

INTEGRATIVE LEARNING AND TEACHING IN SCHOOLS OF SOCIAL WORK pdf

1: Integrative Learning | Holyoke Community College | Holyoke Community College

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MSW Day Curriculum Foundation Curriculum The foundation curriculum provides the knowledge and skills students need for entry-level social work practice, preparing them to serve in a variety of settings with individuals, families or groups as well as with organizations, communities and institutions. All foundation courses must be passed before students can begin the advanced curriculum. Advanced Curriculum The MSW Day Program advanced curriculum provides in-depth preparation in advanced social work practice, building specialized knowledge of relevant policies, systems, theories and practice methods across a variety of settings and populations. Students are prepared for advanced professional practice, in a chosen area of concentration, in a way that fosters social work leadership, effective social interventions, a commitment to a just and diverse society, and a commitment to public service. Please see descriptions for each concentration below. This new structure will allow for more freedom of choice, flexibility, and integrative learning opportunities.

Administration and Policy Practice Prepares social workers to take on leadership roles in human services organizations and policy arenas. Practitioners learn how to define social problems, analyze policy and create program alternatives, influence policy decisions and lead diverse organizations in program planning, design, implementation, evaluation and change. Students may also choose to build skills in resource development, fiscal management, legislative advocacy or community-based evaluation.

Community-Centered Integrative Practice Prepares practitioners to be partners and leaders in transformative social work practice across micro-, meso- and macro-levels of practice. Skills include intergroup dialogue, social justice group work, constructive engagement of difference, conflict and inequality, community planning, partnership and organizing, just policy analysis and advocacy, grant writing, and mental health assessment and practice skills within diverse and marginalized communities both local and global, including traumatic effects of violence.

Clinical Social Work Prepares students for direct practice with individuals, families and small groups. Students develop comprehensive engagement, assessment, intervention, and evaluation skills to enhance the well-being and empowerment of clients across the lifespan. This concentration equips students with the theoretical and applied learning needed to work effectively with a diverse clientele. Coursework emphasizes culturally-relevant and client-centered evidence-informed interventions while also recognizing the need for flexibility and client self-determination. Graduates are prepared for clinical social work in a variety of settings, such as community mental health, healthcare, substance use, criminal justice, and child welfare. Students in the Clinical Social Work concentration may choose to focus on the following areas:

- Children, Youth, and Families Focuses on work with children and families, using a framework that is culturally sensitive, collaborative and empowering. Social and economic justice issues are addressed by examining the impacts of poverty, disproportionality and oppression. Graduates will be prepared to conduct interventions in settings, such as schools, adolescent mental health programs, public child welfare, family support services, residential treatment and community-based programs for juvenile offenders.
- Multigenerational Practice with Elders Focuses on families across the life course with an emphasis on aging and older adults. Clinical and policy issues such as loss, mental and physical health, trauma and healing, family caregiving, end of life care, and support for families, including LGBT and families of color, are addressed utilizing a cross-generational and strengths perspective.
- Health Practice Focuses on direct practice in diverse health care settings, with an emphasis on short-term, brief interventions with individuals and families. Students learn how to address health disparities by assessing cultural influences on health, recognizing the interconnections between physical and psychological health, and becoming leaders of organizational change in multi-disciplinary settings. Graduates are prepared to work in hospitals, community clinics, hospice, home care, and long-term care facilities.
- Mental Health Practice Focuses on improving the psychosocial functioning of individuals in a range of public mental

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health agencies and programs, such as community counseling, family services, correctional programs, and substance treatment programs. Student learn how to assess mental health functioning, manage the change process, use effective interventions and evaluate impact. Graduates learn how to maintain professional relationships within the ethical standards, clinical theory and principles of social work direct practice. MSW concentration offerings, course sequencing and schedule options may vary from year to year.

