 52; defining goals and outcomes for, 53–54; effects of diversity on, 61–63, 64; and electronic technologies, 7; and ethical issues, 224–225; evaluation of, 8; experiential, 97, 111; factors affecting, 2, 3; in field setting, 2, 7, 37, 93–94, 96–97, 260; higher-order, 59; incorporating opportunities for, 58; internship, 225; lessons in, 259–261; lifelong, 21, 42, 259; modes of, 35–36; as personal enterprise, 6; in postgraduate
learning (continued)
environment, 14; process of, 32; programmed, 125; social work theory of student, 28–30; stages of, 28–30; to teach, 261; teaching informed by, 32; and technological innovations, 116; technology-mediated, 120; theories of, 259; transformational, 26–28
learning, adult, 14, 15, 16–18, 19–20, 21–22; theories of, 260
learning, modes of: journal keeping, 47; research, 48–49
learning outcomes, and assessments, 184
learning paradigm, knowing-understanding-doing, 97
learning process, in teaching preparation, 41
learning styles, 24–26; and technology, 145
learning tasks and activities, taxonomy of, 35
lectures, CD- or DVD-based, 126. See also classroom
lecturing: definition of, 38; framework for, 38–39; suggestions for, 39–41
Lee, M., 182
lesbians, social workers’ attitudes toward, 79
Levinson, D. L., 15–16
LGBT issues, 65
liaison, 103. See also faculty–field liaison
licensing, 155–156; bodies for, 156; goals of, 156
life expectancy, and adult development, 16
Lim, D. H., 142
linkage, faculty–field liaison as, 102, 103, 104–105
listening, in classroom discussion, 46
list-servs, 136
MacFarlane, B., 236, 243, 246, 249, 252
Mackelprang, R. W., 80
Macy, J., 142, 145
Maki, P. L., 152
Mandel School of Applied Social Sciences, 112
market, for teaching jobs in social work, 202–203
Marson, S. M., 230
Martin, J., 80
master’s degree programs, 1, 189; cheating in, 226; gatekeeping for, 230–231
mastery, in professional learning, 29
materials, in teaching portfolio, 57
Maypole, D. E., 26
McGee, G., 142
McGranahan, E., 11
McKeachie, W. J., 47, 52, 234
McKnight, K., 180
McPhail, B. A., 76
“meaning perspectives,” 27
mediator, faculty–field liaison as, 102, 103, 104–105
Meenaghan, T., 155
Mentkowski, M., 14
mentoring, 59; of new faculty members, 218; role of, 49
Merdinger, J. C., 18
Mesbur, E. S., 97
Meyer, I., 75
Mezirow, J., 27
micropractice courses, disability content in, 85
Miller, J. B., 16
Millstein, K. H., 71
minorities, in non-tenure-track positions, 219
minority stress model, 75
minority students, 67
misconduct, ethical, 235–236
Mishna, F., 31
modules, CD- or DVD-based, 126
monitor, faculty–field liaison as, 102, 103, 104–105
Mooradian, J. K., 170
Morris, M. L., 142
M.S.S.A. degree, 112
MSW degree, as hiring qualification, 203
MSW programs, gatekeeping for, 230–231
multimedia, interactive, teaching with, 123–127
Mumm, A. M., 169, 182
Murphy, B. C., 125
National Association of Social Workers (NASW): Code of Ethics of, 8, 223–224, 233, 236, 247, 248, 261; and CSWE, 109; on cultural competence, 66; newsletters of, 209
Native Americans: in social work faculty, 68; in social work programs, 67
Naturally Speaking (ScanSoft), 144
netiquette, 120, 143; for appropriate vs. inappropriate content, 139; legal dimensions of, 150; resources for, 131–132, 149
Neugarten, B. L., 16
New York Charity Organization Society, 95, 107
New York School of Philanthropy, 95
Noble, J. H., 161, 165
No Child Left Behind Act (2001), 258
“normative disequilibrium,” 16
norms: academic and professional, 234–235; admonitory, 243; inviolable, 243; of scholarship, 241–242
note-taking, encouraging, 39
nursing, student assessment in, 171
objectives, defining, 53
