Welcome to the
Social Work Distance Education Conference

April 15-17, 2015
The Crown Plaza Hotel

Sponsored by the
Council on Social Work Education
and
Indiana University School of Social work

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 to address the special needs of social work education.

Darla Spence Coffey, President and Chief Executive Officer, Council on Social Work Education
Michael Patchner, Dean, Indiana University School of Social Work

Special thanks goes to
The University of Southern California, $5000 donation
Fordham University, $1500 donation, breakfast co-sponsorship
Walden University, $1500 donation, printing
Michigan State University, $2000 donation, Development Track sponsorship
Ferris State University, $1000 donation, Practice Track co-sponsorship

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A special thanks goes to the reviewers for this conference
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The SWDE conference features seven breakout sessions and 118 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?

Please feel free to attend any track or combinations

We have tried to keep the different tracks in separate breakout rooms. While this has not always been possible, the following breakout room guides are generally reliable. The breakout rooms are named after railroads.
- Development   The "Edison rooms" above the Grand Hall
- Teaching   Baltimore & Ohio, Chesapeake & Ohio, New York Central
- Field   Milwaukee
- Administration   Nickel Plate
- Practice   Wabash

Program

Wednesday, April 15th

Opening Plenary
Grand Hall
12:00 – 1:30
We begin in the Grand Hall for a served luncheon. Welcomes include Dr. Darla Coffey, President and CEO of CSWE; Dr. Michael Patchner, Dean of the Indiana University School of Social Work; Dr. Charles Bantz, Chancellor of IUPUI.

George Mehaffy, Vice President at the American Association of State Colleges and Universities. Universities in the 21st Century: Peril and Promise in a New Age

Breakout Session 1
1:45 – 3:15

101 Transforming learners into evidence seekers: Adult learning theory and asynchronous tutorials
Teaching and Learning social work online - Seminar
Chesapeake & Ohio
1:45 PM - 2:30 PM
More adult learners are turning to online social work education to further, or establish, their careers. At the same time, more social work curricula are turning to evidence-based practice models to prepare their students for careers rooted in information-based practice. Many students are facing a fundamentally different information landscape than they did during their undergraduate educations. Librarians have an important role in promoting sophisticated information-seeking behaviors and developing strong information literacy skills. Social work librarians have to re-frame information instruction to meet the needs of the distance adult student and as a result, are using asynchronous tutorials as one tool to meet those needs. This presentation will explore the approach librarians at one university took to reframe the design and delivery of online learning tutorials for the online Master of Social Work program. Using problem-based activities, peer-to-peer learning opportunities, and allowing for students to reflect on their own expertise and experiences, we built an online learning environment that consists of videos and self-paced tutorials for the distance social work students. As librarians, our content expertise is in information seeking; however, we believe the lessons we learned are applicable to anyone who teaches in a distance social work program.

Rebecca Halpern, *University of Southern California*
Melanee Vicedo, *University of Southern California*

102 Evaluating outcomes of an asynchronous discussion assignment: A qualitative analysis
Teaching and learning social work online - Seminar
Chesapeake & Ohio
2:30 PM - 3:15 PM
Use of learning management systems is prevalent across the continuum of education formats (online, blended or face to face learning). Specific asynchronous tools such as the discussion board have been shown to be effective tools for student-instructor and student- student communication. (Jorczak & Dupuis, 2014; Lane, 2014; Calderon, Ginsberg and Ciabocchi, 2013). However, designing learning assignments that optimize the educational value of such tools requires careful consideration of strategies to evaluate students' learning outcomes. To date, there is a lack of systematic analysis of such communications for the purpose of identifying learning evaluation dimensions. Current work in this area includes establishing a priori parameters or instrumental dimensions such as critical thinking (Lai, 2012) or length of communication instances (Brooks & Bippus, 2012). The current study utilized a post priori analysis of students' responses to an online discussion board assignment in a social work psychopathology course to identify organically emerging indicators of learning for the purpose of creating an evaluation rubric for such assignments. The findings identify several themes: Accuracy of response content; quality of peer interaction; reflections on the assignment, and motivation. These dimensions are used to develop a rubric for evaluating educational outcomes of online discussion learning assignments.