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2: MSW Day Curriculum | School of Social Work

*Integrative Learning and Teaching in Schools of Social Work A Study of Organizational Development in Professional Education [Louis, Leonard M. Bloksberg, and Herbert J. Walberg Lowy] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

Drake and Rebecca C. Burns Table of Contents Chapter 1. What Is Integrated Curriculum? Innovative educators concerned with improving student achievement are seeking ways to create rigorous, relevant, and engaging curriculum. They are asking questions such as these: Can making wind and rain machines improve the reading comprehension and writing scores of elementary students on the Florida Comprehensive Assessment Test? Do students really learn math by learning to clog dance? When students spend after-school time participating in a micro-society that reflects the roles of real life, will their test scores in math and reading improve? In Florida, Okhee Lee, an education professor at the University of Miami, engages elementary students in making little wind and rain machines. Their success in language is particularly impressive because many of the students come from different ethnic backgrounds, and many of them speak English as their second language. Lee claims that when she teaches science concepts she also teaches students to think and write in the structured, coherent ways required on standardized tests Barry, In public schools in Asheville and Buncombe, North Carolina, students learn math skills through clog dancing and explore the solar system through modern dance. In these schools, teachers deliver the core curriculum through the arts. This approach is based on the research report *Champions of Change: The Impact of the Arts on Learning* Fiske, This report offers clear evidence that sustained involvement in particular art forms—music and theater—is highly correlated with success in mathematics and reading. Furthermore, at-risk students do particularly well both academically and personally in these types of programs Blake, Students participate in a micro-society in an after-school program at Amistad Academy in New Haven, Connecticut. This program prepares middle school students from a poor minority population for colleges, careers, and citizenship. They attend traditional classes during the regular school day, and after school for a few hours a week, they belong to a micro-society—holding jobs, paying taxes, running businesses, making laws, and punishing lawbreakers. The purpose of the program is to make school more relevant and fun while building transferable life skills. The school raised its average test scores two and a half levels in math and one and a half levels in reading. In a study of 15 micro-society schools in six states found that at two-thirds of the schools, students posted gains on standardized reading and math tests that were as much as 21 percent greater than those of their peers Wilgoren, In these three examples, student achievement is a primary focus. Teachers maintain accountability while designing learning experiences that are relevant to student interests. Interestingly, two of the schools serve populations of diverse students. In each case, teachers have developed intriguing curriculum that pushes beyond the boundaries of traditional disciplines to produce positive results. Comprehension, for example, is comprehension, whether taught in a language class or a science class. When students are engaged in learning, whether they are taking part in the arts or role playing in a micro-society, they do well in seemingly unconnected academic arenas. These are only a few of the countless examples of students involved in interdisciplinary studies at all grade levels. The examples highlight the potential of integrated curriculum to act as a bridge to increased student achievement and engaging, relevant curriculum. Defining Integrated Curriculum What exactly is integrated curriculum? In its simplest conception, it is about making connections. What kind of connections? Are the connections skill-based or knowledge-based? Defining integrated curriculum has been a topic of discussion since the turn of the 20th century. Over the last hundred years, theorists offered three basic categories for interdisciplinary work; they defined the categories similarly, although the categories often had different names. Integration seemed to be a matter of degree and method. Correlation may be as slight as casual attention to related materials in other subject areas. Fusion designates the combination of two subjects, usually under the same instructor or instructors. At the time, we were

