

## Note to Instructors

We have provided you with a teaching guide that you may access using the following link: <http://www.cup.columbia.edu/extras>.

In the first section of the guide, we present general educational concepts and teaching strategies we have found useful in creating a learning environment that releases students' potential for professional development.

We identify teaching techniques that promote discussion and foster students' critical thinking abilities and willingness to engage in self-reflection. We also describe how to effectively use a lecture format to present material in a way that captures students' interest. We base our discussion on the belief that students learn from what their teachers *say* as well as what they *do*. When instructors employ in the classroom the skills that they are teaching and that we present in the text, they serve as powerful role models to their students *and* create a learning environment that promotes students' learning.

Part II of the guide summarizes the content for each chapter, and we note where each of the nine CSWE competencies and their associated practice behaviors are addressed. We believe that instructors must tailor their presentation of the material to the uniqueness of: their students, their teaching style, and the sociocultural environment within which their institution is located. We provide

general guidelines for how to present the material, propose questions for class discussion, and suggest assignments that help students engage in critical thinking and integration of theory and research with their practice. But we want instructors to use these suggestions flexibly and creatively and in a way that reflects their distinctive educational context.