

SOCIAL WORK EDUCATION IN THE UNITED STATES:

New Trends and Issues

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I. Social Work Education in the United States: An Overview

As defined by the Council on Social Work Education, the purpose of social work profession is:

To promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all" (CSWE, 2008, p. 1).

Social work educators serve the profession's future through the education of competent professionals (teaching) at the baccalaureate, master's and doctoral levels, the generation of knowledge (research), and the exercise of leadership within the professional community (service) (Ibid).

The current number of accredited social work programs in the United States (as of June 2008) is 463 at baccalaureate level and 17 in candidacy, and 191 at master's level and 19 in candidacy (CSWE, 2008) as shown in table 1. In addition to BSW and MSW programs, there are 73 doctoral programs which are not accredited by CSWE.

Table 1: Number of Social Work Programs in the United States as of June 2008

Levels	Accredited programs	Programs in candidacy	Total
Baccalaureate	462	17	479
Master's	191	19	210
Doctoral	--	--	73*
Combined	653	36	762

*Source: Encyclopedia of Social Work, 19th Edition

Geographical distribution of social work education programs according to 2003 CSWE survey is shown in table 2 below:

Table 2: Social Work Education Programs and Faculty, by Geographic and Level of Program

Region	Level of Program							
	Graduate Only		Joint		BA Only Program		Total	
	Program Faculty	Program Faculty	Program Faculty	Program Faculty	Program Faculty	Program Faculty	Program Faculty	Program Faculty
1	6	294	8	206	16	98	30	598
2	6	309	9	685	24	171	39	1,175
3	4	166	12	484	32	168	48	818
4	6	217	18	497	52	308	76	1,022
5	9	256	18	656	68	375	95	1,287
6	3	75	13	403	29	152	45	630
7	4	134	10	279	20	78	34	491
8	1	80	5	112	8	58	14	250
9	5	165	12	357	7	37	24	559
10	1	49	5	118	6	28	12	195
Total	45	1,745	110	3,807	262	1,473	417	7,025

Region 1 – Connecticut, Main, Massachusetts, New Hampshire, Rhode Island, Vermont
 Region 2 – New Jersey, New York, Puerto Rico, Virgin Islands
 Region 3 – Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
 Region 4 – Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
 Region 5 – Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin
 Region 6 – Arkansas, Louisiana, New Mexico, Oklahoma, Texas
 Region 7 – Iowa, Kansas, Missouri, Nebraska
 Region 8 – Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
 Region 9 – Arizona, California, Hawaii, Nevada, Guam
 Region 10- Alaska, Idaho, Oregon, Washington

Source: Statistics on Social Work Education in the United States: 2003. Council on Social Work Education (2005), p. 3 (Table 2).

On the academic year of 2002-3, a total of 11,159 social work students (11% male, 88.4% female) were awarded Baccalaureate degrees, and a total of 14,482 students (13% male, 86.9% female) were awarded Master’s degrees in social work. Only small proportion of foreign students (0.5% BSW and 1.3% MSW) were awarded social work degrees in the same year

(CSWE, 2005, pp. 29-37). Table 3 shows the primary field of practice or social problem concentration for the master’s degree students enrolled on 11/1/03 (CSWE, 2005, p. 39).

Table 3: Primary Field of Practice Among the Master’s Degree Social Work Students

<u>Type of Concentration</u>	<u>No.</u>	<u>%</u>
Aging/Gerontological Social Work	1,156	3.1
Alcohol, Drug or Substance Abuse	507	1.4
Child Welfare	2,961	8.0
Corrections/Criminal Justice	512	1.4
Developmental Disability	185	0.5
Family Services	2,648	7.1
Group Services	141	0.4
Health	1,724	4.7
Occupational/Industrial Social Work	237	0.6
Mental Health or Community Mental Health	4,321	11.7
Public Assistance/Public Welfare	237	0.6
Rehabilitation	107	0.3
School Social Work	2,307	6.2
Other	2,168	5.9
Combinations	2,181	5.9
Not Yet Determined	7,410	22.0
None (Methods Concentration Only)	8,338	22.5
Total	37,052	100.0