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unaware of the long history of educators with similar concerns. In our separate locations, we defined three approaches to integration—multidisciplinary, interdisciplinary, and transdisciplinary. Our definitions of these categories emerged from our personal experiences in the field. We noticed that people seemed to approach integrating curriculum from three fundamentally different starting points. In looking back, we see that our definitions closely aligned with the definitions proposed by other educators over the decades. The three categories offer a starting point for understanding different approaches to integration. Multidisciplinary Integration Multidisciplinary approaches focus primarily on the disciplines. Teachers who use this approach organize standards from the disciplines around a theme. There are many different ways to create multidisciplinary curriculum, and they tend to differ in the level of intensity of the integration effort. The following descriptions outline different approaches to the multidisciplinary perspective. The Multidisciplinary Approach Intradisciplinary Approach. When teachers integrate the subdisciplines within a subject area, they are using an intradisciplinary approach. Integrating reading, writing, and oral communication in language arts is a common example. Teachers often integrate history, geography, economics, and government in an intradisciplinary social studies program. Through this integration, teachers expect students to understand the connections between the different subdisciplines and their relationship to the real world. The program reports a positive impact on achievement for students who participate. In this multidisciplinary approach, teachers fuse skills, knowledge, or even attitudes into the regular school curriculum. In some schools, for example, students learn respect for the environment in every subject area. Students begin each week promising to be peaceful, respectful, and responsible. They follow a list of responsibilities and learn about peace in their classes. In reading, for example, students analyze positive characteristics of people in stories; in social studies, they learn the importance of cultures working together. Teachers wear peace signs, and students greet each other with the peace sign. Fusion can involve basic skills. Many schools emphasize positive work habits in each subject area. Educators can fuse technology across the curriculum with computer skills integrated into every subject area. Literacy across the curriculum is another example of fusion. To prepare students for the compulsory 10th grade literacy test, 9th grade teachers at North Park Secondary School in the Peel District School Board in Ontario developed subject-specific tasks for literacy skills. For example, students practiced skills related to developing supported opinions on disposal of hazardous waste in science, immigration policies in geography, correct approaches to problem solving in math, the influence of peer pressure in family studies, and part-time employment and its impact on teens in business studies. Teaching literacy skills across the curriculum facilitated a low-risk environment for the eventual testing in the next year Patten, Service learning that involves community projects that occur during class time falls under the category of multidisciplinary integration. In one project, they distributed 20 tons of food, clothing, medicine, and household products to needy new arrivals in the area with the fastest-growing Hispanic population Glenn, At Topa Topa Elementary School at Ojai, California, 5th and 6th grade students created pamphlets on the pros and cons of pesticides to explain how crop pickers can protect themselves against the substances. Students passed out the brochure, written in Spanish and English, to workers and consumers throughout the Ojai Valley. Through the project, students fulfilled state-required standards for language arts, science, and social studies Ragland, Glenn found that more than 80 percent of the schools that integrate service learning into the classroom report an improvement in grade point averages of participating students. For example, when teachers integrated service learning into the curriculum in a Springfield, Massachusetts, high school, the dropout rate dropped from 12 percent to 1 percent, the number of students going to college increased by 22 percent, and those achieving a grade point average of 3. A popular way to integrate the curriculum is to address a topic or theme through the lenses of several different subject areas. In an elementary classroom, students often experience this approach at learning centers. As students move through the learning centers to complete the activities, they learn about the concept of patterns through the lenses of various disciplines. In the higher grades, students usually study a topic or theme in different classrooms. This may take the form of parallel disciplines; teachers sequence their content to match the content in other classrooms. Students often

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experience American literature and American history as parallel disciplines. They study a particular period of history and read literature from that period. Students usually must make the connections themselves. Some educators go beyond sequencing content and plan collaboratively for a multidisciplinary unit. A theme-based unit involving the whole school may be independent of the regular school schedule. Curriculum planning required eight half-hour sessions. Teachers grouped students into five multiage classes representing grades 4, 5, 6, and 7. The multiage groups met for one hour daily for nine days. In these groups, students devised a performance task that they presented on the final day of the unit. The teachers observed numerous benefits, such as the following: Students exhibited excellent on-task behavior. Multiage teams formed within the multiage classes. Students were engaged both as presenters and as the audience for the half-day performance task presentations. Students used a wide range of presentation products, such as video, debate, sculpture, and so on. Students demonstrated depth of understanding of topics as a result of their sustained interest around various questions e. Does the Olympic creed stand the test of time? Fewer recess problems occurred during this two-week period. Teachers enjoyed the process and the results.

3: What Is Integrated Curriculum?

Integrative learning and teaching in schools of social work; a study of organizational development in professional education by Louis Lowy, Leonard M. Bloksberg, Herbert J. Walberg starting at \$ Integrative learning and teaching in schools of social work; a study of organizational development in professional education has 1 available.