observation, 58; in learning, 24, 25; of peers, 176; “proxy” method of, 168; of students’ interactions, 168
Observed Structured Case Evaluation (OSCE), 171–172
offer, job: rank and terms of, 215; salary and benefits of, 215–216; and support for success, 216; and tenure system, 217
one-year residence (OYR) program, 112
online communication, ground rules for, 130–132
online education, 9, 126–127; appropriate marketing for, 145–146; effectiveness of, 136–138
online resources, citing and saving, 129
open-question format, for presentation software, 123
Oppenheim, S., 183
oral presentations, 168
Ortiz Hendricks, C., 2, 30, 67, 70, 168, 182
otherness, constructive engagement with, 27
outcomes: emphasis on, 258–259; measurable, 151
outcomes assessment, accreditation standards in, 155
outline, lecturing from, 39
Pacific Islanders: on social work faculty, 68; in social work programs, 67
Palomba, C. A., 158
Pardeck, J. T., 83
Parrish, D., 142
Patchner, M., 142
Paul, R., 22
pedagogical competence, ethics of, 238
peers: observation of, in classroom, 176; review by, 165–166, 249
Perry, W. G., 17, 18
Peterson, K. J., 2, 7
Petracchi, H., 142
Pew Internet Survey, 118
philosophy of teaching, in teaching portfolio, 57
Pike, C. K., 177
placements: availability of, 100–101; students’ satisfaction with, 104–105
plagiarism, 224; methods of detecting, 229. See also cheating
planning, course, 55. See also course design
podcasts, teaching with, 124
Pogson, P., 18, 33
Polk, G., 142
portfolios: to assess learning, 172–173; teaching, 176, 178, 205
posttenure reviews, 217
Potter, C. C., 22, 23
PowerPoint (Microsoft) slides, 138; presentations with, 56, 121
practice: dealing with diversity in, 91; elders in, 87–88; integrating theory with, 183; legal regulation of, 156
practice skills, systematic assessment of, 163
practice wisdom, 1, 28

Downloaded from cupola.columbia.edu
practice experience, for reflective practitioner, 31
practitioner, reflective, 30–31
presentation software, 121–122; optimal use of, 122–123; resources for, 148; using, 148–149
privacy: issues of, 147; protections of, 147
problems, to shape discussion, 43–44
problem-solving skills, development of, 47–48
procedural knowledge, 17
process recording, 168–169
professional, requirements of, 200
professional behavior, teaching, 50
professional growth and development, 195–196
professional judgments, and critical thinking, 23
professional standards, ensuring minimum, 154
professions, missions of, 187
professor, rank of, 198
program assessment, accreditation standards for, 155
programmed instruction: advantage of, 124–125; definition of, 124; teaching with, 123–127
programs, social work, national rankings of, 156–158. See also master’s degree programs
promotion: decisions about, 179; and institutional mission, 220
psychiatric disabilities, students with, 83
public, and social work programs, 166
Quam, J., 142
queer theory, 76
questionnaires: for students’ course satisfaction, 176; for students’ satisfaction, 176, 177–178; for students’ self-assessment, 164, 165
questions: during lectures, 39–41; multiple-choice, 167; to shape discussion, 43–44
Quinn, P., 85
race: and access to technology, 115; in course content, 70; and identity, 63; and institutional contexts, 72; of social work faculty, 68–69; in social work profession, 66; of social work students, 66–67; teaching about, 71
rational identity theory, 7, 70
racism, in social work profession, 66
Rai, G. S., 113
Ramanathan, C. S., 177
rankings, program: assessing students for, 158–159; standardized measures for, 159–161; by U.S. News, 156–158
Raschick, M., 26
Raskin, M. S., 100, 101, 105, 108, 110
ratings, students’ satisfaction, 176, 177–178.
