

[Home](#) > [Vol 7, No 2 \(2006\)](#) > [Johansen](#)

Integrating learning community principles and strategies for enhancing academic and social agency partnerships in social work education

Pamela Johansen, Philip M. Ouellette

Abstract

Social work education has a long history of placing emphasis on experiential learning through required field experiences. There is, however, considerable concern regarding the fragmentation in social- work education programs between what is taught in the classroom versus what is taught in internship programs by field instructors. New ways to conceptualize and enhance the coordination gap between academia and field agencies are needed. This article provides an overview of the concept of a learning community, its relevancy to social work education, and provides examples of learning community strategies that have the potential of enhancing better linkages between faculty and field instructors. Specific suggestions for the development of learning communities are included. Learning community principles and its accompanying strategies may be one way to better conceptualize and bridge the coordination gap that is frequently confronted by the conflicting realities of dual training systems in social work education.

Full Text: [PDF](#)

TO CONTACT OUR MAIN CAMPUS:
Indiana University School of Social Work
902 West New York Street
Indianapolis, Indiana, USA, 46202
Voice: 317.274.6705
FAX: 317.274.8630
TDD/TTY: 317.278-2050

[Indiana University - Quality Education. Lifetime Opportunities.](#)

Last updated: November 20, 2007

Comments: iussw@iupui.edu

Copyright 2007, The Trustees of Indiana University

Content ©2007 IUSSW

[TABLE OF CONTENTS](#)

Reading Tools

Integrating learn...

Johansen, Ouellette

[Review policy](#) [Add comment](#)*

SEARCH JOURNAL

 ▾

[CLOSE](#)

* Requires [registration](#)