Management of the Business Classroom Vol. National Business Education Association. This document contains 15 papers devoted to the theme of management of business education including: Taylor ; "School-to-Career Initiatives: Journal of Education for Business, 78 3 , Grades from students in 3 business courses integrated in block format were compared with those of other business majors. High achievers did not self-select into blocks. Grading rigor did not suffer and grades were more correlated in block presentation, possibly because of content integration. Journal of Education for Business, 76 1 , Presents the foundational issues attitude, infrastructure, resources on which integrated business school programs should be established and examines the influence they have on the success or failure of integration efforts. Includes a "readiness test" to facilitate future integration efforts. Technical Communication Quarterly, 12 1 , Notes that reforms in engineering education have caused a shift from the traditional stand-alone courses in technical communication for engineering students towards communication training integrated in courses and design projects that allows students to develop four levels of competence. Describes three formats for integrated communication training: Rose-Hulman Institute of Technology. The Integrated, First-Year Curriculum in Science, Engineering, and Mathematics IFYCSEM restructures first-year courses in calculus, mechanics physics , engineering statistics, electricity and magnetism physics , computer science, chemistry, engineering graphics, and engineering design to create a three-course, twelve-credit-per-quarter sequence. Presents a brief summary of the design and pilot implementation phases done under the Foundation Coalition Program. The paper also provides a description of the institutionalization and scale-up phases, which lead to the current freshman integrated curriculum at the College of Engineering. Journal of Research in Science Teaching, 37 10 , Explores the relationships among science and engineering attitudes, physics conceptual understanding, and physics achievement for a population of college freshman engineering students. Coherence Without a Core: Liberal Education, 86 1 , Describes changes at Wesleyan University Connecticut since to foster curricular coherence in the liberal arts without imposing a curricular core. Changes include an on-line registration system, a curriculum plan for the first two years which helps students create sequences of interdisciplinary study in addition to the major, Web-based electronic portfolios for students, and an enhanced faculty advisory system. Journal of Professional Nursing, 19 5 , Change in Training and Practice, 11 1 , At Linköping University , medical education focused on problem-based learning was introduced, with an unchanged budget, but a new method of resource management. Mathematics and Computer Education, 37 1 , Investigates the transformation of a developmental mathematics curriculum from a year-old, non-applied passive learner environment to a curriculum that engages students in active learning situations rich in meaningful health-related applications using problem based learning PBL. Nursing and Health Care Perspectives, 21 2 , A flexible clinical experience for nursing seniors integrates pediatrics, public health, and nursing leadership. Experiences in hospital units, schools, nurse-directed clinics, and home visits expose students to a wide range of settings and issues. Graduate School of Education and Human Development. Learning communities have expanded in the last two decades to include five major higher education models: Journal of College Student Development, 41 1 , Through interviews with faculty members in two residential learning communities at the University of Wisconsin-Madison, explores the experiences and motivations of 15 faculty members who became involved and stayed involved in these programs. Also explores the implications for collaborative efforts between student affairs and academic affairs. New Directions for Teaching and Learning 81 , Discusses some initiatives that address problems of a fragmented curriculum and student isolation in large college classes through restructuring. These include peer-facilitated learning communities such as emerging scholars

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programs, linked-class learning communities e. Learning Environments Research, 5 1, Describes the effects of an undergraduate learner-centered community of learners approach to instruction on student motivation and cognitive learning strategies. Discusses objectives, including integrated courses, active and collaborative learning, and opportunities for learning through information technology and library resources; and describes workshops for instructor training to develop the learning communities. Finding Common Ground across Disciplines. Integrating Mathematics and Composition Instruction. Describes the development of an integrated approach for teaching mathematics and writing to freshmen. The goals are to strengthen mathematical skills, develop writing competencies, and foster interdisciplinary awareness. Action in Teacher Education, 23 1, Investigated the value of a team-taught, integrated, elementary-level methods course. Student teacher surveys indicated that it was a beneficial learning experience for all which enabled students to see connections across content areas and understand how to explore subjects through inquiry and a unifying theme. Many students reported feeling better prepared for student teaching. Language Arts, 78 4, Discusses the complexities of work with elementary teachers who attempted to integrate literacy and mathematics instruction in their classrooms. Presents a study that involves three interwoven components: Sees both literacy and mathematics as languages and tools through which to learn about the world. Facilitating Holistic Curriculum Development. Reports on a case study that illustrates how internal curriculum assessment processes used by an environmental science and policy department led to the creation of an innovative tenure-track faculty line for someone whose primary activities and scholarship focus not on traditional disciplinary scholarship but instead on coordinating the holistic development of an integrated curriculum. Journal of College Science Teaching, 30 2, Linking courses from three disciplines biology, philosophy, and psychology around a common theme, five faculty members at Carleton College Minnesota planned, implemented, and evaluated a course for first-year students. Analysis of student responses to the course leads to discussion of the effectiveness of such linkages and the importance of institutional support. An Integration of Chemistry, Biology, and Physics: Journal of Chemical Education, 79 7, The course seeks to illustrate commonality of investigative methods and laboratory techniques in biology, chemistry, and physics and introduce discipline-specific principles. Restructuring for Integrative Education: Multiple Perspectives, Multiple Contexts. The collection of essays asserts that assisting the complex ways in which students actually create meaning and learn must be the nexus of educational restructuring. Chapters on Integrative learning include: Restructuring for Integrated Education" Robbin D. Studies in Science Education, 37, Explores the issue of curriculum integration, with a particular focus on science as a discipline and its relationship with other subjects. Presents the exploration in the form of a research journey. Facilitating Holistic Curriculum Willson, V. Journal of Research in Science Teaching, 37 10, Service Learning Harkavy, I. Service Learning as an Integrated Strategy. Liberal Education, 85 3, Raises concerns about effectiveness of service learning efforts to engage students in community problems as part of an integrated curriculum. Suggests the HIV epidemic as a situation requiring the diverse resources of modern colleges and universities and proposes partnerships with local communities to address the problem. Teacher Education Freeland, K. Integrated College Methods Courses. One group had taken four of their methods courses reading, language arts, social studies, and mathematics in an integrated fashion from four faculty members. The other group took the four methods courses separately. Data analysis indicated that the students taking integrated courses performed as well as, or better than, the student teachers taking courses in the traditional separate approach. Features articles that explore educational and professional collaborations. A Philosophical Perspective" Alvin H.

