

# **Social Work Distance Education**

**April 13-15, 2016**

**Crowne Plaza Downtown**

**Indianapolis, Indiana**

**Conference Handbook**



## Keynote Speakers

### Quality, Accountability and Action

Wednesday 12:00 pm, Grand Hall



**Dr. Linda Baer**

Dr. Linda Baer is a Senior Fellow with Civitas Learning. She has served over thirty years in numerous executive level positions in higher education including Senior Program Officer in the Bill & Melinda Gates Foundation, system senior vice chancellor, university senior vice president and interim president. Her ongoing focus is to inspire leaders to improve student success and transform institutions for the future. Baer presents and publishes on educational transformation, partnerships, shared leadership and workshops on building capacity in analytics.

### Honoring our Pioneers

Wednesday 7:30 pm, Grand Hall



**Dr. Thomasine Heitkamp**

Professor Thomasine Heitkamp is an Associate Provost and Professor of Social Work at the University of North Dakota (UND). She has been an educator and administrator at UND for the past thirty-three years. She served as Chair of the Department of Social Work from 2004-2013 and as the distance education coordinator for several years prior. In her role as distance education coordinator, she facilitated the first social work BSW distance education program in the nation that began in 1990. This program accessed a state-of-the-art interactive television system to deliver social work curriculum to BSW students in four rural ND communities. Most recently, she collaborated with tribal colleges in ND to offer undergraduate social work degrees in tribal communities



**Dr. Frank Raymond III**

Dr. Frank B. Raymond III, is Dean Emeritus and Distinguished Professor Emeritus at the University of South Carolina. Under Frank's leadership the college became the first school of social work in the nation to utilize distance education to offer the MSW. Dr. Raymond has held leadership positions in the National Association of Social Workers, the Council on Social Work Education, the International Consortium for Social Development, and the National Association of Deans and Directors of Schools of Social Work. We honor him tonight for his pioneering efforts at leading social work education through providing seven national conferences on social work and technology during the 1990's and early 2000's.

## Welcome!

We hope that you will enjoy this exciting conference on distance education in social work. Technological innovations have opened the door to new possibilities for online education, but it is important to think carefully and strategically about how to maintain quality social work education in whatever forum it is being offered. This conference gives us an opportunity to learn from each other's successes and challenges in creating innovative and engaging learning environments for social work students through distance education. Whether you are an administrator, faculty, or student, we believe you will find this conference to be both practical and thought provoking as we search for ways to best harness technology.

**Darla Spence Coffey**, President and Chief Executive Officer, Council on Social Work Education.

**Michael Patchner**, Dean, Indiana University School of Social Work

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### Conference Planning Committee

Darla Coffey – Council on Social Work Education

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Mary Jo Monahan – Association of Social Work Boards

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### A special thanks goes to the reviewers for this conference

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## Conference Overview

The SWDE conference features seven breakout sessions and 88 separate presentations. We have organized this into five tracks:

### **Developing your own online or hybrid/blended program**

These sessions focus on the specific “nuts and bolts” for developing a partially or completely online program. Topics include issues such as approvals, faculty governance, planning, curriculum development, technology choices, instructional design approaches, assessment, accreditation, and other dimensions that need to be thought through when starting out. Both hybrid (part online) and completely online models and strategies are included.

### **Teaching and learning social work online**

Just how can we teach online? This track focuses on the dimensions of distributed teaching and learning. Critical choices in instructional design need to be thought through as online instruction is often quite different from the traditional classroom. Choices such as when to use synchronous or asynchronous modalities, for example, are important. Class management in an online environment may be a concern. Assessment of learned competencies needs to be addressed.

### **Field issues and distance placements**

Several field issues will emerge as more and more programs develop distance-anchored placements. For some programs direct face-to-face placement development and liaison obligations need to be developed and electronically mediated. As more programs seek to develop placements in other programs’ territories, competition and conflicts may result.

### **Administrative strategies and issues**

Numerous issues and problems challenge the online program administrator. Resources necessary to support the implicit curriculum are often different. Faculty stability may be an issue. Teaching evaluations in an online program may be less useful for promotion and tenure. Assessment is a critical obligation. Marketing in a virtual world may require different approaches than face-to-face efforts. Multi-state licensure issues may be problematic.

### **Online practice issues**

Information technology advances have made significant changes in how we communicate. Practitioners are challenged to make decisions about technology and the role it will play in practice interventions. While technologically-mediated practice intervention is not new, it continues to evolve, increasing concerns about its efficacy and appropriateness. What are the ethical implications, boundaries, and issues raised in a technically mediated context? How are licensure, cross-border, and insurance issues dealt with? In what directions can we foresee the growth of technologically-mediated practice?

## Types of Sessions

Based on suggestions from last year’s conference, we asked the presenters to identify information that participants may find useful:

- Is the session applicable to predominantly online, hybrid/blended, or both types of formats?
- Is it largely for asynchronous, synchronous, or both types of platforms?
- Would colleagues that are new to distance education, experienced, or both find the contents most useful?

We have included the results in the presentation descriptions.

**Please feel free to attend any track or combinations**

**Wednesday, April 13<sup>th</sup> - Opening Plenary**

**Luncheon - Grand Hall**

**12:00 – 1:30**

**Dr. Linda Baer - *Quality, Accountability and Action***

**Breakout 1**

**1:45 PM - 2:30 PM**

**101 The shifting landscape in State Authorizations to deliver Online Programs**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**102 Small, medium and large: Advising best practices for programs of any size**

*Administrative strategies and issues - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels, New York Central

**103 Institutional Partnerships to Create Affordable and Accessible Online Undergraduate Social Work Programs**

*Developing your own online or hybrid/blended program - Seminar*

Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

**104 From the Mountains to the Prairies: A National Online Model for Training Field Instructors**

*Field issues and distance placements - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels, Nickel Plate

**105 Integrating Technology into Effective Social Work Practice**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Experienced, Wabash

**106 Incorporating digital and social technologies into social work education**

*Teaching and learning social work online - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, Newcomers, Baltimore & Ohio

**Breakout 2**

**2:45 PM - 3:30 PM**

**107 Organizational implications for moving a Face-to-Face Faculty Instructional Skills course to Online.**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Experienced, Chesapeake & Ohio

**108 Advising Non Traditional Graduate Social Work Students Online: Responding to the Evolving Needs of Students**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels, New York Central

**109 Collaborating with Instructional Designers - What faculty and administrators need to know**

*Developing your own online or hybrid/blended program - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

**110 Field Remediation in a Distance Learning Environment**

*Field issues and distance placements - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, Experienced, Nickel Plate

**111 A True History of Social Workers Online: Early Adopters Reflect on the Journey and Future**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**112 Transforming Signature Theme and Generalist Practice Assignments to an Online Format**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous, All levels, Baltimore & Ohio

**Breakout 3**

**3:45 PM - 4:30 PM**

**113 Understanding Assessment: Thinking about the Implicit Curriculum in EPAS 2015**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**114 #Adjuncts Matter: Exploring the Factors that Influence Online Faculty Engagement**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous, All levels, New York Central

**115 Know your program: Making decisions about your online program prior to course development**

*Developing your own online or hybrid/blended program - Seminar*

Online, Asynchronous, Newcomers, Milwaukee

**116 Innovative and Authentic Online Learning Practices in a MSW Program**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous, All levels, Illinois Central

**117 Social Media Policies: Transition from student to intern to practicing social worker**

*Online practice issues - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**118 The Pedagogy of Virtual Learning Environments: a Natural Habitat for Social Work Educators**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Baltimore & Ohio

**Breakout 4**  
**4:45 PM - 5:30 PM**

**119 Creating an Administrative Structure to Support the Development of Online Programs**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Newcomers, Chesapeake & Ohio

**120 A Three-pronged Approach to Combating Isolation for Students in a Distance Education Program**

*Administrative strategies and issues - Seminar*

Hybrid, Synchronous, All levels, New York Central

**121 Relationships: The Heart of Implementation for an *In-House* Program**

*Developing your own online or hybrid/blended program - Seminar*

Online, Asynchronous & Synchronous, Experienced, Milwaukee

**122 Problem-Based Learning in Social Work: Effective Instructional Design for Online Education**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous & Synchronous, Newcomers, Nickel Plate

**123 Leveraging Technology for Supporting Caregivers of Persons with Alzheimer's disease: Innovation Development with "Ask Sandra"**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**124 On-line but Place-based: Students Engaging within their Local, Nation and Global Communities**

*Teaching and learning social work online - Seminar*

Online, Asynchronous & Synchronous, All levels, Baltimore & Ohio

**Reception - Grand Hall annex**

**6:00 – 7:30 PM Cash bar**

**Sponsored by the University of Houston and Fordham University**

**Banquet - Grand Hall**

**7:30 – 9:00 PM**

**Honoring our Pioneers – Dr. Thomasine Heitkamp and Dr. Frank Raymond III**

**Thursday, April 14th**

**Breakout 5**  
**9:00 AM - 9:45 AM**

**201 Beyond Start-Up, Current Challenges and Solutions at the Kent School of Social Work**

*Administrative strategies and issues - Seminar*

Online, Asynchronous, Experienced, Chesapeake & Ohio

**202 Adjunct Instructors in Distance Education: Designing an Effective Digital Infrastructure for Best Practices**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Synchronous, All levels, New York Central

**203 Practical Tools for Assessing "Goodness of Fit": Is Distance Education the Right Venture for You?**

*Developing your own online or hybrid/blended program - Seminar*

Hybrid, Synchronous, All levels, Milwaukee

**204 Challenges in teaching an online field seminar**

*Field issues and distance placements - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Nickel Plate

**205 Paper Session 1**

*Online practice issues - Paper Presentation*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**205a What Role Will Social Work Education Play in the Future of Telebehavioral Health Practice?**

**205b Telebehavioral Health in Clinical Practice: Expanding the Way Social Workers Engage Clients**

**206 Challenging Social Injustice in our Own Backyard: Using UDL Principles to Increase Access to Education**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous, Newcomers, Baltimore & Ohio

**Breakout 6**

**10:00 AM - 10:45 AM**

**207 Facilitating sustainable recruitment, retention and community building within an MSW Online program**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**208 Academic Advising: The “Soul” Support**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels, New York Central

**209 Collaboration between Course Development and Faculty: Making It Work**

*Developing your own online or hybrid/blended program - Seminar*

Online, Asynchronous & Synchronous, All levels, Milwaukee

**210 MSW Online Field Seminar and Liaison – Curriculum Development and Implementation**

*Field issues and distance placements - Seminar (Two sessions)*

Online & Hybrid, Asynchronous & Synchronous, All levels, Nickel Plate

**211 Teaching Technology in an Interdisciplinary Setting: How Law and Social Work Use Technology in Practice**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**212 Meeting the Needs of Students with Disabilities: Making Technology and Teaching Accessible**