Orly Calderon, *Long Island University-C.W. Post*
Charu Sood, *Long Island University-C.W. Post*

103 Do you have what it takes? Presenting a historic MSW program online

Developing your own online or hybrid/blended program - Seminar
Edison North
1:45 PM - 2:30 PM

Throughout the last decade online education has grown exponentially. 6.7 million students participate in online education, a number that has grown steadily over the past ten year and well in excess of the overall growth rate for higher education (Allen & Seaman, 2013). Online education has been identified as important for social work education because it expands the number and type of students who can access education offering access to student in rural areas, working students, and those in under-served populations (Vernon, Vakalahi, Pierce, Pittman-Munke, & Adkins, 2009).

In 2011 the Worden School of Social Service was challenged to bring a social work program with over 70 years of history to an online platform. The presenters will share their experience implementing an online MSW Program. Challenges and opportunities to anticipate in launching an online program will be explored, including how to address and incorporate University culture and challenges to innovation. Logistical factors will be discussed, including cohesion between an on campus and online program, needed administrative supports, faculty support, the roles and managing the needs of multiple stakeholders. Further challenges and opportunities for engaging, socializing, and teaching relational skills in the online environment will be explored.

Mo Cuevas, *Our Lady of the Lake University*
Rebecca Gomez, *Our Lady of the Lake University*
Kimberly Gibson, *Our Lady of the Lake University*

104 Preparing to launch an online MSW from scratch

Developing your own online or hybrid/blended program - Seminar
Edison North
2:30 PM - 3:15 PM

In 2011, the University at Buffalo School of Social Work initiated the development of our Online part-time Masters of Social Work degree programs. Due to budget restraints and logistics, in the years prior to 2011, the UB School of Social Work made the difficult decision to close its three satellite programs that served the greater Western New York regions. To address the social work educational needs of prospective students in those regions and local prospective students who work full-time and were increasingly looking for alternative program modalities in which to earn their MSW degrees, the online MSW program was created. The development of these new programs required creating two new positions and internal restructuring to best support the development and success of the online programs. In fall 2013 the UB School of Social Work Online MSW degree program was officially launched and this Spring, the Advanced Standing Online MSW degree program commenced. This session will provide participants with an overview of the process the UB School of Social Work utilized to successfully launch the online programs, as well as strategies and best practices for creating an inclusive online community will be shared.

Dana M. Horne, *University at Buffalo, State University of New York*
Anthony Joseph Guzman, *University at Buffalo, State University of New York*

105 Paper Presentations Session 1

Baltimore & Ohio
1:45 PM - 3:15 PM

105a Can you hear me now? The importance of instructor presence and engagement.

Professor presence and engagement are considered key components of overall student satisfaction with blended and online courses. Garrison, Anderson, and Archer's Community of Inquiry framework views a professor's "presence" across three overlapping domains: cognitive, social, and teaching presence. Students' engagement within a class is determined by a professor's "immediacy behaviors". Recent studies indicate that when professors purposefully plan their presence and engagement in the transfer of course content to a blended learning format (online + classroom), students reported an equal or higher level of satisfaction and percseived learning. This presentation will review a study of instructor presence and engagement in an MSW program's blended and traditional social work courses. The core research question is: does the inclusion of online course content and reduced face-to-face instruction time within a blended format negatively affect social work student perceptions of instructor presence and engagement? Discussion will focus on students' positive response to instructor presence and engagement with the introduction of online content and best practices for maintaining instructor presence and engagement in a blended format.