4: Program: Integrative Learning (Master of Education) - Endicott College - Acalog ACMSâ,,ç

*Integrative learning and teaching in schools of social work:: A study of organizational development in professional education, [Louis Lowy] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

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5: Integrated Practice - School of Social Work - University Of Montana

Integrative Learning And Teaching In Schools Of Social Work A Study Of Organizational Development In Professional Education Education wikipedia, education is the process of facilitating learning, or the.

6: Advanced Standing MSW Curriculum Snapshot | USC's Online MSW

Journal of Education for Social Work, 13, 2, , Spr 77 Accepting the assumption that integrated learning in professional education is desirable, a beginning "map" for analyzing the educational environment is developed.

7: Information for Prospective Students

Richards-Schuster, Ruffolo, Distelrath, and Galura Using ePortfolios as Tools for Assessment One of the most popular ways to foster integrative learning is to engage students in sharing their learning.

8: Traditional Curriculum Snapshot | USC's Online MSW

The School of Integrative Studies (SIS) offers three undergraduate majors and eight minors. Integrative studies majors select a concentration or work with student services staff to develop their own concentration, uniquely suited to their academic and career goals.

9: Degrees and Concentrations

This integrative approach to learning was called social learning theory. While many schools teach the Common Core, based on a standardized text, that may be less valuable than teaching social.

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Improving Library and Information Services Through Self-Assessment Constructions of Lie algebras and their modules A Midshipmans War Indonesia: Crisis and Transformation Trumpet 2 star wars song Moses encounters violence (Exod. 2:11-25) Bishops and rural elites : estate Christianity in local context Puzzle Planet (Usborne Young Puzzles) Families of Handicapped Children The logic of subchapter K The hand I fan with The Prelude (Theory in Practice Series) The Complete Slayer Mapping womens global communications and networking Alice Mastrangelo Gittler Hypnotism And How To Guard Against Its Conclusion : revisiting discourse, identity and / Assessments and recommendations Bach chorales sheet music Epilogue: Byzantine Constantinople today. Baby m and the Facts of Life Why do we need theology? : missional is about God, not the church VII. Vestibular nystagmus 44 4 5 Go math grade 4 practice book The 2007-2012 World Outlook for Household and Institutional Total-Release Foggers for Crawling Insect Hindu kingdoms of Cambodia Parts of speech project How history began Blind Equalization and System Identification Site directed mutagenesis protein engineering Perspectives on terrorism and African democratic state formation John W. Harbeson Plastics in Food Packaging Conference School Exercises for Flatwork and Jumping ASME Ash Fusion Research Project The Norton introduction to fiction Social Work Macro Practice Workbook Infectious complications of chemotherapy Mary B. Ramundo Summary and synthesis : have presidential campaigns become more negative? Complete creative Oriental cooking Organ Music in Print The 2005 annual report of the Boards of Trustees of the Federal Hospital Insurance and Federal Supplement