Preface

By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest.

– Confucius (as cited in Anzalone, 2010, p. 87)

The twentieth century witnessed the global emergence of doctoral social work education to guide the newly emerging profession of social work. In the United States, a social research program first emerged in 1915 at Bryn Mawr College in Pennsylvania, with the University of Chicago beginning a social administration program in 1920 (Dzuback, 1993; University of Chicago, 2018). Presently, in the United States, over 760 social work programs are accredited by the Council on Social Work Education (CSWE). Of these, 80 have doctoral (PhD) programs with enrolment exceeding 2000 students (CSWE, 2017). In the United Kingdom, there are 181 nationally accredited programs, with 25 offering PhD degrees related to social work (British Association of Social Workers, 2018). Australia has 32 universities where social work is taught, with four granting a PhD (Australian Association of Social Workers, 2018), and in New Zealand, two of the country's 12 universities offering social work programs provide the opportunity to earn a doctor of philosophy degree in this practice-oriented discipline (Aotearoa: New Zealand Association of Social Workers, 2018).

Social work education at the university level has existed in Canada since 1914, when the Department of Social Service was first established at the University of Toronto (Shier & Graham, 2014). There are 96 universities in Canada, 81 publicly funded and 15 private institutions. Of these, 41 (42.7 per cent) offer degrees in social work: 40 at the bachelor's level (28 English speaking, 11 French speaking, and 1 in both official languages) and 31 at the master's level (21 English speaking, 9 French

speaking, and 1 in both official languages). As well, 14 universities offer a PhD program in social work (11 English speaking and 3 French speaking). There are now also three distinct social work programs with a primary focus on Indigenous issues (at First Nations University of Canada, Laurentian University, and Wilfrid Laurier University), and ten Canadian universities offer full social work degrees through alternative delivery formats, including online and distance education. Social work education at the university level is available in nine out of ten Canadian provinces but in none of the territories. As well, nearly 100 community colleges offer diplomas in social services and related fields. Based upon the 2018–2019 annual report of the CASWE-ACFTS (Canadian Association for Social Work Education – L'Association canadienne pour la formation en travail social, 2019), nearly 15,000 students were studying social work either full-time or part-time in Canada. Of these, just over 11,000 were bachelor of social work (BSW) students, with the remainder being graduate students. As well, the CASWE-ACFTS annual report indicated that within the various schools and faculties of social work, there were 614 full-time faculty teaching, although programs rely heavily on part-time instructors, most of whom are either doctoral candidates or experienced field practitioners.

Historically, Canadian social work educators have had limited, if any, prescribed training in teaching and likewise limited, if any, formal exposure to educational theory and methods. Indeed, for most, little time is devoted to learning how to teach social work in schools and faculties of social work, although it can be argued that this critique applies across many disciplines. Most instructors and professors learn to teach by observing their own professors during their undergraduate and graduate educations, often through trial and error, bringing their own style, experiences, and preferences to the endeavour, rather than having a formal program of education and instruction on how to best educate and instruct. What social work educators have in common with the contributing authors of this edited book is that we all learned to become educators in the field of social work without a dedicated book written for our profession by members of our profession. This gap in social work training is more glaring when one considers that social work tends to have more rigorous standards than many other programs, as it is not only an academic discipline but also a regulated profession that has been tasked with serving vulnerable populations. This entails not only internal academic, university-wide, and government reviews but also examination by formal professional accreditation bodies with many provinces, states, and countries requiring individual social workers to join registered accrediting bodies if they are to practise and use the title “social worker.”

In attempting to fill this gap and address the complex and uncertain field that is social work, we have brought together 30 experienced professors and practitioners who teach at both undergraduate and graduate levels and created the first Canadian book that provides a framework for educators to reflect on how they teach, why they teach in specific ways, and what works best for teaching in our discipline. While the book's contributors focused on classroom teaching issues, many of the topics explored apply equally to those engaged in providing online education. After the introductory chapter, which entails an overview of current issues in teaching social work, the manuscript is divided into three sections that explore major social work education themes: pedagogy, practice, and additional issues in teaching.

Different skill sets are required for teaching in BSW, MSW, and PhD programs, and few faculty teach across all three domains. Most BSW programs in Canada take a generalist focus, MSW programs provide advanced training, and doctoral programs prepare us for teaching, research, and leadership in the field. Thus, one edited book of 19 chapters cannot hope to discuss all the complex issues arising on how to best educate at both the undergraduate and the graduate levels. As a result, we do not explore the expansive area of practicum education; curriculum design, including the role of distance education; or student suitability for practice. As well, page constraints did not allow us to explore the issues of work-life balance that faculty face, particularly new faculty, in attempting to balance their teaching with their research and service. However, we do bring forth myriad voices, ideas, and recommendations from those who, it could be argued, are ideally situated to explore, evaluate, and challenge what and how we teach social work. This, in turn, will hopefully allow readers to think about their own teaching pedagogy and practice in a more in-depth, comprehensive, and evidence-informed manner. Our hope is that this reflection and exploration will have long-lasting influence not only on the students we are now teaching, but also on the thousands of service users that these students will reach over the course of their professional practice lives.

Rick Csiernik	Susan Hillock
Hamilton, Ontario	Peterborough, Ontario
August 2020	

REFERENCES

- Anzalone, F. A. (2010). Education for the law: Reflective education for the law. In N. Lyons (Ed.), *Handbook of reflection and reflective inquiry*. Springer.
- Aotearoa: New Zealand Association of Social Workers. (2018). *Social work education*. <https://anzasw.nz/social-work-education/>

- Australian Association of Social Workers. (2018). *Studying social work*. <https://www.aasw.asn.au/careers-study/studying-social-work>
- British Association of Social Workers. (2018). *How to become a social worker*. <https://www.basw.co.uk/resources/become-social-worker/how-become-social-worker>
- Canadian Association for Social Work Education – L'Association canadienne pour la formation en travail social. (2019). *2018–2019 annual report*. <https://caswe-acfts.ca/wp-content/uploads/2019/06/Rapport-annuel-Annual-Report-2.pdf>
- Council of Social Work Education. (2017). *2017 statistics on social work education in the United States*. <https://cswe.org/CMSPages/GetFile.aspx?guid=44f2c1de-65bc-41fb-be38-f05a5abae96d>
- Dzuback, M. A. (1993). Women and social research at Bryn Mawr College, 1915–1940. *History and Education Quarterly*, 33(4), 579–608. <https://doi.org/10.2307/369614>
- Shier, M., & Graham, J. (2014). Social policy in Canada. In C. Franklin (Ed.), *Encyclopedia of social work* (pp. 1–13). Oxford University Press; National Association of Social Workers Press.
- University of Chicago. (2018). *History*. School of Social Service Administration. <https://www.ssa.uchicago.edu/history>