See also assessment
rating scales, for field instructors’ evaluation of students, 181
Rawls, J., 240
Ray, J., 80
reasoning, inductive, 25
Reed, C., 202
references, in job search, 210–211
reflection, discussion to encourage, 41–42
“reflection-in-action,” 30–31
reflective judgment: and critical thinking, 22–23; enhancing, 23; stages of, 19–20
Regehr, C., 181
religion, in social work education, 63
religious identity, self-reported, 79
reorientation therapies, 78
research: on CMS, 137; on effectiveness of educational methods, 151; by faculty, 191–193; on faculty jobs in social work, 196; as hiring qualification, 205, 206; in learning, 48–49; on marketing of online teaching, 146; on online teaching, 141; in standardized outcome measures, 142; teaching supported by, 38; of teaching technologies, 148
research professor, title of, 198
Resnick, H., 125
respect, in classroom discussion, 44
respect for colleagues, 250; ethics of, 239
responsible conduct of research (RCR), 224
retirement policies, 89
Reynolds, B. C., 2, 11, 13, 28, 29, 30, 32, 33, 70, 71, 259, 262
Rhodes, R., 105, 106
Ricci, P., 142
Richardson, V., 192
Richmond, M., 95
Rittner, B., 125
Roberts, T. L., 63, 69
role-modeling, as teaching technique, 50
role-playing: in assessment, 168; traditional in-class, 170
Rosen, A., 88
Royce, D., 36
Saari, C., 28, 30
“sage,” teacher as, 115
“sage on the stage” lecture model, 115
salaries, 215–216
Sanchez, M., 112, 113
satisfaction, student: with field instruction, 181–183; questionnaires to assess, 176, 177–178
satisfaction, with faculty work, 220
Scharlach, A., 88
Schiele, J. H., 65, 72
scholarship: of application, 192, 193; of discovery, 192; ethics of, 241–243; in faculty work, 191–193; and teaching, 220; of teaching, 193, 257–258; teaching supported by, 38; typology of, 193
Schön, D. A., 30, 31, 154, 260
schools of social work: evolution of, 96; rankings of, 152
Schutz, M., 109
screen readers: resources for, 150; software for, 144
Scriven, M., 22
Seaberg, J. R., 136, 137, 146, 200, 201
search committee, 208, 210
search engines, optimal use of, 128
self-assessment exercises, online, 134
self-consciousness, acute, in professional learning, 28
self-criticism, encouraging, 183
self-direction, 164; in faculty work, 220
self-efficacy, 260; measures of, 164; scale based on, 161
self-evaluation, 257–258; continual, 59; requiring, 183
self-examination, 91
self-knowledge, 259
self-reflection, 65, 91, 164, 169, 259; continual, 59; in teaching, 37
self-reports, by students, 185
self-study, 257–258
seminar, field, 99
sensitive topics, ethics of dealing with, 238
service, in faculty work, 193–194
service learning, 37, 93
service programs, 10
settings, for social work education, 2, 3, 4
sexual harassment, 250; policies against, 77
sexual identity, 63
sexual orientation: and identity, 63; institutional context for, 81–82; self-reported, 79; of social work faculty, 80; and social work profession, 77–78; of social work students, 78–80; teaching, 80–81
sexual relationships: with colleagues, 250; in field, 233
Sheafor, B. W., 96, 97, 98
Shibusawa, T., 183
Sidell, N. L., 172
“signature pedagogy,” 180, 225, 260
Silberman Fund, 257
Simmons College, 107
Sinacore, A. L., 91
Singer, J., 124
Singer, T., 88
site rippers, resources for, 149
skills, in field internship, 231
slide shows, 121; guidelines for, 122–123.