*Teaching and learning social work online - Seminar*

Hybrid, Asynchronous, All levels, Baltimore & Ohio

**Breakout 7**

**11:00 AM - 11:45 AM**

**213 Navigating Online Community: The Power and Role of Peer Mentoring**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**214 We are family! Supporting, developing, and empowering virtual adjunct faculty in an online environment**

*Administrative strategies and issues - Panel*

Online & Hybrid, Asynchronous & Synchronous, All levels, New York Central

**215 Lessons Learned in the Implementation of a Partially Online BSW Program**

*Developing your own online or hybrid/blended program - Seminar*

Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

**216 Social Microvolunteering: An Innovation for Empowering Social Workers and their Clients through Social Support Networks**

*Online practice issues - Seminar*

Online, Asynchronous & Synchronous, All levels, Wabash

**Luncheon - Grand Hall**

**12:00 – 1:30**

**Dr. Marlene Mayheu - *Challenges and Opportunities: Technical Innovation in Social Work***

**Breakout 8**  
**1:45 PM - 2:30 PM**

**217 It takes a village to develop a professional social worker**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**218 Academic Advising: The Personal is Academic**

*Administrative strategies and issues - Panel*

Online, Asynchronous & Synchronous, All levels, New York Central

**219 The best of both worlds: Why the blend matters in hybrid MSW programs**

*Developing your own online or hybrid/blended program - Panel*

Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

**220 Utilizing Technology to Conduct Site Visits in a Fully Online Environment**

*Field issues and distance placements - Panel*

Online & Hybrid, Asynchronous & Synchronous, All levels, Nickel Plate

**221 Facilitating Instructor-Student Connection in Online Social Work Practice Courses**

*Teaching and learning social work online - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**222 How to Use Web Videoconferencing to Teach Social Work Practice Skills**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous, All levels, Baltimore & Ohio

1:45 PM - 2:30 PM

**223 Conducting Peer Reviews of Teaching for Hybrid and Online Courses**

*Administrative strategies and issues - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

**224 Sharing Synchronous Strategies for Interactive Live Virtual Class Sessions that Engage the Whole Class**

*Teaching and learning social work online - Roundtable*

Online & Hybrid, Synchronous, All levels, Illinois Central

**225 Addressing student problems in field education: How do we manage issues from a distance?**

*Field issues and distance placements - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

**226 What are Virtual Worlds? How Can Instructors Use Them When Teaching at a Distance?**

*Teaching and learning social work online - Think Tank*

Online & Hybrid, Synchronous, Newcomers, Illinois Central

**Breakout 9**  
**2:45 PM - 3:30 PM**

**227 Faculty Excellence in Online Teaching**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**228 Providing Multi-Faceted Student Support for Today's Adult Learners Seeking their Master's Degree in Social Work**

*Administrative strategies and issues - Panel*

Online, Asynchronous & Synchronous, Experienced, New York Central

**229 Making the Most of Face-To-Face Time in Blended and Online Programs: The Annual Summer Institute**

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

**230 Developing Best Practices: An Innovative Field Advisement Model**

*Field issues and distance placements - Panel*

Online & Hybrid, Asynchronous & Synchronous, Experienced, Nickel Plate

**231 A case study on utilizing various strategies to promote substantive online discussion**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

**232 Teaching Online-All the Way from the Chalk Board to SoftChalk**

*Teaching and learning social work online - Seminar*

Hybrid, Asynchronous & Synchronous, Newcomers, Baltimore & Ohio

**233 Overcoming virtual field site visit challenges**

*Field issues and distance placements - Roundtable*

Online, Asynchronous & Synchronous, Newcomers, Illinois Central

**234 Challenges and strategies for program re-accreditation: EPAS 2015 and beyond**

*Administrative strategies and issues - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

**235 Administrative Strategies for Faculty Management: motivating and incentivizing online and distance instruction**

*Administrative strategies and issues - Think Tank*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

**Breakout 10**

**3:45 PM - 4:30 PM**

**236 Pedagogy Club: One approach to faculty enrichment, support and retention.**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**237 The Online Assessment and Orientation Program (OAOP): Ensuring Student Success in Hybrid MSW Programs**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, New York Central

**238 Can You Do the Flip? Designing Blended Learning Using the Flipped Approach**

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

**239 Site visits for distance placements: Technology versus the physical visit.**

*Field issues and distance placements - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Experienced, Nickel Plate

**240 Creating a learning community within an online CBT continuing education program for social workers**

*Teaching and learning social work online - Seminar*

Online, Asynchronous & Synchronous, All levels, Wabash

**241 Teaching and Learning Professional Social Work Skills with Twitter**

*Teaching and learning social work online - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, Newcomers, Baltimore & Ohio

**242 Developing an Online Field Consortium**

*Field issues and distance placements - Roundtable*

Online, Asynchronous & Synchronous, All levels, Illinois Central

**243 Course Mapping: Designing your online social work course**

*Teaching and learning social work online - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, Newcomers, Illinois Central

**244 Creating standards in student recruitment while utilizing social work values and ethics.**

*Administrative strategies and issues - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

**Friday, April 15th**

**Breakout 11**

**9:00 AM - 9:45 AM`**

**301 Paper Session 2**

*Administrative strategies and issues - Paper Presentation*

Online & Hybrid, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**301a Collaborating with Instructional Designers to Develop Better Online Social Work Courses**

**301b Geographic Diversity as a Cultural Consideration in Virtual Education**

**302 They Know, They Care: Recovering Floundering Students in the Online Course Environment**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous, All levels, New York Central

**303 Developing a One to One iPad Program: Does it Work? Is it Worth it?**

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Milwaukee

### **304 Paper Session 3**

*Teaching and learning social work online - Paper Presentation*

Online & Hybrid, Asynchronous & Synchronous, All levels, Nickel Plate

**304a Multi-Modal Learning in Online Education: Appreciating Different Learning Styles and Strategies for Dynamic Participation**

**304b Exploring Social Work students' experiences with Voicethread**

### **305 Exploring Gamification in Social Work Education**

*Teaching and learning social work online - Panel*

Online & Hybrid, Asynchronous & Synchronous, All levels, Wabash

### **306 Growing at warp speed: Reflections on the first year of a new online MSW program**

*Developing your own online or hybrid/blended program - Electronic Poster*

Online, Asynchronous & Synchronous, All levels, Illinois Central

### **307 Universal Design for Learning in Online and Blended Courses: An Overview for Faculty**

*Teaching and learning social work online - Electronic Poster*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

### **308 The Influence of Active Learning on Student Outcomes in Online Social Work Research Methods Course**

*Teaching and learning social work online - Electronic Poster*

Online, Synchronous, All levels, Illinois Central

### **309 Helping Students Develop a Theoretical Foundation to Support Competent Social Work Practice**

*Teaching and learning social work online - Electronic Poster*

Online & Hybrid, Asynchronous & Synchronous, All levels, Illinois Central

### **Breakout 12**

**10:00 AM - 10:45 AM**

### **310 Paper Session 4**

*Teaching and learning social work online - Paper Presentation*

Online & Hybrid, Asynchronous & Synchronous, All levels, Chesapeake & Ohio

**310a Teach in Generalities—Rarely Succeed, Teach in Specifics—Rarely Fail: Detailed Examples of Establishing Cognitive-Presence**

**310b Digital Decolonization: A Phenomenological Study of the Experiences of Online Social Work Students**

### **311 Paper Session 5**

*Administrative strategies and issues - Paper Presentation*

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, New York Central

**311a Using the Quality Matters™ rubrics to ensure standards in the delivery of online courses**

**311b Quality Assurance in Distance Education MSW Programs**

### **312 The Best of both Worlds: Engaging MSW and DSW Students through Asynchronous and Synchronous webinars**

*Teaching and learning social work online - Seminar*

Online, Synchronous, Newcomers, Milwaukee

### **313 Flipped and online: How to apply a flipped model when developing an online course**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels, Nickel Plate

### **314 Macro Practitioner Development: How to Create an Engaging and Cutting Edge Online Resource Development Course**

*Teaching and learning social work online - Skills Workshop*

Hybrid, Asynchronous & Synchronous, All levels, Wabash

### **315 "Later"**

*Any Track - Think Tank, Baltimore & Ohio*

### **Closing Plenary - Grand Hall**

**11:00 – 12:00**

**Mary Jo Monahan, Dr. Darla Coffey, Dr. Jo Ann Coe Regan – *Assuring Quality and Supporting Innovation***

## Opening Plenary

### Grand Hall

12:00 – 1:30

We begin in the Grand Hall with a served luncheon. Welcomes include Dr. Darla Coffey, President and CEO of CSWE; Dr. Jo Ann Regan, Vice President of Education at CSWE, Dr. Bob Vernon and Dr. Paul Freddolino, SWDE Co-chairs.

**Dr. Linda Baer**

***Quality, Accountability and Action***

## Breakout Session 1

1:45 PM - 2:30 PM

### **101 The shifting landscape in State Authorizations to deliver Online Programs**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

1:45 PM - 2:30 PM

In the aftermath of the exponential increase in online program development and delivery, State Higher Education Boards have scrambled to put together a system of review and authorizations of programs delivered into their states. This seminar will provide a history of state authorizations; what the current state of operations are (including the consortiums that are being developed); and will highlight issues related to 1) offering an online program in a state; 2) Provision of field learning in a state; and 3) Licensure eligibility of students in online programs.

**Goutham Menon**, *University of Nevada, Reno*

**Brian Christenson**, *Capella University*

### **102 Small, Medium and Large: Advising Best Practices for Programs of Any Size**

*Administrative strategies and issues - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels

New York Central

1:45 PM - 2:30 PM

Student advising is an integral component to student academic success in online programs. With an explosion of offerings of online degree programs in social work it is important to consider best practices for academic advising in an online setting. Programs need to be prepared to address the demographics of online students, challenges that students may face in an online environment, student engagement, access to school resources and other components unique to online students. This skills workshop will focus on the development of best practice models for academic advising in online programs.

**Rachel Schwartz**, *Rutgers, The State University of New Jersey*

**Trish Cox**, *University of New Hampshire*

**Leah Hart Tennen**, *Simmons College*

**Allison Horton**, *Simmons College School of Social Work*

### **103 Institutional Partnerships to Create Affordable and Accessible Online Undergraduate Social Work Programs**

*Developing your own online or hybrid/blended program - Seminar*

Hybrid, Asynchronous & Synchronous, All levels

Milwaukee

1:45 PM - 2:30 PM

This presentation describes a model for collaborating with community colleges to offer students in rural and isolated areas an affordable and quality BSW program. The University of Nevada Reno's "3+1 program" is an innovative hybrid program where students take their general education and social work pre-major courses, which amount to the equivalent of three years of full-time study, through their community college. Upon completion of these requirements, students transfer to the University where they complete their senior-level courses. Participants will receive in-depth information about this program, including specific steps for developing a new program under this model and lessons learned.