Source: CSWE (2005) Table 41, p. 39

I have selected 12 leading social work programs across the different regions and types of programs. They include: (1) Boston College Graduate School of Social Work, (2) Columbia University School of Social Work, (3) Fordham University Graduate School of Social Work, (4) New York University Silver School of Social Work, (5) University of California at Berkeley School of Social Welfare, (6) University of Chicago School of Social Service Administration, (7) University of Michigan School of Social Work, (8) University of North Carolina at Chapel Hill (9) School of Social Work, University of Southern California School of Social Work, (10) University of Texas at Austin School of Social Work, (11) University of Washington School of

Social Work, and (12) Washington University in St. Louis George Warren Brown School of Social Work. All of these schools offer MSW and PhD programs as an integral part of the research missions of the universities. They are located in major cities including New York, Boston, Chicago, Los Angeles, Berkeley, Chapel Hill, Austin, Seattle, St. Louis, and Ann Arbor. Three programs offer BSW in addition to MSW and PhD. Five are public, and seven including one faith-based are private. The characteristics of MSW program structure are introduced for a comparative assessment.

Table 4: Sample 12 Schools of Social Work for A Cross-Comparison

School	Location	Public/ Private/ Faith- based	Degrees Offered	MSW Program Structure	Web
Boston College Graduate School of Social Work	Chestnut Hill, Massachusetts	Private	MSW PhD	<i>Students elect one of two intervention methods:</i> Clinical Practice; Macro Practice <i>And elect one of the following practice concentrations:</i> Children, Youth, and Families; Global Practice; Health and Mental Health (clinical or macro); Older Adults and Families	www
Columbia University School of Social Work	New York, New York	Private	MSW PhD	<i>Students elect one of four practice methods:</i> Advanced Clinical Social Work Practice; Advanced Generalist Practice and Programming; Policy Practice; Social Enterprise Administration <i>And apply it to one of the following fields of practice:</i> Aging; Contemporary Social Issues; Family, Youth and Children's Services; Health, Mental Health, and Disabilities; International Social Welfare and Services to Immigrants and Refugees; School-Based and School-Linked Services; World of Work	www
Fordham University Graduate School of Social Service	New York, New York	Private Faith-based	BASW MSW PhD	<i>Students elect one of the following concentrations:</i> Clinical; Administration; Research <i>And may elect one of the following specializations:</i> Children and their Families; Substance Abuse; Social Work and Law; Older Persons and their Families; Global Service	ww grad
New York University Silver School of Social Work	New York, New York	Private	MSW PhD	<i>This program prepares students especially for clinical practice</i>	www
University of California at Berkeley School of Social Welfare	Berkeley, California	Public	BASW MSW PhD	<i>Students elect one of the following concentrations:</i> Child and Family Services; Community Mental Health Services; Health Services; Management and Planning	social
University of Chicago School of Social Service Administration	Chicago, Illinois	Private	MSW PhD	<i>Students elect one of two concentrations:</i> Clinical Practice; Social Administration	www
University of Michigan School of Social Work	Ann Arbor, Michigan	Public	MSW PhD	<i>Students elect one of the following practice method concentrations:</i> Interpersonal Practice; Community Organization; Management of Human Services; Social Policy and Evaluation <i>And elect one of the following practice area concentrations:</i> Aging in Families and	www

				Society; Children and Youth in Families and Society; Communities and Social Systems; Health; Mental Health	
University of North Carolina at Chapel Hill School of Social Work	Chapel Hill, North Carolina	Public	MSW PhD	Students elect one of the following concentrations: Direct Practice; Management and Community Practice; Self-Directed	ssw.
University of Southern California School of Social Work	Los Angeles, California	Private	MSW PhD	Students elect one of the following concentrations: Community Organization, Planning and Administration; Families and Children; Health; Mental Health; Work and Life And may elect one of the following sub-concentrations: Military Social Work and Veterans Services; Older Adults; Public Child Welfare; School Settings; Systems of Mental Illness Recovery	sow
University of Texas at Austin School of Social Work	Austin, Texas	Public	BSW MSSW PhD	Students elect one of two concentrations: Clinical Social Work; Community and Administrative Leadership	www
University of Washington School of Social Work	Seattle, Washington	Public	BASW MSW PhD	Students elect one of two concentrations: Advanced Generalist Practice; As yet to be determined	dept
Washington University in St. Louis George Warren Brown School of Social Work	St. Louis, Missouri	Private	MSW PhD	Students elect one of the following concentrations: Children, Youth, and Families; Gerontology; Health; Mental Health; Social and Economic Development; Individualized And may elect one of the following specializations: Management; Research	gwb

Baccalaureate Social Work Education.