Melissa Earle, *Touro College*
Paul Freddolino, *Michigan State University*

105b Group discussion in asynchronous classrooms: barriers and lessons learned

Online learning environments are becoming more prevalent with instructors trying to learn new ways to replicate face-to-face instructional methods. However, these environments also offer distinct advantages apart from face-to-face learning environments. For instance, in online learning environments, instructors can take advantage of anytime, anyplace instructional delivery. However, when online asynchronous discussions are used, they do pose challenges. Students may feel detached from others and can become dissatisfied with their course experience. This in turn may prevent students from working together to build knowledge. To create structure, engagement and interactivity, the discussion forum cannot simply be an ancillary activity that follows the presentation of content. Instead, the discussion forum offers the instructor the opportunity to facilitate peer-to-peer interaction in a manner that moves teaching and learning toward collaborative inquiry that supports meaningful discourse and reflection on what and how they are learning. The presenters will facilitate a discussion with participants on strategies that can foster effective group discussions in asynchronous classrooms with a mixture of strategies to promote social, cognitive and teaching presence. The presenters will also share their experience utilization a scripted model which can prove effective in fostering more quality level asynchronous group discussions.

Khadija Khaja, *Indiana University*
David Wilkerson, *Indiana University*

105c Use of online video conferencing to facilitate social work role plays

Description: Role plays have served an instrumental role in social work education by providing opportunities to acquire counseling skills. This project tested various online video conferencing tools to facilitate role plays for students who live in different locations and who are unable to be at the same place at the same time. Key features of the technology included the ability to facilitate real-time interaction, the ability to work well with laptops and wifi connections, and the ability to record the session for later viewing and feedback.
Results:
1. Students were able to use Google Hangouts and follow the directions provided. Video quality was not always ideal. Contributing factors appeared to be the time of day and having sufficient lighting on the participants greatly improved the video quality.
2. There were no distinguishable time and effort demands associated with the online video conferencing.
3. Students and professors provided a range of feedback regarding skills acquired. Some students found the technology as "distancing" compared to a face-to-face encounter. Alternatively, some students found the encounter more "intimate" in that the pressure to "perform in front of others" was not felt.

Dale Fitch, *University of Missouri*
Kelli E. Canada, *University of Missouri*
Rebekah Freese, *University of Missouri*
Suzanne Cary, *University of Missouri*

106 Paper Presentations Session 2
New York Central
1:45 PM - 3:15 PM

106a Social Work Doctoral Students and On-line Technology

This presentation reports on the findings of a study which examined the manner in which social work doctoral students use online technology, the patterns of its use, and perceptions regarding benefits and self-efficacy. A primary focus was placed on examining the resources which provide self-reported positive outcomes for social work practice and scholarly endeavors. The implications and findings will be discussed as well as some strategies to enhance the use of these resources among social work students, faculty, and practitioners.
To address the research question, surveys were sent to 71 schools of social work within the United States and Canada listed in the Group for the Advancement of Doctoral Education (GADE) directory as having a social work/welfare doctoral program. Surveys were received from 44 schools. Of the 693 students from the 44 schools, 203 responses were received. The results of the study suggest that there is agreement among doctoral students on the value and usefulness of online resources for doctoral education. Many believe that schools ought to provide resources that can enhance ease and access. Findings also suggest a significant disparity in access and aptitude.

Jay Sweifach, *Yeshiva University*
Susan Mason, *Yeshiva University*
Wendy Zeitlin, *Yeshiva University*

106b Comparison of an integrated HBSE/Practice blended course with non-integrated face-to-face courses

This presentation focuses on a comparison of MSW students' perceptions of mastery of skills (as defined by course objectives) in two courses delivered using an integrated blended learning model vs. courses taught using a face to face model. Studies show better outcomes for online instruction when compared to face-to-face delivery with a blended mode having the best outcomes. The courses being evaluated included two face-to-face sections of HBSE I and Generalist Practice I as well as the hybrid, integrated model. The blended course combined theory and practice with both face-to-face and online teaching components. The evaluation used a pretest/posttest design; t-test statistics were run for comparisons. A questionnaire was developed using a 10 point scale to measure students' perceptions of the mastery of a particular skill or learning outcome found in the course objectives. The posttest for the blended courses also included questions related to particular course components. In all courses, there were significant differences in perceptions of mastery of the course objectives from pre- to posttest. No significant differences were found between the face-to-face and hybrid delivered courses. T-test results, pertinent student comments, and students' review of course components from the hybrid course will be presented.