**Mary Hylton**, *University of Nevada, Reno*

**Jill Manit**, *University of Nevada, Reno*

### **104 From the Mountains to the Prairies: A National Online Model for Training Field Instructors**

*Field issues and distance placements - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels

Nickel Plate

1:45 PM - 2:30 PM

A national Online MSW Program implemented an online seminar for field instructors in 2013. The program has reached across the country offering a comprehensive training experience for almost 100 field instructors. The online format provides field instructors who would not be able to attend a face-to-face seminar with the knowledge and materials they need to supervise students and promote the relationship between the field instructor and the school. An evaluation component was added in order to strengthen the seminar and compare the effectiveness between virtual and face-to-face formats.

**Kristina Whiton-O'Brien**, *Boston University*

**Diane Crowley**, *Boston University*

### **105 Integrating Technology into Effective Social Work Practice**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Experienced

Wabash

1:45 PM - 2:30 PM

Increasingly technology is being used to support effective social work practice. This seminar will explore a variety of ways in which information technology can help implement and sustain effective services. In combination with local organizational support and coaching, information technology can provide consistent training, certify basic competencies, help plan services, support supervision, and monitor progress. Multiple examples will illustrate meaningful uses of technology in practice settings. Participants will explore opportunities and implications for education and practice.

**Betty Walton**, *Indiana University*

### **106 Incorporating Digital and Social Technologies into Social Work Education**

*Teaching and learning social work online - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, Newcomers

B & O - Baltimore & Ohio

1:45 PM - 2:30 PM

This workshop will inform participants about the mechanics as well as the advantages and disadvantages of incorporating digital and social technologies assignments into social work courses. Topics to be covered include the importance of digital literacy and how to use theory to inform the integration of technology into their online courses. Participants will learn about example assignments and learning activities for social work courses that incorporating digital and social media such as microblogging, podcasting and creating a video.

**Laurel Iverson Hitchcock**, *University of Alabama at Birmingham*

**Melanie Sage**, *University of North Dakota*

**Nancy Smyth**, *University at Buffalo, State University of New York*

### **Breakout Session 2**

**2:45 PM - 3:30 PM**

### **107 Organizational Implications for Moving a Face-to-Face Faculty Instructional Skills Course to Online.**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Experienced

C & O - Chesapeake & Ohio

4:45 PM - 5:30 PM

As an administrator, what has been your experience of institutional support for moving courses from face-to-face online? How can you gather support from your institution to develop an online course? This seminar describes the experience of offering an online instructional skills course for a Faculty of Social Work. An institutional educational development unit and technology integration team were successfully recruited to be a part of the course development team. The presentation will provide an overview of strategies for successfully supporting the transitioning from face-to-face to online course delivery.

**Amy Fulton**, *University of Calgary*

**Ellen Perrault**, *University of Calgary*

### **108 Advising Non Traditional Graduate Social Work Students Online: Responding to the Evolving Needs of Students**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels

New York Central

2:45 PM - 3:30 PM

This seminar offers a view of the five year evolution of a first semester advising format for an online cohort model of a MSW program at a large private university. By assessing the seminars' goals, stakeholders, implementation style and outcomes, and making appropriate modifications each year, a successful model emerges. The first semester advising model produces a cooperative learning environment, socializes students to the profession, and provides social support for students as they are introduced to the structures of the graduate program. Analysis of the student survey results show: increased student participation; improved connections with students; improved community among students.

**Deborah Sheehan**, *Boston University*

**Jennifer Grahek**, *Boston University*

### **109 Collaborating with Instructional Designers - What Faculty and Administrators Need to Know**

*Developing your own online or hybrid/blended program - Skills Workshop*

Online & Hybrid

Asynchronous & Synchronous

All levels

Milwaukee

2:45 PM - 3:30 PM

This session will provide an overview for administrators and faculty involved in the development, implementation, teaching or evaluation of distance and blended learning courses and programs. The presenters will provide a high level overview of the instructional design profession and then share several project management strategies that attendees can put into practice when developing or supervising online courses. Although the focus is on collaboration with Instructional Designers, attendees will learn strategies that will improve their own course development processes, whether they are currently working with an instructional designer or not.

**Kelley L. Cupp**, *Ohio State University*

**Byron R Roush**, *Ohio State University*

### **110 Field Remediation in a Distance Learning Environment**

*Field issues and distance placements - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, Experienced

Nickel Plate

2:45 PM - 3:30 PM

Field education is the signature pedagogy of social work. Accurately assessing student performance is essential to ensuring that students are learning the 9 core competencies and the Educational Policy and Accreditation Standards (EPAS) at the level expected to earn their social work degree. This is particularly challenging when the student is in a distance education program. Participants will practice objectively evaluating a student's field performance in a virtual program as related to the Core Competencies. Attendees will practice developing an EPAs and performance based student remediation plan. Strategies will be shared to monitor the student's progress virtually.

**Terri Lee**, *University of Southern California*

**Renee Michelsen**, *University of Southern California*

**Ruth Cislowski**, *University of Southern California*

**Amber Ford**, *University of Southern California*

### **111 A True History of Social Workers Online: Early Adopters Reflect on the Journey and Future**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

2:45 PM - 3:30 PM

In present times, social workers use technology and the Internet to gain support and information from colleagues with ease. Social work blogs, social networking communities on Linked and Facebook, podcasts, and discussion boards are now readily available. This was not always the case. Social workers who are 'digital natives' may have little knowledge about the early history of social work and "early adopter" social workers on the Internet. Offered by two online social work pioneers, this presentation will re-trace the evolution of social work networking online, offering a historical backdrop against which to evaluate current practices and future opportunities.

**Susan Mankita**, *Sweet Grindstone, LLC*

**Linda May Grobman**, *New Social Worker Magazine*

## **112 Transforming Signature Theme and Generalist Practice Assignments to an Online Format**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous, All levels

B & O - Baltimore & Ohio

2:45 PM - 3:30 PM

Tools and techniques to transform signature theme and generalist practice assignments to an on line format will be presented in this session by the course instructors and the baccalaureate program director. With diversity as the signature theme of the BASW program, special assignments related to the theme have been an important part of the face to face sections. With the program's commitment to having one of its sections for every course be online, the challenges of converting the assignments (including a poster presentation) to an online format will be highlighted.

**Kimberly Steed-Page**, *Michigan State University*

**Susan Bowden**, *Michigan State University*

**Cristy E. Cummings**, *Michigan State University*

### **Breakout Session 3**

**3:45 PM - 4:30 PM**

## **113 Understanding Assessment: Thinking about the Implicit Curriculum in EPAS 2015**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

3:45 PM - 4:30 PM

This administrative seminar will define the components of the implicit curriculum as they exist in the distance education classroom and or program. In doing so, suggestions for using technology to allow the implicit curriculum to flourish will be described. For example, a program's commitment to diversity can be demonstrated by the makeup of the cohort, streaming (or recording for later playback) campus talks regarding diversity, and even using YouTube videos. Other technologies that will be discussed include the use of social media, virtual advising, and online orientation. Finally, a discussion on assessing the implicit curriculum will be provided.

**Andrew Quinn**, *University of North Dakota*

## **114 #Adjuncts Matter: Exploring the Factors that Influence Online Faculty Engagement**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous, All levels

New York Central

3:45 PM - 4:30 PM

Colleges are at a crossroads as traditional methods of teaching are challenged by the evolution of digital technologies that allow institutions to extend program offerings to more students globally. Adjuncts are the faculty majority teaching the online and hybrid courses. While one need is met by offering an online/hybrid course, another is not. For example, engagement is often the forgotten priority. The presenter conducted a study that explored factors that influenced the engagement of adjuncts teaching online and hybrid courses. Three themes emerged that can serve beneficial to online and hybrid social work programs.

**Telvis M. Rich**, *Capella University*

## **115 Know Your Program: Making Decisions about your Online Program Prior to Course Development**

*Developing your own online or hybrid/blended program - Seminar*

Online, Asynchronous, Newcomers

Milwaukee

3:45 PM - 4:30 PM

This seminar will describe a 10-step model for online program design that facilitates the collaboration between faculty and instructional designers. The model is designed to provide the necessary preparation and investment to deliver a program of high quality. While many of the steps will be familiar to social work educators, the program specification step (number 7) leads to many decisions that need to be made; each decision has implications for the design and delivery of online courses

**Randy H. Magen**, *Boise State University*

**Joelle D. Powers**, *Boise State University*

**Christine Bauer**, *Boise State University*

**Jennifer Obenshain**, *Boise State University*

### **116 Innovative and Authentic Online Learning Practices in a MSW Program**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous, All levels

Illinois Central

3:45 PM - 4:30 PM

The Worden School of Social Services is part of Our Lake of the Lake University. Their online MSW program started in the fall, 2012 and they are in a redesign process to enhance the quality of student learning based on current learner-centered best practices. The redesigned courses use activities based in constructivist and cognitive learning theories and are created to be a succinct, clear and authentic learning experiences with authentic evaluations. Instructional technology enhances student learning, students apply theories and concepts using EPAS skills and competencies.

**Mo C. Cuevas**, *Our Lady of the Lake University*

**Rebecca Gomez**, *Our Lady of the Lake University*

**Enid Carlson**, *John Wiley & Sons*

### **117 Social Media Policies: Transition from Student to Intern to Practicing Social Worker**

*Online practice issues - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

3:45 PM - 4:30 PM

This workshop offers a structure for development of social media policies for social work students transitioning from student to intern to practicing social worker. The authors use data collected from a sample of 157 child welfare to demonstrate the need for social media policy considerations. We offer assignments used in the classroom to offer ways to incorporate social media policy practice, and guidelines for creating school, field, and agency social media policies. This presentation uses the Kraft and Furlong (2012) policy guideline framework to suggest policy considerations.

**Melanie Sage**, *University of North Dakota*

**Todd Sage**, *University of North Dakota*

**Melissa Wells**, *University of New Hampshire*

### **118 The Pedagogy of Virtual Learning Environments: a Natural Habitat for Social Work Educators**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

B & O - Baltimore & Ohio

3:45 PM - 4:30 PM

Social workers regularly practice at the intersection of reality and possibility to help others embrace and embody self-determined goals. The use of virtual learning environments in the distance education classroom naturally extends this work, offering powerful opportunities for learning through the immersive experience of virtual worlds. This presentation illustrates the pedagogical application of concepts from media, visual, and literary theories, along with those from active and connected learning theories, to elevate the design of learning activities that facilitate intentional use of self, engagement of the student's observing ego, self-reflexive practice, and development of a professional social work identity.

**Linda A Gupta**, *Virginia Commonwealth University*

## **Breakout Session 4**

**4:45 PM - 5:30 PM**

### **119 Creating an Administrative Structure to Support the Development of Online Programs**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Newcomers

C & O - Chesapeake & Ohio

2:45 PM - 3:30 PM

Over the past several years, several prominent schools of Social Work have entered the online education sphere by working with online-enablement partners who provide marketing, instructional design and consulting services. Additionally, some other colleges and universities have created "online" or "global" campuses which serve similar roles as centers of expertise. This presentation will provide a case study of the more traditional model, developing expertise in-house at the Ohio State College of Social Work. We will discuss the experiences at OSU, development over the past 3 years, and share some of the advantages of having in-house educational technology expertise.