See also presentation software
Smith, H. Y., 101, 103, 104
Smith, L. A., 63, 69
social agencies: learning in, 4–5; new partnerships with, 110; training programs of, 95
social change, 4
social class, 63
social discourses, dominant, 24
social justice, 23; promotion of, 240–241
social psychology, research on stereotypes in, 68
social work: as calling, 225; faculty jobs in, 190, 196; faculty work in, 199–202; as profession, 187; professional education in, 162
Social Work Congress (2005), 260
social work education programs: abroad, 10; assessment of, 156
social workers: as educators, 223; gerontological, 88
social work programs, evaluation of, 151
Social Work Reinvestment Act (2008), 112
society, and adult development, 16
Society for Social Work and Research (SSWR), 206; annual conferences of, 209
Society for Teaching and Learning in Higher Education (STLHE): Canada's, 241; on dual relationships, 246; on ethical guidelines, 241; ethical principles in university teaching of, 238–240; ethical statements of, 249; standards of, 253
socioeconomic status, 63
software, 121; for Internet-based course management, 132–138; plagiarism detection by, 229; speech-to-text products, 144. See also presentation software
South Carolina, University of, 116
Sowers-Hoag, K., 202
SPSS data files, 138
“spyware,” 147
SSWR. See Society for Social Work and Research
standardized cases, evaluating students' performance with, 169–172
standardized measures, to assess educational experiences and outcomes, 159–161
standardized tests, 154
standards, and faculty ethics, 252–253
Stefkovich, J. A., 240, 241
Steiner, S., 52
stereotype threat, concept of, 68
STLHE. See Society for Teaching and Learning in Higher Education
Stocks, T. J., 133
“stress interview” techniques, 214–215
Stretch, J. J., 117, 147, 161, 165
Strozier, A. L., 182
Struman, S., 125
student adviser, 49
student development, ethics of, 238–239
student learning, social work theory of, 28–30
students: as active learners, 32; assessment by, 164; in classroom discussion, 46; doctoral, 261; dual relationships with, 239, 245; and ethical issues, 252; international, 112–113; and issues of authorship, 243; and learning styles, 26; potential ethical problems with, 249, 252; presentations of, 48
students, assessment of, 55, 158, 183, 240; for admission, 153; ethics of, 240, 245; for knowledge, 162
students, in field, 26; performance of, 180–181; satisfaction of, 181–183
students, of color: in institutional context, 72; in social work education programs, 67, 69
students, social work, 5, 31; with disabilities, 83–84; diversity among, 66–68; field experience of, 94; gender differences of, 73–75; older, 87; and sexual orientation issues, 78–80
“subjective knowing,” 17
subjectivity, in adult development, 21
subordination, systems of, and diversity, 64
supervision: of field instructors, 183; in professional learning, 30
survey instruments, 167
Sussman, T., 11
Svinicki, M., 47, 52, 234
syllabus, course, 52, 55–57. See also curriculum
table of contents creation, with CMS, 135
Tatum, B. D., 70, 71
teachable moments, 90
teacher-in-situation conceptual framework, 2, 11, 259
teachers: academic integrity of, 235–241; assessment by, 163; availability of, 56–57; beginning, 53; “consultant,” 129; contact of, with students, 119–120; diversity in, 68–69; as faculty–field liaisons, 102; and gender, 75; and learning styles, 26; portfolios of, 57–58, 176, 178, 205; students’ perception of, 50
teaching: assessment of, 152–154, 176–178; “best practice” in, 176; campus-based centers for, 179–180; connected, 76–77; context for, 187, 188; contextual influences on, 37–38; developing philosophy of, 36–37; effective, 34–35; effectiveness of, 179; effects of diversity on, 61–63, 64; and electronic technologies, 7; and ethical issues, 224–225; factors affecting, 2, 3; in faculty work, 194; and feedback, 184; feminist, 77; in field setting, 93–94; informed by learning, 32; with interactive media, 123–127; Internet resources for, 127–130, 149; legitimating scholarship of, 257–258; linked with scholarship, 220; methods of, 33; models for, 33; part-time, 207–208; with programmed instruction, 123–127; scholarship of, 193; successful, 60; teams in, 51; and technology, 116–117, 146, 147–148; using groups and teams in, 51–52