Rose McCleary, *California State University, Bakersfield*
Sam Jenkins, *California State University, Bakersfield*
Leigh Collins, *California State University, Bakersfield*

106c Student attitudes towards poverty in a policy course: Online versus face to face

The growth of online higher education has presented important questions for social workers in academia. Can a human based profession be properly taught online? In macro courses, are social work students able to gain a complex understanding of human experience, social justice and oppression without the benefit face to face debate and dialogue? In an undergraduate social welfare policy course, pre and post anonymous opinions surveys were collected on the causes of poverty. Students in both a face to face and an online course section were asked to rate their agreement with the statements "Poverty is usually caused by individual actions" and "Poverty is usually caused by societal actions." While no significant differences appeared between the two groups at the beginning of the course, online students were significantly less likely to believe that poverty was attributable to individual actions than face to face students by the end of the semester. Reasons for this difference will be discussed, including the possible influence of "group think" in face to face course sessions.

Leah Hamilton, *Appalachian State University*

107 Paper Presentations Session 3
Edison South
1:45 PM - 3:15 PM

107a Ethical issues in distance education

Social work values and ethics have always been seen as an important component in both traditional and distance education. Moving beyond explicit content, this poster presentation will explore how social work values and ethics are implicitly incorporated into the structure and practice of distance education. Both EPAS (CSWE, 2008) and the proposed 2015 EPAS (CSWE, 2014) stress the importance of including content on social work values and ethics in the explicit and implicit curriculum for both traditional and online programs. Although the number of distance education courses and programs in social work has rapidly increased (Blackman, 2013), there has been limited literature on social work values and ethics in distance education. A question has been raised about if social work values are at risk in distance education (CSWA, 2009: Reamer, 2009). This presentation will examine how social work values and ethics can be positively promoted through distance education. In this analysis the six values, service, social justice, dignity and worth of person, importance of human relationships, integrity, and competence as well as two ethical principles privacy/confidentiality and conflict of interest in the NASW Code of Ethics will be applied to distance education.

Elaine Congress, *Fordham University*

107b Development of CSWE competency equivalency between an on campus and online MSSW program.

Given the advancements made in technology over the last twenty years, social work education is no longer limited by the constraints of geographical location and time, thereby opening up the field to new students and opportunities through online programs. The purpose of this paper is to report on a study done by a School of Social Work to examine if they reached equivalency in CSWE competency standards between their on-campus and online MSSW program. Schools of social work need to understand how students are meeting the standards of the CSWE competencies across all programming. Furthermore, analysis of equivalency is maintained across programming can provide important insights for schools of social work looking to expand into online education. The analysis indicated that although the items within the various measurement instruments showed equivalence, there were some differences in the factorial structures, as well as the causal structures and latent means. More specifically, it became clear that students in the two programs had different latent means for competency 4 (engage diversity

and difference in practice) and 5 (advance human rights and social and economic justice). Implications of these differences for admission, curriculum- and course design will be discussed.