The evolution of social work education began as agency training for the Charity Organization Society with no minimum academic preparation specified. As late as 1927, the American Association of Schools of Social Work found that almost one-half of the schools required no more than a high school diploma. But, the influence of Abraham Flexner’s analysis of the private model of professionalism as such in case of medicine drove the profession to require ever-increasing levels of education imposing more highly selected admission requirements. Social work, too, aspired to that private model and artificially limiting who might become social workers. This elitist direction led to the conception of social work as a “masters” only profession” which was persisted until the late 1960s (Sheafer, 2001, p. 26). The year 1970 was significant in the history of social work education when NASW approved a referendum granting recognition the baccalaureate-level educational programs as fully professional. “The argument was heated, resentments lasted for years, and to some extent continue today” (Ibid, p. 27). One of the major issue was to differentiate between the BSW from the MSW despite CSWE designated the former as “generalist” and the latter “specialist” in its accreditation standards. The several critical questions emerged:

- What content was common at both levels and what was unique to each?
- How should curricula address the differences in the pace of instruction (four years at the BSW level vs. two years at the MSW level), the degree of immersion in social work (liberal arts another academic exposure for BSWs vs. primarily social work content for MSWs), and the degree of selectivity) open admission in many BSW programs vs. the screening of MSW applicants?
- What to do with BSW graduate who then moved on to the master's level? Could (or should) there be partial waiver of master's-level coursework for the BSWs and, if so, how could schools be sure that graduates from different BSW programs would all have sufficient mastery of this fundamental content?

A rigorous approach to program review resulted in only 133 of the original bachelor's programs gained accredited status—a 33% decrease in recognized baccalaureate programs. What made the BSW professional level survived was due to the unified efforts to maintain that level of practice by the Baccalaureate Program Directors Association (BPF). According to the NASW membership survey in 1995 revealed only about 2.1% of NASW's membership have the BSW as their highest degree which suggests a minimal level of professional identification. About 12,000 students graduate from BSW programs annually (Sheafer, 2001, p. 28, 29).

Master's Social Work (MSW) Education

The master's degree level of social work education has been central to the professionalization of social work in the United States. The MSW degree is required for the academic qualification in obtaining a state license to practice social work, and it also serves as a primary credential for a career path in the field of social work and social welfare. As the majority of MSW level of social workers seek opportunities to pursue private practice, the CSWE as the profession's accrediting body of social work educational programs carries an important role in maintaining quality assurance of social work programs and promoting excellence in educating social work professionals. NASW as a largest membership organization for social workers at all levels facilitates professional identity, group solidarity, and ethical social

work practice in collaboration with a number of organizations that are primarily involved in social work education, research, practice and public policies. By the 1980s, all states regulated

social work practice, most by licensing social workers. During 1990s, social work education experienced another period of expansion as many BSW programs added master's programs and some MSW programs offered the doctorate (Stuart, 2005, p. 589). A major question for social work as a profession is whether or not social work has moved away from its mission of the common good and equality for the poor and disadvantaged as many social work students state their goal as private practice (Specht & Courtney, 1994). Although social work is secure by the end of the twentieth century, it is uncertain about its mission and its relationship to the welfare state (Stewart, 2005).

Doctoral Social Work Education.

- History and Demography. There are 73 doctoral social work programs presently in the U. S. which began first at Bryn Mawr College in 1920, followed by University of Chicago in 1924. The greatest growth occurred in 1960s and 1970s when the national policies were resourcing research universities for PhD programs largely in reaction to the race in outer space with Soviet Union. The number of universities that offer doctoral social work programs has rapidly grown over the last 25 years during which period the Group to Advance Doctoral Education (GADE) has fostered excellence. According to the 2005 Carnegie Foundation classification system for institutions of higher education, 62% of the total 73 social work doctoral programs was Very High Research category while 21% High Research, and 18% Non-Research. In 2005, there were 325 doctorates awarded in social work, and among them women constituted 73%, and 91% were U.S. citizen. These figures are proportionately much higher than all fields of study (45% and 82% respectfully) (Lubben, 2005).
- The Role of GADE. As the primary external voluntary organization, attempts to foster quality in doctoral social work education. Its membership is consisted of the chairs of all social work doctoral programs in the U. S. and Canada along with a few other international programs.