teaching, classroom, 216; ethical issues in, 224; impact of technology on, 120–121
teaching, modes of, 35–36; inquiry and discovery, 47–48; leading discussion, 42–47; lecturing and explaining, 38–41; mentoring, 49–50; reflecting on experience, 41–42; training and coaching, 49; variation in, 58–59
teaching, online, 126–127; advantages of, 129–131; effectiveness of, 136–138; research on, 141
The Teaching Company, 125
teaching experience, as hiring qualification, 205–206
teaching materials, CD- and DVD-based, 123–126
teaching methods, ethics of, 244
teaching modalities, 5, 6–7
teaching portfolio, 176, 178, 205; preparing, 57–58
“teaching tips,” learning, 60
teams, in teaching, 51
technological innovations, 148; and educational institutions, 118–119; and faculty roles, 119–121; and teaching and learning, 115
technology: access to, 115, 117, 118, 144; costs of, 117; in economic downturn, 119; and learning styles, 145; and teacher–student interactions, 120; and teaching, 116–117, 147; in teaching, 146; user-friendly, 143–145
Technology in Teaching Conference, 121
television, interactive. See interactive television
templates, as CMS feature, 134
Tennant, M., 18, 33
tenure: assessment for, 179; system of, 197, 198, 217
termination, and ethical issues, 231–232
term paper, 48
Tesone, D., 142
text-to-speech software, 144
theories: learning, 259; racial identity, 7; stage, 15
thinking: in adults, 14, 16–18, 19–20, 21–22; higher-order, 59; stimulating during lecturing, 40
thinking skills, teaching, 259
Thurston, L., 126
Thyer, B. A., 142
Townsend, A. L., 66, 161
trainers, ethical conduct of, 236
training: in teaching, 49; for using online
materials, 129
training, in-service, with CMS, 132
transformational learning, 26–28
translation programs, resources for, 150
translation services, 145
Trice, A. G., 196
trouble-shooting model, of liaison role, 103
truth, dualistic, 21
understanding, in learning process, 29
universities: sexual orientation issues at, 82;
social work programs in, 189; traditional
reward systems of, 257
Urwin, C. A., 231
U.S. News & World Report, 156–158
values, assessment of, 163
VanEsselstyn, D., 183
Van Soest, D., 63, 71, 231
Vayda, E., 2
verbatim record, traditional, 168
ViaVoice (IBM), 144
video conferencing, 140–143; limitations of,
141; traditional and IT classes supported
by, 141
video files, courses available as, 124
videotapes, in standardized cases, 170–171
violence, and sexual orientation issues, 81
“virtues for university teaching,” 252
Visiting Scholars Program, of CSWE, 257
visual aids, during lectures, 39, 40
voice recognition software, resources for, 150
Washburn, J. J., 242
Wayne, J., 100, 101, 110
Web-based materials, evaluating, 121
Web courses, 127
Web pages, student-created, 133
Web search, effective strategies for, 149
Weiner, A., 129, 131, 158
white families, and computer access, 118
white privilege, teaching, 71–72
whites, identity development of, 70
“Wikis,” 128
wireless devices, in classroom, 143
Wodarski, J. S., 151, 185
Wolfer, T. A., 177, 178
women: finding “voice” of, 18; in
non-tenure-track positions, 216; as nontraditional students, 17; in social
work, 72–75; ways of knowing of, 19–20.
See also gender
word processing, 122
work. See faculty work
work assignments, 216
workplace: academic, 187; discrimination
based on sexual orientation in, 82
workshops, 107
worldviews, alternative, 91
writing, “low stakes,” 47
writing skills, 167–168
written assignments, 167
Yelloly, M., 154
Yoon, S.-W., 142
Zastrow, C., 199
Zlotnik, J. L., 88