Anna C. Faul, *University of Louisville*
Samantha Cotton, *University of Louisville*
Pamela Yankeelov, *University of Louisville*

107c The Social Work Pathway Distance Education Program: Challenges and opportunities

This paper discusses the development of The Social Work Pathway Distance Education program at a midsize (10-20,000) public university (California State University, San Bernardino) to target students that live too far away from any university to attend classes on campus or students working or in a personal situation that makes university attendance impractical. The program offers education for three rungs of a social work ladder of learning for social work, including advising for those completing pre-requisites for a BASW at a local community college, a hybrid BASW program, and an online MSW program. We will review the assessment, planning process, development and implementation of these three rungs. We will highlight key decisions made regarding, funding, working within a university climate not ready to support distance education, structuring and implementing advising students towards community college coursework completion, BASW and MSW programs. We will discuss the ways that courses and field placements have been structured, and report outcomes data from the BASW and MSW programs.

Teresa Morris, *California State University, San Bernardino*
Carolyn McAllister, *California State University, San Bernardino*

108 Sharing the secret: Key performance indicators to quality distance social Work education

Administrative strategies and issues - Seminar
Nickel Plate
1:45 PM - 3:15 PM
Conceptualizing, operationalizing, and embracing social work distance education has been a challenge to academic programs, accrediting organizations (i.e. CSWE), and students alike. According to the Council on Social Work Education, the recent trend among social work academic programs across the United States is to offer fully or hybrid online Baccalaureate, Master's and Doctoral Programs or to consider adding online components. Social work educators appear hesitant to embrace online social work education, viewing this type of education as inferior and only appropriate for specific courses. Many traditional face-to-face social work academic programs encounter the reality that teaching online requires specific knowledge and skills grounded in evidence-based pedagogical theories and practices. Thus, many are quickly learning that to provide quality, effective, and ethical online social work education key performance indicators (KPIs) must be understood from a systemic perspective. The evaluation process and KPIs used in the online MSW program at Walden University will be presented and discussed by three online teaching experts. The presenters will share their interpretation and translation of the KPIs in addition to quality performance tips. Participants will have opportunities to explore, question, and suggest additional quality indicators specific to social work education.

Debora S. Rice, *Walden University*
Pablo Arriaza, *Walden University*
Sally Brockson, *Walden University*

109 The new Model Regulatory Standards for Technology and Social Work Practice

Online practice issues - Seminar
Wabash
1:45 PM - 3:15 PM
Working in conjunction with NASW, CSWE, Canadian Association of Social Workers, Canadian Council of Social Work Regulators, New Zealand Social Workers Registration Board and professional social workers from Ireland and Wales, ASWB launched a task force to develop standards for the regulation of social work practice using technology. Their work has been completed and the model regulatory standards have been adopted by the ASWB board of directors. They are now being shared with the professional community. During this session the model standards will be described. Participants will have an opportunity to discuss implications of the model standards for social work practice.

Dwight Hymans, *Association of Social Work Boards*

110 Intensive competency training/fewer placements: Evolving practicum with online technology

Field issues and distance placements - Seminar
Milwaukee
1:45 PM - 3:15 PM
The emergence of robust online technologies has increased access to social work education for many students who would otherwise be unable to attend traditional, on-campus programs. These same technologies provide a welcome opportunity to evolve field practicum models in ways that address existing problematic areas in field education, *and* boost practicum skill development in core competencies.

Gary J. Wood, *2U, Inc.*
Elizabeth S. Phillips, *University of Southern California*

Breakout Session 2
3:30 – 5:00

111 From Yoda - "Do/Do Not. There Is No Try" - Teaching practice online

Teaching and learning social work online - Seminar
Chesapeake & Ohio
3:30 PM - 4:15 PM
Social work educators have argued that the *practice* of social work, because of its emphasis on skill development, should not be taught online. In particular, the acquisition of practice behaviors, typically accomplished in the traditional classroom through role-plays, has presented challenges in the online environment. This presentation will describe and demonstrate an alternative to in-class role-plays -- the use of synchronous small group performance narratives, coupled with Coogan's dialogic process of writing -- to engage students enrolled in online practice courses in self-reflexive Skills Practice. Students work together in small groups to perform and interpret case scenarios that embed selected competencies and practice behaviors and record their performances for observation and analysis. They then apply a rubric designed to facilitate self-reflexive practice to the recorded performances and write, post, and respond to each other's analyses in Discussion Board forums. This begins a dialogic process of reflection that engages each student's observing ego to critically examine what he/she has performed or observed and offers space to apprehend cognitions, affect, and behaviors. The presentation also will critique media capture technologies such as Collaborate, Google Hangout, and Zoom and communication tools such as discussion boards, journals, and blogs for use in this approach.