The GADE provides guidelines and relevant information on doctoral education on website, conducts annual meeting with an orientation for new doctoral chairs. The 2003 updated guidelines recommend that a minimum of two years for course work be spent prior to dissertation research and that “students should be given individualized opportunities to hone the writing and analytic skills essential for high quality scholarship”(p. 4). The courses suggested by GADE include: *social behavioral theory, social welfare policy, research methods, statistics, and philosophy of science*. The guidelines recommend periodic reviews of the doctoral program to ensure the relevance of the program and to secure a high program quality. To measure program quality, the following set of indicators is offered:

- a) Number, range, rigor, depth, and currency of courses;
- b) Opportunities for students to participate in research, teaching, and other practicum experiences with faculty mentorship;
- c) Quality of dissertation proposals and completed dissertations;
- d) Student publications and conference presentations;
- e) Records of accomplishments of doctoral students.

Doctoral social work program, unlike BSW and MSW, is not accredited by CSWE as its review takes place within each university setting, and thus, there are considerable variations among programs. While there are some programs that are relatively insulated from other academic units, other programs encourage students to get interdisciplinary involvement by taking part of their formal coursework and including dissertation committee members from other academic disciplines. Some universities such as University of Michigan offer a joint degree with another discipline. Financing doctoral education is expensive for those programs with limited institutional resources. Some universities have chosen deliberately a part time program to reach a different market. The typical program requires a minimum of 4 to 5 years of full time work.

- Financing Doctoral Education. Many programs encourage students to apply to external sources to fund their dissertation research. The Institute for Social Work Research (<http://www.iaswresearch.org/>) website provides a roster of a vast array of funding opportunities; Society for Social Work Research (<http://www.sswr.org/>) sponsors a series of

workshops at its annual meeting; The Hartford Foundation supports dissertation grants, *and CSWE helps minority students to complete their doctoral dissertations.*

- Employment Opportunities. The number of academic job openings (250) is approximately equal to the number of new doctorates awarded in social work each year. While the majority of them seek full time faculty appointments, others pursue a career in social research, policy analysis, or administration in addition to a clinical practice career path.
- Emerging Trends and Issues. Shanti Khinduka (2002) identified five issues that are vital for doctoral social work education, and they include:
 - a) Promoting interdisciplinary preparation;
 - b) Strengthening the quality of the social work faculty;
 - c) Balancing rigorous research with effective teaching;
 - d) Developing postdoctoral social work education; and
 - e) Fashioning an institutional culture supportive of excellence in social work education.

One emerging issue that is under the consideration among the GADE programs to resurrect the DSW as a practice doctorate to be offered in addition to a research-based PhD. The University of Pennsylvania has recently reinstated the DSW.

II. New Trends and Issues in Social Work/ Social Welfare Education

Cultural Competence & Social Diversity

Cultural competence is made up of values, skills, and knowledge necessary to work effectively with individuals different than one's self with cultural sensitivity and awareness of bias justice (NASW, 2001; Krebtznab & Townsend, 2008, p. 8). Diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders,

social classes, religions and spiritual beliefs, sexual orientations, ages, and physical and mental abilities (NASW, 2001, p. 8). There are numerous scales developed by various disciplines including counseling psychology, and social work (Krentzman and Townsend, 2008). Among 15, four were recommended on the basis of validity, coherence, and relevance to social justice. These are: Ethnic-Competence-Skill Model in Psychological Interventions with Minority Ethnic Children and Youth, or Ethnic Competency Skills Assessment (Ho, 1992); Miville-Guzman University-Diversity Scale (1992); Multicultural Counseling Inventory (MCI) (Sodowsky et al., 1994); Multicultural Counseling Knowledge and Awareness Scale (MCKAS) (Ponterotto & Potre, 2003); In order to adequately prepare students to become multiculturally competent professionals, diversity content taught in schools of social work must include content on oppression, privilege, social identity, and racism. This requires students engage in a demanding experience that involves both learning about diverse populations and confronting their own personal experience related to difference and privilege within the dominant culture (p. 21).

Immigrant and refugee concerns in human services (Ryan, 2002): The wars, revolutions, famines, terrorism, and economic stagnations of the last decade have brought many millions of immigrants, both legal and illegal, into the United States, as well as Europe, the Middle East and Asia. Demographers have projected that almost two-thirds of the population in the United States over the next fifty years will be the result of post-1990 immigrants and their children (Ryan, 2002, p. 1).