**Byron Roush**, *Ohio State University*

**Kelley L. Cupp**, *Ohio State University*

## **120 A Three-pronged Approach to Combating Isolation for Students in a Distance Education Program**

*Administrative strategies and issues - Seminar*

Hybrid, Synchronous, All levels

New York Central

4:45 PM - 5:30 PM

Literature addressing the importance of the social environment in online education has identified isolation as a potential factor impacting student satisfaction and retention. While most of the conversation is focused on the asynchronous classroom, an MSW program utilizing a synchronous model has also identified isolation as a factor for distance students. This presentation will present a three-pronged administrative approach to minimizing the potential for isolation and includes: proactive advisement, mentoring and a required campus visit. Particular attention will be devoted to the campus visit, with lessons learned including student feedback and challenges faced by administrators and faculty.

**Carol Schneweis**, *University of North Dakota*

**Randall Nedegaard**, *University of North Dakota*

## **121 Relationships: The Heart of Implementation for an In-House Program**

*Developing your own online or hybrid/blended program - Seminar*

Online, Asynchronous & Synchronous, Experienced

Milwaukee

4:45 PM - 5:30 PM

Once the decision is made to launch your program 'in house', rather than engaging an outside vendor, attention to your institutional ecosystem is essential for success. Independently each unit involved in delivering an online program must function effectively within its own sphere of expertise. Collaborating with other units toward a common goal – delivering an online program – may stretch each unit's view of "how I do my job". This seminar illustrates how three levels of social work program administration – Dean, Program Director, Academic Program Manager – engage multi-level relationships to assure successful delivery of an online doctoral program.

**Carol F. Kuechler**, *St. Catherine University and University of Saint Thomas Collaborative*

**Barbara Shank**, *St. Catherine University and University of Saint Thomas Collaborative*

**Hiyana Xiong**, *St. Catherine University and University of St. Thomas Collaborative*

## **122 Problem-Based Learning in Social Work: Effective Instructional Design for Online Education**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous & Synchronous, Newcomers

Nickel Plate

4:45 PM - 5:30 PM

This workshop offers social work educators the opportunity to learn about incorporating problem-based learning into their online learning platforms. The presenters will discuss instructional design best-practices and strategies (with a focus on problem-based learning) in order to enhance course content in synchronous and/or asynchronous course delivery. Specific strategies and implications for practice will be discussed from an interdisciplinary perspective.

**Todd Sage**, *University of North Dakota*

**Austin Winger**, *University of North Dakota*

## **123 Leveraging Technology for Supporting Caregivers of Persons with Alzheimer's Disease: Innovation Development with "Ask Sandra"**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

4:45 PM - 5:30 PM

Technology-based innovations are growing for supporting the well-being of Caregivers of persons with Alzheimer's disease. 7.1 million Adults, 65 and older are projected to have Alzheimer's disease by 2025. Members of a multidisciplinary team at the Eskenazi Health, Sandra Eskenazi Center for Brain Care Innovation, a geriatric psychiatrist and a social worker will discuss current practices in technology-mediated Caregiver support, Caregiver preferences for technology mediation and technology-based innovations being developed for the "Ask Sandra" eHealth program. Participants will gain understanding of the strengths and limitations of these interventions and address how to use technology-mediated innovations to support Caregiver well-being.

**Daniel Bateman**, *Indiana University*

**David Wilkerson**, *Indiana University*

## **124 On-line but Place-Based: Students Engaging within their Local, Nation and Global Communities**

*Teaching and learning social work online - Seminar*

Online, Asynchronous & Synchronous, All levels

B & O - Baltimore & Ohio

4:45 PM - 5:30 PM

Students attending on-line classes can be moved to engage in place-based experiential social change, regardless of where they live. This workshop describes how our on-line pedagogy and curricula guides students along this path of community involvement into potential local, national and international impacts.

**Samuel Mistrano**, *University of Southern California*

**Annalisa Enrile**, *University of Southern California*

**Reception** Grand Hall annex, 6:00 – 7:30 PM Cash bar

**Banquet** Grand Hall, 7:30 – 9:00 PM

**Thursday, April 14th**

**Breakout Session 5**

**9:00 AM - 9:45 AM**

## **201 Beyond Start-Up, Current Challenges and Solutions at the Kent School of Social Work**

*Administrative strategies and issues - Seminar*

Online, Asynchronous, Experienced

C & O - Chesapeake & Ohio

9:00 AM - 9:45 AM

Kent School of Social Work, UL, accredited since 1936, is ranked 37th by US News and World Report. In 2012, Kent started a fully online MSSW program. As of 2015, Kent received 2600 inquiries and admitted 110 online students from 27 states. The school's needs have shifted from their start-up challenges. Kent revised their philosophy from separating the online application process, orientation and advising to integrating the student services. Emphasis placed on quality online teaching and faculty development, support for remote field supervisors and management of students who relocate during field led to challenges and solutions, which will be discussed.

**Pamela Yankeelov**, *University of Louisville*

**Annatjie Faul**, *University of Louisville*

**Lynetta Mathis**, *University of Louisville*

## **202 Adjunct Instructors in Distance Education: Designing an Effective Digital infrastructure for Best Practices**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Synchronous, All levels

New York Central

9:00 AM - 9:45 AM

Social work education often relies on the expertise of adjunct instructors to provide course instruction specific to professional expertise. As a result, adjuncts are providing instruction while working full-time. Program administrators must find methods to ensure adjuncts are provided every opportunity for training, orientation to the social work program, and mentoring. In this seminar, we'll review a design for best practices using the existing course management system as a key tool in facilitation of adjunct support.

**Stephen Paul Cummings**, *University of Iowa*

**Julia L. Kleinschmit**, *University of Iowa*

## **203 Practical Tools for Assessing "Goodness of Fit": Is Distance Education the Right Venture for You?**

*Developing your own online or hybrid/blended program - Seminar*

Hybrid, Synchronous, All levels

Milwaukee

9:00 AM - 9:45 AM

This pragmatically-oriented workshop will be offered by social work faculty from the University of North Dakota in a "hands-on" format for the purpose of fostering open and candid dialogue and interaction among participants. Our aim is to provide useful information and tools that participants can take back with them to their respective institutions. Issues to assess include program mission and purpose; faculty perceptions, attitudes, and technological skills; administrative capacity; institutional support; implications for Field; assessment and evaluation; and accreditation standards. Participants will also assess the strengths, weaknesses, opportunities and threats (SWOT analysis) relative to their identified distance education challenges.

**Carenlee Barkdull**, *University of North Dakota*

**Randall Nedegaard**, *University of North Dakota*

**Carol Schneeweis**, *University of North Dakota*

**Melanie Sage**, *University of North Dakota*

## **204 Challenges in Teaching an Online Field Seminar**

*Field issues and distance placements - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Nickel Plate

9:00 AM - 9:45 AM

Teaching an online field seminar has its own set of challenges that are different from other types of online classes. The presenters will discuss the rationale and implementation of an online field seminar and will discuss how teaching it is different from other online class experiences.

**Raelyn Elliott-Remes**, *Michigan State University*

**Susan Bowden**, *Michigan State University*

## **205 Paper Session 1**

*Online practice issues - Paper Presentations*

Wabash

9:00 AM - 9:45 AM

### **205a What Role Will Social Work Education Play in the Future of Telebehavioral Health Practice?**

Major advances in ICT network accessibility and affordability are expanding telebehavioral mental health and substance abuse services delivery. However, multi-course training and certification for social workers is not available in social work education programs across the United States. Social workers are the majority of the traditional mental health workforce. Should social work education programs participate in the training for online social work practice? Online practice requires new skill sets to augment the skills used in face-to-face practice. This panel addresses the framing question "What is the role of social work education in training social workers to deliver of services online?"

**David Wilkerson**, *Indiana University*

**David C. Kondrat**, *Indiana University*

**Takiya Paicely**, *Indiana University*

### **205b Telebehavioral Health in Clinical Practice: Expanding the Way Social Workers Engage Clients**

Technology has made a significant impact on the way we interact, communicate, and engage others. As clients are becoming more tech savvy, have access to internet service, smartphones, tablets, and other technology, the social work field must adapt to our clients changing needs. Technology can be a great tool to supplement clinical services, treatment, intervention, and engagement.

**Takiya Paicely**, *Indiana University*

## **206 Challenging Social Injustice in our Own Backyard: Using UDL Principles to Increase Access to Education**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous, Newcomers

B & O - Baltimore & Ohio

9:00 AM - 9:45 AM

The presenter will frame the issue of improving access to education by social work students as a social justice issue within the profession that can be addressed by principles of universal design for learning (UDL). The concept of UDL will be discussed, as well as examples related to online education. The presenter will offer ways to incorporate these principles in online courses, such as providing clear navigation, using color appropriately, identifying and correcting accessibility barriers in documents, using multiple forms of expression, using suitable font styles, etc. Participants will brainstorm ways improve accessibility of their own courses.

**Laura Gibson**, *Brescia University*

## **Breakout Session 6**

**10:00 AM - 10:45 AM**

## **207 Facilitating Sustainable Recruitment, Retention and Community Building within an MSW Online Program**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

10:00 AM - 10:45 AM

The purpose of this presentation is to share key learning and advising strategies from a completely online MSW program at Portland State University (PSU). In its second year, the program has proven exceptionally successful in recruiting new students and maintaining a high retention rate of students within each cohort. A unique pillar of PSU's online program is the offering of a macro advanced year concentration.

**Lisa M Hawash**, *Portland State University*

## **208 Academic Advising: The “Soul” Support**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels

New York Central

10:00 AM - 10:45 AM

Social Work faculty and staff carry myriad responsibilities when working with Social Work students. When academic advising is woven into other major roles like field placement or program management, it is often academic advising that takes second place. Because graduate Social Work students are balancing many competing responsibilities, there is no separation between life and school, and academic success is based on more than grades. Academic Advisors at SocialWork@Simmons are able to focus solely on the unique needs of online adult learners, providing a safe and supportive environment in which to thrive both academically and personally.

**Leah Hart Tennen**, *Simmons College*

**Allison Horton**, *Simmons College*

## **209 Collaboration Between Course Development and Faculty: Making It Work**

*Developing your own online or hybrid/blended program - Seminar*

Online, Asynchronous & Synchronous, All levels

Milwaukee

10:00 AM - 10:45 AM

The development and mounting of online courses does not occur in isolation. It occurs through collaborative relationships between individuals with subject matter expertise and individuals with technical design expertise. Through the development of a shared vision, the exchange of knowledge, and the inclusion of cognitive learning best practices; innovative and engaging courses are developed. This presentation will discuss industry best practices and lessons learned when developing courses between faculty and course developers. We will also discuss strategies for designing courses that best meet the desired level of educational rigor for students while meeting the manageability needs of the faculty.