LInda A Gupta, *Virginia Commonwealth University*

112 Learning interviewing skills in a hybrid/blended practice class

Teaching and learning social work online - Seminar
Chesapeake & Ohio
4:15 PM - 5:00 PM
Online courses must be grounded in good design principles, derived from evidence-based research and frequently evaluated and revised to ensure students' learning in all environments. This presentation will report the teaching-learning instructional design, multiple assessment measures (pre and post interviewing skills training with multiple perspectives) used for evaluating student's confidence and competence in performing interviewing skills, and students' perceptions for learning interviewing skills in a hybrid (blended) practice course. The course design is grounded in the theoretical perspectives of constructivism and brain-based learning. Metacognition activities (Natural Human Learning Process and reflection) are utilized to provide student's understanding of how they best learn and promote self-assessment for self-regulation and career-long learning. The instructional design and assessment measures were developed for this presenter's action research doctoral study and are evaluated and revised yearly. The faculty member's eight years of experiences teaching hybrid/blended practice courses along with doctoral study findings will be shared.

Barbara Barclay, *Metropolitan State University of Denver*

113 Improving Retention and Graduation Rates in Social Work Distance Education

Administrative strategies and issues - Seminar
Nickel Plate
3:30 PM - 4:15 PM
One paradox of distance education that has received a significant degree of attention is the perceived demand for more distance education (DE) opportunities while at the same time findings that consistently show that students are less likely to finish distance education classes and degrees. Few studies have examined how and why social work students fail to graduate in face-to-face programs and has not yet been a focus of social work DE research. As more online colleges and universities are receiving additional scrutiny due to their low graduate rates and accusations of being "degree mills," the need for social work education to address retention and graduation rates in DE is becoming critical. This administrative seminar will discuss a current model of social work

MSW DE focused on the Pacific region that has graduate rates comparable to a matching campus-based program. After this administrative seminar, participants will be able to: 1) Identity risk periods or characteristics for student drop out, 2) Identify successful strategies for retaining students, and 3: Modify and implement these successful strategies in their own distance education programs to increase retention and graduation rates.

Rebecca Stotzer, *University of Hawai'i at Manoa*

114 Enhancing student retention/graduation rates in an online MSW program
Administrative strategies and issues - Seminar
Nickel Plate
4:15 PM - 5:00 PM
Student retention is routinely a concern for programs in higher education. Losing students part of the way through a graduate education program has adverse consequences for the student economically (e.g., Porter, 2013), and psychologically (e.g., Swann, Chang-Schneider & Larsen McClarty, 2007). Retention also impacts higher education programs and universities and even the profession of Social Work (e.g., Quinn, Phillips & Heitkamp, 2011). This concern is amplified in distance learning programs, as retention rates are generally lower (e.g., Simpson, 2004). The University of North Dakota (UND) online MSW program has enjoyed an impressive 95% graduation/retention rate due to an organizational commitment to retention and ongoing program evaluation.   Several factors impacting student retention have been identified (e.g., Roberts & Styron, 2010) five of which will be examined. They are 1) academic advising, 2) social connectedness, 3) involvement and engagement, 4) faculty and staff approachability, and 5) learning experiences.. This presentation will closely examine how the UND has uniquely addressed these factors, as they are controlled at the departmental level. Effective program practices (that are supported by student feedback and student focus group input) will be presented to share lessons learned about student retention.