Interdisciplinary Collaboration.

Interdisciplinary team collaboration (Hooyman, 2008; Lewis, 2008) between nurses and social workers in assuring effective practice with family caregivers of older adults including interdisciplinary team collaboration. “Proponents of the infusion of family caregiver competencies in foundation and advanced curricular must then provide faculty with user-friendly and readily adaptable teaching materials—readings, case studies, in-class exercises—that will facilitate their teaching the necessary knowledge and skills along with using assignments and other measures of competence attainment (Hooyman, 2008, p. 140). Lewis suggests interdisciplinary caregiving curricular for nurses and social workers and including caregivers in

training (p. 133). Certification or licensure in key elements of family care, such as assessment and care coordination, would ensure that nurses and social workers have an appropriate foundation of knowledge. In addition, national competency standards for care managers should include family caregiving. (p. 133).

Distance Education: Web-Based Learning

Web-based social work education in the era of informational technology has become a reality throughout the educational instructions including social work due to the use of television and computer networks (Regan and Youn, 2008). Although interactive television has become the most widely used technology for distance education in social work, Web-based course are now the primary form of technology used to offer social work distance education courses. (p. 96). It is often supported by WebCT/Blackboard that allows instructors to display their course content (such as grades reading, PowerPoint presentations) to student via a secure Web site. It allows students to access posted material whenever convenient, without having to mesh their schedules with those of faculty, fellow students, or others. A study found that data from the completely online courses indicate higher levels of satisfaction, although intermittent frustration with the developmental nature of the online delivery platform was expressed by students. Certain e-learning tools, such as discussion forums, library services, e-mail, and student presentation forums, received higher ratings than chat rooms, online task planners, and the white-board (p.102). Abels (2005) states: Distance education in social work is not only a medium for the teaching of social work; it could also be a significant force in fulfilling social work's commitment to equality and social justice"(p. 4). She notes that professional training to develop knowledge and skills in working with this population is inadequate. There is a need to develop new curricula. (Ibid., p. 2).

Feminism

Moving from theoretical foundations of understanding gender, feminism, and competing gender models, the next challenge for students is to learn how these theories can be applied to

social work practice and policy. From a general paradigm of PIE to a more specific one of “women-in-patriarchal-environment” perspective (McPhail, 2008, p. 37),

Political Participation of Social Work

Ritter (2008): The challenge is to convince social work educators how integral they are to fostering student’s interest in politics and inspiring them about the need to create social change through the legislative or political process (p. 356).

Spirituality and Social Work

The integration of spiritual dimension in the social work education and practice has become an integral part of both foundation and advanced curricular since 1980s (Canda, 1988, 1989, 1997, & 2002; Cnaan, 1999; Lee, 2005). The Bush administration’s ‘Faith-Based Initiative’ has facilitated the partnership between the faith-based organizations and the government funding sources in reaching out to the vulnerable populations over the last decade. This kind of collaborative model in providing needed services to the poor and the hard-to-reach people demands an ongoing assessment of its strengths and broader implications for global social welfare (.Sherman, 2000; Sider, 2000; www.au.org/faithbased.htm; www.nglhf.org/federal/wfaith.htm). The Society of Spirituality and Social Work and North American Association of Christians in Social Work (<http://www.nacsw.org>) have played an important role in advancing the academic interests, research collaborations, and curricular resource developments (Canda & Furman, 1999; Vanderwoerd, 2008). Dual degree programs between MSW and Master’s degree in Divinity have attracted students who are interested in working in the context of combining both spiritual/religious and psychosocial dimensions of social work practice More than 15 social work programs offer such dual degree programs and this trends will likely continue in the future (Lee & O’Gorman, 2005).

Gerontological Education

As the aging demographic trends continue uprising, CSWE has established its institutional programs, Gero-Ed Center to develop educational resources through the funding of the John A. Hartford Foundation. Its objectives include:

- Infusion of gerontology across the classroom & field
- Curriculum development
- Review of resources the state of knowledge relevant for social work practice with older persons (e.g., the research literature; identifying and assessing existing curriculum resources
- Increase gerontological competencies among students.

The CSWE has instituted the Gero-Ed Track at its annual program meetings (APM). Last year's APM, it has received 113 submissions of abstracts which reflects a growing interest in this field of gerontology. A number of innovative programs that are projected for the future include: (a) Strengthening gerontology content in the BSW foundation curriculum; and (b) Initiating the promotion of the students at all program levels as future leaders in the field of gerontological social work (CSWE, 2008).