**LaShon Sawyer**, *Case Western Reserve University*

**Jennifer Serieyssl-Moyer**, *Pearson Embanet*

## **210 MSW Online Field Seminar and Liaison – Curriculum Development and Implementation**

*Field issues and distance placements - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Nickel Plate

10:00 AM - 11:45 AM (Two sessions)

This seminar will focus on the development and implementation of the online field seminar for students in one online MSW program at a large public university. The field seminar is an integral part of the first year field experience and creating a dynamic online experience was critical to our program. The online field seminar is facilitated by the faculty field liaison with synchronous meetings every other week for students to come together and process their field experiences. The seminar will identify the core curricular components, their translation to online, the facilitation of the online seminar and the field liaison process.

**Sarah Bradley**, *Portland State University*

**Eddie May**, *Portland State University*

## **211 Teaching Technology in an Interdisciplinary Setting: How Law and Social Work Use Technology in Practice**

*Online practice issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

10:00 AM - 10:45 AM

The use of technology to develop resources has been an evolving practice in both the legal and social work fields. In looking at how technology is used in each profession, law students and social work students enrolled in an interdisciplinary law clinic learn about creating web-based online resources for clients. Students enrolled in the clinic were challenged to identify and brainstorm areas where information was needed and discussed the different electronic delivery options each discipline utilizes. The presenters will discuss the group’s challenges; give an overview of the technology used in the clinic; and discuss ethical considerations for each discipline.

**Stephanie Boys**, *Indiana University*

**Carrie Hagan**, *Indiana University*

## **212 Meeting the Needs of Students with Disabilities: Making Technology and Teaching Accessible**

*Teaching and learning social work online - Seminar*

Hybrid, Asynchronous, All levels

B & O - Baltimore & Ohio

10:00 AM - 11:45 AM (Two sessions)

Like any other student, students with disabilities seek benefits of online education. However, online courses are not always created accessibly. Students with disabilities may experience barriers like poor course navigation, inaccessible learning materials, and a lack of technical expertise utilized in course development. Online instructors must also effectively teach students with diverse mental and physical disabilities requiring different course modifications. They must also be highly skilled in making learning positive and challenging, while not lowering course expectations. This seminar will address two key issues for meeting the needs of social work students with disabilities: accessible course content and effective instruction.

**David Wilkerson**, *Indiana University*

**Khadija Khaja**, *Indiana University*

**Joe Humbert**, *Indiana University*

**William Bennett**, *Indiana University*

**Mary Stores**, *Indiana University*

### **Breakout Session 7**

**11:00 AM - 11:45 AM**

## **213 Navigating Online Community: The Power and Role of Peer Mentoring**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

11:00 AM - 11:45 AM

Online social work student's needs are met in various ways in online learning. As their face-to-face community is very limited, creating ways to support students and help them support themselves sometimes requires imagination and forethought. In this presentation, full time and adjunct professors as well as academic advising will discuss the ways student support is bridged in an online environment and how Simmons has worked to build an online community where students support each other. This seminar will discuss Simmons' unique support model which includes live class sessions, dedicated academic advising and a student-to-student mentoring program.

**Allison Horton**, *Simmons College*

**Julia Riley**, *Simmons College*

## **214 We are Family! Supporting, Developing, and Empowering Virtual Adjunct Faculty in an Online Environment**

*Administrative strategies and issues - Panel*

Online & Hybrid, Asynchronous & Synchronous, All levels

New York Central

11:00 AM - 11:45 AM

Using their own experiences with integrating virtual adjunct faculty into an online MSW Program, the presenters will discuss successes and challenges from the viewpoint of multiple stakeholders including administrators and adjunct faculty. Topics addressed will include supporting adjunct retention, enhancing online teaching skills, maximizing adjunct collaboration in course design, integration into the culture of the organization and ways to honor adjunct expertise.

**Rebecca Gomez**, *Our Lady of the Lake University*

**Mo Cuevas**, *Our Lady of the Lake University*

**Amy Eades Fisher**, *Our Lady of the Lake University*

**Jennifer Obenshain**, *Boise State University*

**Tiffany Ryan**, *Our Lady of the Lake University*

## **215 Lessons Learned in the Implementation of a Partially Online BSW Program**

*Developing your own online or hybrid/blended program - Seminar*

Hybrid, Asynchronous & Synchronous, All levels

Milwaukee

11:00 AM - 11:45 AM

The University of Minnesota Duluth began a primarily online BSW program in the fall of 2014 designed to meet the unique needs of students living in rural, northern regions of Minnesota and surrounding states and on American Indian reservations. Now in the second year of offering an online program in a traditional 'face to face' university system, the program has solicited and integrated faculty and student feedback, resulting in restructuring of the program to include more in person classes and changes to online course delivery. The presenters will share their experiences with the process and discuss lessons learned.

**Evie Campbell**, *University of Minnesota-Duluth*

**Wendy Anderson**, *University of Minnesota-Duluth*

## **216 Social Microvolunteering: An Innovation for Empowering Social Workers and their Clients through Social Support Networks**

*Online practice issues - Seminar*

Online, Asynchronous & Synchronous, All levels

Wabash

11:00 AM - 11:45 AM

Computer-mediated communication has enabled social work interventions to reach and empower clients remotely in their homes by improving the availability and ease with which clients can access support and resources. However, when attempting to provide on-demand access to services or resources, issues of logistics and staffing arise, due to the difficulty of predicting the frequency of service utilization. We propose the application of *social microvolunteering*, a method for leveraging existing social networks to empower social workers and their clients through the provision of on-demand support, as one of a suite of techniques from social computing used to address these concerns.

**Erin Lee Brady**, *Indiana University*

**David C. Kondrat**, *Indiana University*

### **Grand Hall**

**12:00 – 1:30**

Luncheon

**Dr. Marlene Maheu**

***Challenges and Opportunities: Technical Innovation in Social Work***

### **Breakout Session 8**

**1:45 PM - 2:30 PM**

## **217 It Takes a Village to Develop a Professional Social Worker**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

1:45 PM - 2:30 PM

Online MSW programs recognize the importance of socializing students to the profession. This program recognizes the administrative, faculty, and support members involved in an online student's program; places the student at the center; and focuses on the strength of the relationship that each team member has with the student to best support him/her. This seminar will discuss a process that includes the team approach to dealing with student challenges, as well as student strengths, with a strong focus on the importance of professionalism starting with the first course taken, leading in to the field placement, and moving beyond to graduation.

**Michelle T. Brandt**, *Widener University*

**Jenifer Norton**, *Widener University*

**Patricia Fletcher**, *Widener University*

**Beth Barol**, *Widener University*

## **218 Academic Advising: The Personal is Academic**

*Administrative strategies and issues - Panel*

Online, Asynchronous & Synchronous, All levels

New York Central

1:45 PM - 2:30 PM

Combining experiences of four academic advisors from three graduate schools of Social Work (Simmons, University of New Hampshire and Rutgers) and their experience with advising has indicated the role requires more than just creating schedules and solving academic issues.

**Allison Horton**, *Simmons College*

**Leah Hart Tennen**, *Simmons College*

**Rachel Schwartz**, *Rutgers, The State University of New Jersey*

**Trish Cox**, *University of New Hampshire*

## **219 The Best of Both Worlds: Why the Blend Matters in Hybrid MSW Programs**

*Developing your own online or hybrid/blended program - Panel*

Hybrid, Asynchronous & Synchronous, All levels

Milwaukee

1:45 PM - 2:30 PM

For many non-traditional students, campus-based programs are not accessible due to full-time employment, family responsibilities, and other life demands. Hybrid education allows these students to earn their MSW degree through greater flexibility, without sacrificing the relationships that are important for program satisfaction and completion. This panel presentation will explore the “best of both worlds” through current students’ experience in two hybrid programs offered by a Midwest university. With over 10 years of experience in providing these hybrid programs, one thing has become very clear: relationships matter!

**Tina Blaschke-Thompson**, *Michigan State University*

**Crystal Hughes**, *Michigan State University*

**Melissa Misner**, *Michigan State University*

**Dana Pendergrass**, *Michigan State University*

**Marc Smith**, *Michigan State University*

## **220 Utilizing Technology to Conduct Site Visits in a Fully Online Environment**

*Field issues and distance placements - Panel*

Online & Hybrid, Asynchronous & Synchronous, All levels

Nickel Plate

1:45 PM - 2:30 PM

The onset of budget cuts is challenging many social work programs to revisit the roles of the field liaison as well as review the traditional models of how field liaisons maintain contact with field settings. Online technologies provide creative ways to execute the role of the field liaison (Dennis, 2015) and also field programs to meet accreditation standards. This panel will engage participants in a conversation that addresses several key questions: (1) How many visits are enough? (2) How should visits be conducted? (3) Should the liaison also teach field seminar courses? (4) How are field instructors responding to technology?

**M. Sebrina Jackson**, *Walden University*

**Debora S. Rice**, *Walden University*

**Alex Colvin**, *Prairie View A&M University*

**Angela Bullock**, *University of the District of Columbia*

## **221 Facilitating Instructor-Student Connection in Online Social Work Practice Courses**

*Teaching and learning social work online - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

1:45 PM - 2:30 PM

This skills workshop reviews a number of engagement methods for social work practice educators to use with online students. The ability to engage; to model the tenets of successful practice; and to provide a safe atmosphere where students can make mistakes are crucial for instructors. This workshop illustrates a variety of engagement strategies ranging from simple text-based check-ins to more advanced coaching sessions. Participants will have the opportunity to share their own engagement strategies; to practice these methods; and to explore what will be helpful in their own courses.

**Denise Krause**, *University at Buffalo, State University of New York*

## **222 How to Use Web Videoconferencing to Teach Social Work Practice Skills**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous, All levels

B & O - Baltimore & Ohio

1:45 PM - 2:30 PM

This workshop will teach instructors how to use video conferencing tools to conduct role play exercises for students who, due to living in different locations, can only practice role plays online. Attendees will increase knowledge about and practice using the Zoom video conferencing software, uploading videos to YouTube, and linking the videos to videoANT, a video annotation tool that instructors can use to provide feedback on skills acquired. Detailed directions and video tutorials, suitable for upload to any learning management system, will be provided along with “lessons learned” about how teach doing online role plays compared to classroom role plays.

**Dale Fitch**, *University of Missouri*

**Micahel Kaplan**, *University of Missouri*

## **223 Conducting Peer Reviews of Teaching for Hybrid and Online Courses**

*Administrative strategies and issues - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

1:45 PM - 2:30 PM

Peer review of teaching is an integral aspect of faculty retention and promotion in many institutions, as well as providing formative evaluation for instructors' own professional development and course improvement. Faculty peer review is a very different process with hybrid and online courses compared those taught onsite. Participants in this roundtable session will create guidance for engaging in peer review of hybrid and online courses by responding to a sample model and exploring others' strategies. The conveners are a faculty member experience in promotion and tenure procedures and a professional trained in developing and delivering education in the online environment.