Randall Nedegaard, *University of North Dakota*
Carol Schneweis, *University of North Dakota*
Carenlee Barkdull, *University of North Dakota*

115 Paper Presentations Session 4
Baltimore & Ohio
3:30 PM - 5:00 PM

115a A MSW course journey from face-to-face, to hybrid, to online, to MOOC
Instructors make extensive investments of time and energy in developing syllabi, creating classroom lectures, exercises and materials, crafting course examinations, and perfecting teaching techniques to help students achieve course objectives in traditional classroom settings. These curricular investments must be maximized as traditional courses are transformed to fit various online formats. Using an example of one of the presenter's experience of converting a face-to-face (f2f) MSW research methods course first to a hybrid course, then to a fully online course, and finally to a university sponsored MOOC, this presentation will describe 'conversion potential' of some of the most common curricular activities and assess the potential of these conversions to address specific teaching priorities and practices.   The authors 1) highlight the importance of identifying salient, course-specific teaching priorities and practices, defined as what an instructor does to facilitate student learning; 2) explore the web-based technologies that can approximate particular f2f curricular activities that correspond with each of the teaching priories and practices; and 3) share the development and use of a 'conversion' matrix that considers the appropriateness/fit of an array of online, web-based tools that can be matched to specific f2f curricular activities.

Mary Secret, *Virginia Commonwealth University*
Christopher J. Ward, *Virginia Commonwealth University*
Ananda Newmark, *Virginia Commonwealth University*

115b Longitudinal research competency by learning platform
The purpose of this research is to compare longitudinal research competency and retention between a completely asynchronous Master of Social Work (MSW) online cohort and its traditional face-to-face counterpart. We used a non-equivalent comparison groups design with two groups: online instruction only (n=16) and traditional face-to-face instruction (n=32), with pretest (Time 1), posttest (Time 2) and follow-up (Time 3) with standardized measures of practice evaluation knowledge (PEKS) and research self-efficacy (RSES). Students' knowledge and research self-efficacy improved between pretest and posttest and remained significantly improved at follow-up one year later, with no significant difference between online learners and traditional face-to-face students for PEKS scores $F (1, 45) = 1.51$, $p = .22$, partial eta squared = .03, and follow up (Time 3) and RSES scores, $F (1, 45) = .09$, $p = .76$, partial eta squared = .00. These results add to the growing body of literature showing that successful student education may occur through a variety of learning platforms.

Jodi Constantine Brown, *California State University, Northridge*
Hyun-Sun Park, *California State University, Northridge*

115c How MSW students learn and utilize empathy in social work practice

Methods: This was a cross-sectional, quasi-experimental, mixed method study. The sample consisted of USC School of Social Work MSW traditional and online graduate students (n=360). All participants completed the Cognitive and Affective Empathy Questionnaire, and 36 of them were randomly selected to participate in a structured phone interview that focused on their perceptions of empathy, how empathy was learned, and how it influences their social work practice. Results: Quantitative results show that female participants had higher affective empathy than male participants. Online students did not show emotion contagion compared to traditional students. Qualitative results found that students learn empathy from significant people in their lives and students referred to empathy as something that continues to evolve based on life experiences and social work training. Conclusion and Implications: The results indicate the significant influence that others have on the development of empathy and the need to teach empathy in social work programs. Additionally, there needs to be opportunities in classroom and practice settings for students to share their struggles with empathy. Longitudinal studies are needed to examine how empathy evolves throughout traditional and virtual MSW programs.