Globalization of social work education and practice

Globalization challenges not only the major universities in the U. S. in expanding both curricular and scholarly relevance to accommodate new demands of global interconnectedness in advancing culturally sensitive and region-specific paradigm of social work education and practice. It is an emerging force that shapes the 21st century requiring social work education to address economic, social, political, health and environment issues impacting on people beyond national boundaries. In the U. S. "one in five Americans speaks a language other than English at home; 11% of the U. S. population are foreign born. Social agencies work with refugees, migrant workers, international adoptees, victims of torture, transnational families, and people suffering the effects of racism and discrimination" (Link & Healy, 2005, p. v, vi)/ In this context, CSWE

educational policy on accreditation standards require social work programs to include the contents for the foundation curriculum either through infusion or through specific required course. It states: “professional social workers are leaders on a variety of organizational settings and service delivery systems within a global context” (EPAS 1.0). In other sections of EPAS, the global context of social work practice is recognized as the policy requires programs integrate social and economic justice content grounded on interconnectedness of oppression, human rights, complex nature of culture and personal identity, as well as global interdependence in collaborative efforts in resolving global issues (Link and Healy, 2005, p. viii).

III. The Current Changes in Social Work Curriculum Policies

The most recently adopted educational policy of accreditation standards (EPAS) for social work education in the United States has and will have a significant impact on reshaping the curriculum of BSW and MSW programs with an emphasis on competence-based social work education, practice, and research (CSWE, 2008). CSWE sets educational policy and standards to accredit baccalaureate and master’s programs. It supports academic excellence by establishing thresholds for professional competencies and evidence-based social work practice. EPAS describe four features of an integrated curriculum design which includes:

- Program Mission and Goals
 - *values*
 - *program context*
 - *mission & goals*

- Explicit Curriculum
 - *core competencies*
 - *professional conducts*
 - *ethical principles, critical thinking*
 - *engaging diversity and difference in practice*

- *advancement of human rights, social & economic justice*
- *engaging research-informed practice and practice-informed research*
- *applying knowledge of human behavior & the social environment*
- *engaging in policy practice to advance social & economic justice*
- *responding to contexts that shape practice*
- *engaging, assessing, intervening, and evaluating the individuals, families, groups, organizations, and communities*

Implicit Curriculum

- diversity
- student development
- faculty
- administrative structure
- resources

Assessment

attainment of competencies

evidence of ongoing data collection

identification of any changes based on the analysis of the assessment of data

making the constituents aware of its assessment outcomes

summary data for each measure used to assess the attainment of each competency

IV. Toward Building a New Foundation for Collaborations in Global Social Welfare Education and Research

International Social Work Research

As Midgley (1995) points out the interdisciplinary nature of social welfare research with respect to comparative studies of social need and of social policies and human services, he believed that “a major direction for future activity in the professional domain requires the fostering of greater mutual collaboration” (p. 1995).

Tripodi & Tripodi (2007) believe that “social work scholars and students should be sensitive not only to the need for knowledge exchange between countries but also to issues involved in obtaining and utilizing such international knowledge” (p.4). In their book, *International social work research: Issues and prospects*, the authors conceptualize international social work research and develop its typology according to four categories of national research, supranational research, international research, and transnational research. The following explains each:

- *National research* is directed at native populations within a country, and does not use literature from other countries to formulate the research problem, nor does it draw implications for two or more countries;
- *Supranational research* deals with research with research within a country;
- *International research* studies a population from another country that resides in a different country, such as immigrant and refugees; and
- *Transnational research* is comparative research between populations of two or more countries (p.28).

According to Tripodi and Tripodi (2007), the potential for increasing the production and dissemination of knowledge from international social work research is great because of the following reasons:

- Due to the forces of internationalism and globalization, social work problems encountered within any country increasingly have their causes, effects, and/or counterparts elsewhere in the world, and thus, adopting a global perspective enhances the likelihood of effectively addressing these problems;
- The definition of international social work research broadens the scope of previous conceptualizations, thus broadening the opportunities for such research;
- International social work research can be carried out primarily in one country.