**Audrey Begun**, *Ohio State University*

**Kelley L. Cupp**, *Ohio State University*

## **224 Sharing Synchronous Strategies for Interactive Live Virtual Class Sessions that Engage the Whole Class**

*Teaching and learning social work online - Roundtable*

Online & Hybrid, Synchronous, All levels

Illinois Central

1:45 PM - 2:30 PM

For experienced online instructors, this roundtable discussion will give participants a chance to share activities and strategies that have worked for them during synchronous, live virtual class sessions. For both new and experienced instructors, this session will give participants a chance to learn concrete activities and strategies that are working in other virtual classrooms. All levels participants will walk away with something new for their virtual instruction toolkit.

**Matthea Marquart**, *Columbia University*

**Amelia Ortega**, *Columbia University*

## **225 Addressing Student Problems in Field Education: How do We Manage Issues From a Distance?**

*Field issues and distance placements - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

1:45 PM - 2:30 PM

The purpose of this roundtable is to create meaningful dialogue surrounding the management of problems in field from a distance. The presenter will discuss the expectations placed on field faculty to serve as gatekeepers and how this role is evolving to address online education. The presenter will discuss successful strategies used to connect with field instructors and agencies at a distance.

**Sarah Keiser**, *University of Tennessee at Knoxville*

## **226 What are Virtual Worlds? How Can Instructors Use Them When Teaching at a Distance?**

*Teaching and learning social work online - Think Tank*

Online & Hybrid, Synchronous, Newcomers

Illinois Central

1:45 PM - 2:30 PM

A virtual world is a highly graphical 2 or 3 D simulated interactive environment accessed online, on game consoles, and increasingly on mobile devices by multiple users through an online interface. Avatars (self-created digital characters) can interact with the gaming software and other avatars. Drawing on a small exploratory study in which undergraduate students in a course on case management participated in role-plays in a virtual world using avatars, participants will learn strategies to prepare instructors and students for learning in a virtual world and best practices to consider when developing an introductory virtual world experience.

**Joanne Levine**, *SUNY - Empire State College*

## **Breakout Session 9**

**2:45 PM - 3:30 PM**

## **227 Faculty Excellence in Online Teaching**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

2:45 PM - 3:30 PM

Good instructors and instruction are the strongest marketing tools an online program can have. and ensure quality courses and outcomes. Research evidence suggests that a good instructor is the key to student persistence in online courses. Hiring, training, and evaluating good online instructors has become high priority for most institutions. With scale, comes the need to recruit and hire faculty who may not have the experience or skills that they need. Consequently, providing good training and also providing incentives for keeping good faculty have become critical concerns. This session will explore those concerns and provide suggestions for addressing them.

**Rena M. Palloff**, *Capella University*

## **228 Providing Multi-Faceted Student Support for Today's Adult Learners Seeking their Master's Degree in Social Work**

*Administrative strategies and issues - Panel*

Online, Asynchronous & Synchronous, Experienced

New York Central

2:45 PM - 3:30 PM

In this discussion the panelists will cover the key aspects of the collaborative, cross-functional team in place to support the students enrolled in Case Western Reserve University's highly ranked Master of Science in Social Administration program. The holistic approach includes the more commonplace roles of Academic Advisor and Assistant Dean of Students who fulfill roles that are closely modeled after campus programs, Field Advisors who collaborate with the student's Field Instructor for the practice component of the Social Work program, as well as the role of a Program Coordinator which is unique to the online program at CWRU.

**Sharon Milligan**, *Case Western Reserve University*

**Andrea G. Porter**, *Case Western Reserve University*

**Afshin Mikaili**, *Pearson Embanet*

## **229 Making the Most of Face-To-Face Time in Blended and Online Programs: The Annual Summer Institute**

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Milwaukee

2:45 PM - 3:30 PM

Many hybrid/blended and even "fully online" MSW programs utilize some required face-to-face event for all levels students. In some programs this occurs at the beginning of the program as a form of orientation, while in others it is required before the first field placement. This presentation centers on the annual five-day "Summer Institute" (SI) required for all levels of MSW students in the three-year part-time regular and the two-year part-time Advanced Standing well-established blended programs at a large public university. The rationale, structure, and history of the SI will be described, together with student evaluative feedback and how this has directed improvements.

**Paul Freddolino**, *Michigan State University*

**Tina Blaschke-Thompson**, *Michigan State University*

**Glenn Stutzky**, *Michigan State University*

**Kelly Fornwalt**, *Michigan State University*

## **230 Developing Best Practices: An Innovative Field Advisement Model**

*Field issues and distance placements - Panel*

Online & Hybrid, Asynchronous & Synchronous, Experienced

Nickel Plate

2:45 PM - 3:30 PM

Faculty Field Liaisons have a critical role in social work education. Liaisons represent their academic institution by fostering positive relationships with field agencies. This quality assurance component of the Liaison's role ensures the standard of the field education experience and competencies. Full-time field faculty are now shifting their responsibilities into teaching and scholarly activities. This requires schools to hire adjunct faculty particularly in the role of liaisons. This workshop will discuss how a distance learning program created an innovative field advisement model including training, consultation, and standardized tools. Participants will engage in extensive discussion to share their successes and challenges.

**Shu Chen Hsiao**, *University of Southern California*

**Lisa Wobbe-Veit**, *University of Southern California*

**Kerry Doyle**, *University of Southern California*

## **231 A Case Study on Utilizing Various Strategies to Promote Substantive Online Discussion**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

2:45 PM - 3:30 PM

A case study is offered in which the same cohort of students, over the span of three different courses, were exposed to an increasing sophistication of strategies aimed at increasing the substantive nature of their contributions to a discussion board. Data reflect that overall substantiveness among students increased significantly as each higher sophistication of strategies were employed. In addition, student feedback (via semester-end evaluations) indicate that students experienced a higher degree of learning as a result.

**Phillip Dybicz**, *Valdosta State University*

### **232 Teaching Online-All the Way from the Chalk Board to SoftChalk**

*Teaching and learning social work online - Seminar*

Hybrid, Asynchronous & Synchronous, Newcomers

B & O - Baltimore & Ohio

2:45 PM - 3:30 PM

Are you tired of the same old, same old, Social Work PowerPoint presentations? Want to make your blended/online course content more engaging for students? Open to new approaches using the latest technology? With SoftChalk, you can create interactive elements, quizzes, modules, or an entire course that contains a variety of digital media. SoftChalk "lessons" can be published in Blackboard and can be linked directly to the Grade Center. Learning expectations: Generate approaches to incorporate online modules into your course. Understand utility of SoftChalk Cloud. Identify example SC modules and learn to create content to enhance your social work classes.

**Larry Michalczyk**, *University of Louisville*

**Aimee Greene**, *University of Louisville*

### **233 Overcoming Virtual Field Site Visit Challenges**

*Field issues and distance placements - Roundtable*

Online, Asynchronous & Synchronous, Newcomers

Illinois Central

2:45 PM - 3:30 PM

Distance education has become a rapidly growing area, and virtual field site visits are major factors in its developing impact. Developing better partnerships with agencies and field instructors via web conference engagements help overcome challenges. As a result, new technological distance visit helps develop academic performance satisfaction.

**Akanke Omorayo Adenrele**, *Indiana University*

### **234 Challenges and Strategies for Program Re-Accreditation: EPAS 2015 and Beyond**

*Administrative strategies and issues - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

2:45 PM - 3:30 PM

Online social work programs are challenged to not only demonstrate best practices in online education but also uphold Educational Policy and Accreditation Standards (EPAS) expectations as indicated by the Council on Social Work Education (CSWE). These standards have changed once again in 2015. This roundtable session will address common challenges to accomplishing these goals through administrative and technological strategies providing attendees a toolkit of applicable and practical resources that will aid in online program success and sustainability for EPAS 2015 and beyond.

**Christine Rine**, *University at Buffalo, State University of New York*

### **235 Administrative Strategies for Faculty Management: Motivating and Incentivizing Online and Distance Instruction**

*Administrative strategies and issues - Think Tank*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

2:45 PM - 3:30 PM

In recent years, interest amongst programs and schools of social work has burgeoned in the regard of developing and implementing online coursework. Subsequently, administrators have been tasked with creating and adapting policies to facilitate instruction at a distance. This think tank will explore the problems and possibilities surrounding administrative strategies for faculty recruitment, training, and management for online and hybrid course delivery. Through round table discussion, participants may learn and discuss a variety of procedures, tactics and incentives for distance and online course instruction.

**Rachel Forbes**, *University of Denver*

**Michele Hanna**, *University of Denver*

### **Breakout Session 10**

**3:45 PM - 4:30 PM**

### **236 Pedagogy Club: One Approach to Faculty Enrichment, Support and Retention.**

*Administrative strategies and issues - Seminar*

Online, Asynchronous & Synchronous, All levels

C & O - Chesapeake & Ohio

3:45 PM - 4:30 PM

This seminar explores an enrichment initiative for online faculty called the Pedagogy Club. Pedagogy Club convenes monthly in an adobe classroom and is voluntary. The course is a repository for posts about teaching tips, articles, and videos meant foster conversation and support faculty striving to make live sessions more creative and interactive. The implicit goals of the club are to create a safe, non-evaluative and collaborative environment in which faculty can learn about other's best practices. Club meetings focus on student management concerns, engaging silent students, and shifting from lecture-based teaching to discussion-focused teaching. Lessons learned will be explored.

**Dana Grossman Leeman**, *Simmons College*

### **237 The Online Assessment and Orientation Program (OAOP): Ensuring Student Success in Hybrid MSW Programs**

*Administrative strategies and issues - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

New York Central

3:45 PM - 4:30 PM

Students start MSW programs with a wide range of experience specifically related to learning in an online environment. At one Midwest University, students are required to complete an Online Assessment and Orientation Program (OAOP) to assist with getting all students to an “even playing field” regarding online learning, and to ensure their success in this University’s blended MSW programs. By completing the same types of activities as will be expected throughout the program, students increase their comfort level in the online environment, and can confirm what it will take to be a successful blended learner.

**Kelly Fornwalt**, *Michigan State University*

**Paul Freddolino**, *Michigan State University*

**Tina Blaschke-Thompson**, *Michigan State University*

### **238 Can You Do the Flip? Designing Blended Learning Using the Flipped Approach**

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Milwaukee

3:45 PM - 4:30 PM

The flipped classroom approach is not new. The flipped classroom has taken blended learning to a new level by offering instructors a more structured way to deliver instruction. A question still remains – how can instructors learn to effectively flip their classrooms? Just as with any other form of teaching that involves technology integration, assumptions cannot be made that instructors will simply know how to do it. A flipped approach to instructor training may very well be the answer. This session will explore the principles of the flipped classroom approach as it is applied both in face-to-face and online classes.

**Rena M. Palloff**, *Capella University*

### **239 Site Visits for Distance Placements: Technology Versus the Physical Visit.**

*Field issues and distance placements - Seminar*

Online & Hybrid, Asynchronous & Synchronous, Experienced

Nickel Plate

3:45 PM - 4:30 PM

As social work programs build relationships with field agencies at a distance, the traditional framework for site visits has changed; field coordinators now meet with students, field instructors and agencies via audio and video meetings. This seminar addresses the use of actual physical site visits in a distance program; when it makes sense, even with travel expense, to visit a student and agency to provide the best growth opportunities. Presenters will draw on 10 years of distance field experience and share the decision making process used when deciding how site visits are addressed for each distance student.

**Kimberly Swisher**, *University of Alaska Fairbanks*

**Heidi Brocious**, *University of Alaska Fairbanks*

### **240 Creating a Learning Community within an Online CBT Continuing Education Program for Social Workers**

*Teaching and learning social work online - Seminar*

Online, Asynchronous & Synchronous, All levels

Wabash

3:45 PM - 4:30 PM

Continuing Education is an array of opportunities by which professionals augment existing knowledge and skills and is essential for professional competence, career development and compliance with licensing regulations. The teaching of Cognitive Behavior Treatment (CBT) is a highly specialized method requiring certification of the instructor and the use of validated instruments to assess participant’s learning. By offering a primarily synchronous national online CBT certificate program, one School of Social Work’s Continuing Education program allows a wide audience of practitioners’ access to CBT certified instructors to advance their clinical competencies via live classroom sessions and recorded videos dyads of participants practicing techniques.

**Deborah Sheehan**, *Boston University*

**Daniel Beck**, *Boston University*

### **241 Teaching and Learning Professional Social Work Skills with Twitter**

*Teaching and learning social work online - Skills Workshop*

Online & Hybrid, Asynchronous & Synchronous, Newcomers

B & O - Baltimore & Ohio

3:45 PM - 4:30 PM

There is a growing awareness that Twitter, a micro-blogging social media platform, can be a valuable tool in social work education to help students develop and practice social work competencies. This workshop will inform participants about the development, implementation and assessment of different assignments using Twitter for teaching social welfare policy and macro social work practice. Sample assignments, practical tips and a demonstration of Twitter will be provided to participants.

**Laurel Iverson Hitchcock**, *University of Alabama at Birmingham*

**Jimmy Young**, *California State University San Marcos*

### **242 Developing an Online Field Consortium**

*Field issues and distance placements - Roundtable*

Online, Asynchronous & Synchronous, All levels

Illinois Central

3:45 PM - 4:30 PM

As online social work programs flourish, field directors are tasked with new challenges. In each conference where programing is offered to address online field issues, attendance is overflowing and discussion is rich. At a recent discussion held at the Council on Social Work Education Annual Planning Meeting, interest was expressed in developing a field consortium for online field directors. This round table discussion would invite those interested parties to discuss the details of developing and launching this consortium.

**M. Sebrena Jackson**, *Walden University*

**Michelle T Brandt**, *Widener University*

### **243 Course Mapping: Designing Your Online Social Work Course**

*Teaching and learning social work online - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, Newcomers

Illinois Central

3:45 PM - 4:30 PM

Course mapping is a visual tool used to assist instructors in conceptualizing a course. The focus is on the course learning objectives, as well as the assessment of student achievement toward meeting those objectives. In this session, the presenters will discuss their experiences with utilizing course mapping to develop two different online courses in an undergraduate social work program. The session will describe the specific course mapping tool utilized, (developed by faculty at the University of Southern Indiana), solicit feedback from participants on the tool presented, and facilitate discussion on other tools participants may have successfully utilized in their work.

**Jara Dillingham**, *University of Southern Indiana*

**Elissa Mitchell**, *University of Southern Indiana*

### **244 Creating Standards in Student Recruitment while utilizing Social Work Values and Ethics.**

*Administrative strategies and issues - Roundtable*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

3:45 PM - 4:30 PM

This discussion will cover challenges with recruitment and strategies to increase online MSW program visibility, which have been helpful in recruiting students and meeting admissions goals. In addition to discussing these strategies and challenges, the presenters will also discuss ethical behaviors, which may be considered when recruiting new students.

**Kate M. Chaffin**, *University of Tennessee at Knoxville*

**Sarah Keiser**, *University of Tennessee at Knoxville*

**Friday, April 15th**

**Breakout Session 11**

**9:00 AM - 9:45 AM**

### **301 Paper Session 2**

*Administrative strategies and issues - Paper Presentations*

C & O - Chesapeake & Ohio

9:00 AM - 9:45 AM

#### **301a Collaborating with Instructional designers to develop Better Online Social Work Courses**

This paper describes an effective interdisciplinary and inter-professional approach to building online courses using instructional design professionals.

**Dan E. Jones**, *Ball State University*

**Sally Brocksen**, *Ball State University*

### **301b Geographic Diversity as a Cultural Consideration in Virtual Education**

The University of Southern California's School of Social Work is one of the first elite schools to offer an MSW nationally via an exclusively online model for coursework, The Virtual Academic Center (VAC). The VAC provides students and faculty living around the globe the opportunity to be part of USC's esteemed social work program. Results of a qualitative interview study reveal that the geographic diversity exemplified in the VAC introduces new opportunities and challenges for faculty-student mentoring and faculty-faculty relationship building. Given the rapid growth of virtual social work education, geography as a diversity issue warrants exploration and understanding.

**Sara L Schwartz**, *University of Southern California*

**June Wiley**, *University of Southern California*

**Charles D. Kaplan**, *University of Southern California*

### **302 They Know, They Care: Recovering Floundering Students in the Online Course Environment**

*Teaching and learning social work online - Skills Workshop*

Online, Asynchronous, All levels

New York Central

9:00 AM - 9:45 AM

Regardless of an instructor's skill in establishing rapport and engagement, a few students in asynchronous online courses risk failing by prematurely dropping out of learning activities. This workshop explores four general principle domains for recovering floundering students and retaining them as engaged learners. These principles convey a "They know, they care" message, and include: (1) initial course design elements, (2) early identification, triage and monitoring activities, (3) engaging in difficult conversations, and (4) developing advising-instructor-student collaborations. Relevant literature and examples of specific elements in each domain will be presented, along with group participation activities for developing responses to specific scenarios.

**Audrey Begun**, *Ohio State University*

**Jennie Babcock**, *Ohio State University*

### **303 Developing a One to One iPad Program: Does it Work? Is it Worth it?**

*Developing your own online or hybrid/blended program - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Milwaukee

9:00 AM - 9:45 AM

In the rapidly changing world of social work, technology, and higher education, tablet computers have provided interesting opportunities. This presentation will explore the rationale, planning, development, and implementation of a one-to-one iPad program in a hybrid MSW Program. The presentation will include background conceptual information on using tablets for learning, rationale for their use in the program, the program's financial model, deployment and technology support. Issues around training students and faculty will be explored. The session will end with results from initial research on their functionality and use.

**Robert C. Kersting**, *Westfield State University*

### **304 Paper Session 3**

*Teaching and learning social work online - Paper Presentations*

Nickel Plate

9:00 AM - 9:45 AM

#### **304a Multi-modal Learning in Online Education: Appreciating Different Learning Styles and Strategies for Dynamic Participation**

Recognizing that stimulating course content must be relevant and accessible to students in online courses, a number of strategies can be engaged to facilitate learning in an online environment. Integration of screencasts, photo and video elicitation, drawing, poetry, acting, and spoken word are all tools that can significantly impact the shared learning experience in the online classroom. These engagement strategies, when coupled with diverse learning options, can promote student interest in difficult concepts, encourage active participation, and elevate student understanding. This presentation will introduce various tools to promote student engagement in the online classroom.

**Diane Mitschke**, *University of Texas at Arlington*

#### **304b Exploring Social Work students' experiences with Voicethread**

Social work educators need a variety of technologies to effectively teach online courses. Voicethread provides students with the opportunity to engage in reflective learning, make connections, formulate opinions and gather evidence to support their arguments is increasingly being utilized in online education. There is little research on the effectiveness of Voicethread in social work courses. This qualitative study reports the perceptions of 15 students enrolled in online Human behavior courses regarding utilizing Voicethread. Four themes emerged from the data: Initial difficulty leads to ultimate enjoyment, feedback, and flexibility, surfaced in the data analyses. Recommendations for the use of Voicethread in online courses are discussed.

**Patricia Joyce**, *Adelphi University*

**Beverly Araujo**, *Adelphi University*

### **305 Exploring Gamification in Social Work Education**

*Teaching and learning social work online - Panel*

Online & Hybrid, Asynchronous & Synchronous, All levels

Wabash

9:00 AM - 9:45 AM

This presentation will describe one social work program's experimentation with a specific gamification platform, Rezzly, in three different social work courses focused on practice, professionalism, and policy. Gamification strategies have been used in higher education but not, to our knowledge, in social work programs. Gamification is the use of gaming elements in a non-game situation. Frequent flyer programs and fitness tracking devices are examples of game-like features being used to change behavior, beliefs, and/or engagement. Common gaming elements include choice, timely feedback, incremental learning, badges or rewards, visualization of progress, and clear definitions of success.

**Christie Bernklau Halvor**, *Concordia University*

**Sonja Vegdahl**, *Concordia University*

**Julie Dodge**, *Concordia University*

### **306 Growing at Warp Speed: Reflections on the First Year of a new Online MSW Program**

*Developing your own online or hybrid/blended program - Electronic Poster*

Online, Asynchronous & Synchronous, All levels

Illinois Central

9:00 AM - 9:45 AM

Since its launch in July 2014, SocialWork@Simmons has grown to be one of the largest online MSW programs in the country. As of September 2015, 600 students from were admitted. While the program has rapidly scaled, we have learned a great deal about curriculum development, faculty recruitment, field placement and education, and the unique needs of our students who are extremely socio-economically, spiritually, racially, and ethnically diverse. This panel discussion presents lessons learned from our first year. We discuss emerging best practices for explicit and implicit curriculum, growing pains, and our own transformations as social work educators.

**Dana Grossman Leeman**, *Simmons College*

**Leah Hart-Tennen**, *Simmons College*

**Silvana Castaneda**, *Simmons College*

### **307 Universal Design for Learning in Online and Blended Courses: An Overview for Faculty**

*Teaching and learning social work online - Electronic Poster*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

9:00 AM - 9:45 AM

Universal Design for Learning (UDL) is a set of principles for learning that are developed to provide equivalent learning experiences to all learners in a course. UDL recognizes that all people bring their own contexts and backgrounds to the classroom and provides an easy to understand framework to limit the negative effects of cultural differences or biases through application of three key UDL principles: providing multiple means of representation, multiple means of expression, and multiple means of engagement. This poster will provide an overview of UDL and share examples of how UDL principles can be applied to online and face-to-face courses.

**Byron Roush**, *Ohio State University*

### **308 The Influence of Active Learning on Student Outcomes in Online Social Work Research Methods Course**

*Teaching and learning social work online - Electronic Poster*

Online, Synchronous, All levels

Illinois Central

9:00 AM - 9:45 AM

There are few studies regarding the use of online active learning strategies in social work research methods courses. This mixed methods study seeks to determine which online format better facilitates students' learning, is preferred by students, and which format improved attitudes about learning research methods? Two synchronous online formats were delivered; one utilizing mostly active learning activities and the other, traditional lecture/review. An anonymous, online survey was sent, after completion of the semester, to 75 graduate students enrolled in the research methods course. Results as well as implications for teaching techniques in online research methods courses will be explicated.