Global Context of Learning

More social work programs are intentionally reaching out globally for educating social work students through a variety of traditional and non-traditional approaches including distance learning and web-based instructions. “Social work education faces a number of strategic issues related to the convergence of two major trends in higher education: the expansion in distributed education to meet the needs of a growing population of nontraditional students, and the revolution in information technology” (York, 2008, p. 157). York studied the outcome effects of three modes of instruction (i.e., traditional, online, and hybrid) in a graduate social work program and found out that online instruction achieves outcomes comparable with the traditional format. The

traditional group had face-to-face instruction whereas the Internet students received all instruction through the internet. The hybrid students had a balance between the two.

As many schools of social work place their students at various international practicum settings, and student and faculty exchange programs between their affiliated schools are much more diversified in an increasing speed and scope, the global context of learning challenges social work education at all levels, while it provides invaluable contextual and cross-cultural experiences for teaching, learning, practice, and research collaboration with host schools and agencies. Appendix A is an example of such endeavors. A number of international journals of social work contain reports of various experiments in global social work education.

New Paradigm to Guide the Profession of Social Work

In concluding this paper, the author asks: What is a just course of future direction for the profession of social work and global social welfare in the 21st century?

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Loyola School of Social Work: Summer Semester 2009



WHEN:

May 18- June 1, 2009

WHERE:

The Beijing Center, Beijing, China

COURSE:

Global Social Welfare Issues & Social Work Responses

CREDITS:

Three (3) Total Credit Hours

THE BEIJING PROGRAM

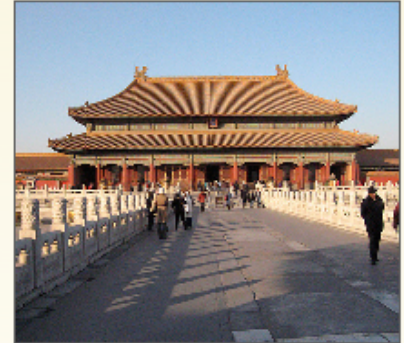
This two week long summer program is designed for graduate social work students, alumni, and other social work practitioners who are interested in learning about global social work issues challenging social work today from a cross-cultural and trans-cultural perspective.

The program will involve the participants in critically examining the similarities and differences of perceptions, programs, policies, and practices between the East and the West.

Through a combined pedagogy of assigned readings, classroom discussions, small group projects, field visits, academic excursions, guest lectures and term papers, the participants are expected to have meaningful opportunities from which they can integrate their contextual learning.



SCHOOL OF SOCIAL WORK
SUMMER SEMESTER 2009
BEIJING, CHINA



FACULTY:

Prof. Daniel Lee & Guest Chinese Scholars

ADMIN. ASST:

Kristina Lind, ABD, Adjunct Faculty at LUC & UIC

ELIGIBILITY:

Open to all Loyola Alumni, Loyola Graduate Students & Graduate Students from other Jesuit Institutions

Places will be reserved for students from three other Asian countries as well



THE SITE

"China is the classroom" where learning takes place.

The participants will have opportunities to explore the rich historic, cultural, and social fabric of Chinese life at an exciting point in time.

Participants will be able to witness the intersection of the past, present, and future and how the post-Olympic era of Beijing is dealing with these complex and dynamic changes.

INFORMATIONAL MEETINGS

Dr. Lee and Kristina Lind will hold four (4) informational meetings to discuss this program and to answer questions potential participants might have. All meetings will be held in Lewis Towers of Loyola University, Chicago in the 12th floor conference room.

- We urge all to attend -

December 2, 2008: 10:00-11:30am (Tuesday)

December 4, 2008: 12:00-1:30pm (Thursday)

December 4, 2008: 4:00-5:30pm (Thursday)

December 8, 2008: 6:00-7:30pm (Monday)

BELJING 2009



CONTACT INFORMATION

For questions, registration, additional information, please contact Kristina Lind at klind@luc.edu



OPPORTUNITIES

The mornings, from Monday through Thursday, will be spent in the classroom and in small group formats. The afternoons will be reserved for area program visits, cultural field trips and exposure to the Beijing community.

Two (2) three-day weekends will be used for small group trips to points of interest within China.

Possibilities include Hong Kong, Shanghai, the Yunnan province in Southwest China--home to China's southwestern minority peoples, and/or Guangxi Province, famous for its overwhelming beauty.

BELJING 2009 COSTS

PROGRAM	TUITION	FLIGHT
\$1,050	EXTRA	EXTRA