**Richard S Glaesser**, *Saint Leo University*

**Lisa A. Rapp-McCall**, *Saint Leo University*

### **309 Helping Students Develop a Theoretical Foundation to Support Competent Social Work Practice**

*Teaching and learning social work online - Electronic Poster*

Online & Hybrid, Asynchronous & Synchronous, All levels

Illinois Central

9:00 AM - 9:45 AM

There is an important connection between a sound theoretical foundation and effective social work practice. Instructors are charged with helping students understand this connection. This may be a challenging task in an asynchronous online class where the focus on content may overshadow engaging in process. This paper explores resources for helping students develop a theoretical foundation in an online format. Textbook choice, development of asynchronous class discussions, and inclusion of technological tools in assignments will be addressed.

**Betsy L. Wisner**, *Our Lady of the Lake University*

### **Breakout Session 12**

**10:00 AM - 10:45 AM**

### **310 Paper Session 4**

*Teaching and learning social work online - Paper Presentations*

C & O - Chesapeake & Ohio

10:00 AM - 10:45 AM

#### **310a Teach in Generalities—Rarely Succeed, Teach in Specifics—Rarely Fail: Detailed Examples of Establishing Cognitive-Presence**

This presentation will focus on efforts to design an online social work course consistent with the community of inquiry model. It will focus specifically on choosing course tasks and assignments and sequencing such tasks in a way that fosters critical thinking consistent with the cognitive presence described by Garrison, Anderson and Archer (2000). The presentation will briefly discuss Garrison, Anderson, and Archer's Community of Inquiry model. The majority of the presentation will move away from abstraction and theory to focus on how cognitive presence can be designed into course tasks and the sequencing of course exercises.

**Benjamin R Malczyk**, *University of Nebraska at Kearney*

#### **310b Digital Decolonization: A Phenomenological Study of the Experiences of Online Social Work Students**

The Social Work Faculty at Humboldt State University, developed a curriculum that would challenge existing power structures and provide skills and knowledge relevant to working in Indigenous communities. There has been a great deal of research done on evaluating challenges and developing best practices for teaching college courses on race, racism and multiculturalism in a face-to-face environment but less has been addressing this phenomenon in the online classroom. This phenomenological study answers the question, how do students in an online program with an emphasis on decolonizing social work practice experience the phenomenon of cultural safety during virtual classroom dialogue?

**Jamie L. Jensen**, *Humboldt State University*

### **311 Paper Session 5**

*Administrative strategies and issues - Paper Presentations*

New York Central

10:00 AM - 10:45 AM

#### **311a Using the Quality Matters™ Rubrics to Ensure Standards in the Delivery of Online Courses**

This talk demonstrates how QM rubrics can be used in the development of a social work course with the assistance of an Instructional Design team. Implications for the development of online social work curriculum will be explored.

**Sally Brocksen**, *Ball State University*

**Dan E. Jones**, *Ball State University*

#### **311b Quality Assurance in Distance Education MSW Programs**

Distance delivered MSW programs are increasing at a rapid rate, and social work educators have an ethical and professional responsibility to ensure that those programs are high quality and delivered with integrity. However, social work education has not yet developed standards to guide programs in evaluating the quality of distance learning MSW courses. The purpose of this paper is to discuss the importance of quality assurance in distance MSW programs, to explain the Quality Matters (QM) standards for assessing course design quality, and to describe how one MSW program is implementing QM for reviewing required MSW courses.

**Mary Dallas Allen**, *University of Alaska Anchorage*

### **312 The Best of Both Worlds: Engaging MSW and DSW Students through Asynchronous and Synchronous Webinars**

*Teaching and learning social work online - Seminar*

Online, Synchronous, Newcomers

Milwaukee

10:00 AM - 10:45 AM

How do you engage students from different time zones and countries in the same course section? Teaching engaging blended DSW and MSW courses presents challenges and opportunities for online and hybrid social work programs in meeting competency based education outcomes and accreditation standards. This workshop presents best practice pedagogy for delivering content using asynchronous and synchronous methods. Topics include: the integration of live webinars, video feeds, residencies, and live break-out rooms to engage learners while addressing EPAS core competencies including: knowledge, values, skills, and cognitive, and affective processes.

**Zulema E. Suárez**, *Capella University*

**Dorothy Farell**, *Capella University*

**Telvis M. Rich**, *Capella University*

**Brian Christenson**, *Capella University*

### **313 Flipped and Online: How to Apply a Flipped Model when developing an Online Course**

*Teaching and learning social work online - Seminar*

Online & Hybrid, Asynchronous & Synchronous, All levels

Nickel Plate

10:00 AM - 10:45 AM

Over the last decade, there has been a pedagogical movement towards active learning, such as flipped classrooms. Using a flipped model approach, instructors can develop online courses that encourage active learning. Developing a flipped social work course presents opportunities as well as challenges that parallel online course development. We will show examples from a cross section of social work practice including micro, mezzo and macro practice. Class examples will be discussed from the following social work courses: community assessment, practice, financial management, and social work practice with families. Compiled resources on flipped classroom techniques and technology options will be shared.

**Johanna Creswell Baez**, *University of Texas at Austin*

**Ginger Lucas**, *University of Houston*

**Cosy Hough**, *University of Texas at Austin*

### **314 Macro Practitioner Development: How to Create an Engaging and Cutting Edge Online Resource Development Course**

*Teaching and learning social work online - Skills Workshop*

Hybrid, Asynchronous & Synchronous, All levels

Wabash

10:00 AM - 10:45 AM

The purpose of this workshop is to convey pedagogical skills utilized for advanced practice courses in an online environment. Participants will be able to strategically plan, develop, and implement a highly engaging and quality online macro course in a cost effective manner that will have students excited about resource development.

**Ragan Schriver**, *University of Tennessee at Knoxville*

**Kate M. Chaffin**, *University of Tennessee at Knoxville*

### **315 "Later"**

*Any Track - Think Tank*

B & O - Baltimore & Ohio

10:00 AM - 10:45 AM

Conferences never completely cover all of the topics we wish. Presenters sometimes say "We'll get to that later..." and nothing happens. This session will provide a place to discuss issues that were not addressed, and possibly identify topics for future conferences.

**Mo Cuevas**, *Our Lady of the Lake University*

**Darlene Lynch**, *Indiana University*

**Bob Vernon**, *Indiana University*

### **Closing Plenary**

**Illinois Ball Room (Second Floor in the hotel)**

**11:00 – 12:30**

**Dr. Darla Coffey, Dr. Jo Ann Regan, Mary Jo Monahan**

***Quality, Accountability and Action***

## Presenters

Mary Dallas Allen  
Wendy Anderson  
Beverly Araujo  
Jennie Babcock  
Linda Baer  
Johanna Creswell Baez  
Carenlee Barkdull  
Beth Barol  
Daniel Bateman  
Christine Bauer  
Daniel Beck  
Audrey Begun  
William Bennett  
Tina Blaschke-Thompson  
Susan Bowden  
Stephanie Boys  
Sarah Bradley  
Erin Lee Brady  
Heidi Brocious  
Sally Brocksen  
Evie Campbell  
Michelle T. Brandt  
Angela Bullock  
Enid Carlson  
Silvana Castaneda  
Kate M. Chaffin  
Brian Christenson  
Ruth Cislowski  
Darla Coffey  
Alex Colvin  
Trish Cox  
Diane Crowley  
Mo C. Cuevas  
Cristy E. Cummings  
Stephen Paul Cummings  
Kelley L. Cupp  
Jara Dillingham  
Julie Dodge  
Kerry Doyle  
Phillip Dybicz  
Raelyn Elliott-Remes  
Annalisa Enrile  
Dorothy Farell  
Annatjie Faul  
Amy Eades Fisher  
Dale Fitch  
Patricia Fletcher  
Rachel Forbes  
Amber Ford  
Kelly Fornwalt  
Paul Freddolino  
Amy Fulton  
Laura Gibson

Richard S. Glaesser  
Jennifer Grahek  
Aimee Greene  
Rebecca Gomez  
Linda May Grobman  
Linda A Gupta  
Carrie Hagan  
Christie Bernklau Halvor  
Michele Hanna  
Lisa M Hawash  
Thomasine Heitkamp  
Laurel Iverson Hitchcock  
Allison Horton  
Cossy Hough  
Shu Chen Hsiao  
Crystal Hughes  
Joe Humbert  
Mary Hylton  
M. Sebrena Jackson  
Jamie L. Jensen  
Dan E. Jones  
Patricia Joyce  
Khadija Khaja  
Charles D. Kaplan  
Micahel Kaplan  
Sarah Keiser  
Robert C. Kersting  
Julia L. Kleinschmit  
David C. Kondrat  
Denise Krause  
Carol F. Kuechler  
Terri Lee  
Dana Grossman Leeman  
Joanne Levine  
Ginger Lucas  
Darlene Lynch  
Randy H. Magen  
Marlene Maheu  
Benjamin R Malczyk  
Jill Manit  
Susan Mankita  
Matthea Marquart  
Lynetta Mathis  
Eddie May  
Goutham Menon  
Larry Michalczyk  
Renee Michelsen  
Afshin Mikaili  
Sharon Milligan  
Melissa Misner  
Samuel Mistrano  
Elissa Mitchell  
Diane Mitschke

Mary Jo Monahan  
Randall Nedegaard  
Jenifer Norton  
Jennifer Obenshain  
Akanke Omorayo Adenrele  
Amelia Ortega  
Takiya Paicely  
Rena M. Palloff  
Dana Pendergrass  
Ellen Perrault  
Andrea G. Porter  
Joelle D. Powers  
Andrew Quinn  
Lisa A. Rapp-McCall  
Frank Raymond III  
Jo Ann Coe Regan  
Debora S. Rice  
Telvis M. Rich  
Julia Riley  
Christine Rine  
Byron Roush  
Tiffany Ryan  
Melanie Sage  
Todd Sage  
LaShon Sawyer  
Carol Schneweis  
Ragan Schriver  
Rachel Schwartz  
Sara L. Schwartz  
Jennifer Serieyssol-Moyer  
Barbara Shank  
Deborah Sheehan  
Marc Smith  
Nancy Smyth  
Kimberly Steed-Page  
Mary Stores  
Glenn Stutzky  
Zulema E. Suárez  
Kimberly Swisher  
Leah Hart Tennen  
Sonja Vegdahl  
Bob Vernon  
Betty Walton  
Melissa Wells  
Kristina Whiton-O'Brien  
June Wiley  
David Wilkerson  
Austin Winger  
Betsy L. Wisner  
Lisa Wobbe-Veit  
Hiyana Xiong  
Pamela Yankeelov  
Jimmy Young