Juan Carlos Araque, *University of Southern California*
Bianca Harper, *University of Southern California*

116 From development to accreditation: Designing a unique blended MSW program

Developing your own online or hybrid/blended program - Seminar
Edison North
3:30 PM - 5:00 PM

There is a consensus that online learning is the educational mode of the future (Ryan et al., as cited in Youngblood, Trede, & DiCorpo, 2001), with enrollment in online courses continuing to grow (Palloff & Pratt, 2003). However, opponents of online learning suggest that academic quality and success of students is a concern in online courses and that the lack of social presence, contact with the Instructor and peer relations results in low retention rates compared to students enrolled in traditional programs (Feenberg, 2008). Yet, at the graduate level, the flexibility of online coursework is often preferable to students advanced course work, employment and family life. Saint Leo University offers a unique online MSW program which seeks to address these concerns. The courses are a blend of asynchronous and synchronous technologies, presented via Collaborate, a synchronous computer-mediated experience and Blackboard Learning Studio, an asynchronous course management system. Utilizing synchronous and asynchronous technologies with active learning strategies embedded in both can increase academic quality, reduce attrition, and still provide convenience for the student.   This presentation will provide participants with specifics to develop a blended pedagogy with active learning strategies, administrative processes, implicit and explicit curriculum issues as it relates to accreditation.

Cindy Lee, *Saint Leo University*
Courtney Wiest, *Saint Leo University*

Electronic Poster Sessions
Illinois Central
3:30 PM - 5:00 PM

117 Tools for engagement in a synchronous distance learning environment

Teaching and learning social work online
Faculty members often find themselves debating the best way to adapt face to face topics to the distance learning setting and to connect with students for maximum learning. It has been widely accepted for years that you cannot simply place your traditional face to face class content online and call it an online class. Following this logic, the synchronous distance learning classroom is a setting that while somewhat similar to a face to face class, is most definitely a separate and distinct learning environment. This electronic poster presentation attempts to answer the question: In the ever-connected, constantly innovating world that we find ourselves today, what tools are available to help faculty keep students engaged in the synchronous distance learning classroom? The presentation will be conducted utilizing Blendspace (blendspace.com) as a multimedia platform and will explore the uses of online tools such as delicious.com, polleverywhere.com, and infuselearning.com. In addition to online tools, a low-tech option called Immediate Feedback Assessment Technique, or IF-AT, (epsteineducation.com) will be introduced. These tools are valuable resources for creating interactive and engaged distance learning classrooms that students want to attend.

Amy Hayes McLean, *University of Tennessee at Martin*

118 Developing Alaska's workforce: 19 Years of distance delivered social work.

Developing your own online or hybrid/blended program
Given Alaska's vast and difficult to reach rural areas, UAF, in partnership with the state Department of Health and Social Services, have developed an education pathway that assists communities to "Grow Your Own" social work and behavioral health personnel (Harris, Manthorpe & Hussein, 2008). For the past 11 academic years, the UAF social work department has partnered

with the Department of Health and Social Services (DHSS), Division of Behavioral Health, in a collaborative effort to provide training opportunities to future Alaskan social workers. This poster will share the following analysis from 19 years of linked graduate and State of Alaska Department of Labor data: Social work graduates by delivery modality, by year; Social work graduates by region, by year; Distance graduates employed, by year; Numbers and percentages of distance graduates employed by region; Average graduate income by region; Percentage of distance graduates remaining (and working) in Alaska after graduation, and Numbers of graduates employed in the field.

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

119 Preparing social work students to be critical thinkers
Teaching and learning social work online
Social work practitioners view and assess clients within their environment, while taking into account personal and significant relationships, economic and social conditions, and physical health. Social work practitioners build on strengths and assist clients in working on constraints that impinge on their quality of life. To meet this purpose, it is imperative for social work practitioners to be critical thinkers in order to understand the complex societal problems and to offer solutions to these complex issues that impact the lives of clients. The electronic poster will feature an online, self-paced course designed to help students actively develop their ability to think critically. The course was developed using some of the most modern technologies that will stimulate the learning styles of visual, auditory, verbal, and kinesthetic learners. Through this course social work students are introduced to the *Paul-Elder Critical Thinking Framework* while engaged in activities that allows practice in becoming a critical thinker. During the electronic poster presentation, participants will have the opportunity to work through the interactive course content; and engage in conversation among professionals about the importance of critical thinking skills in the social work profession, and the need for innovative online courses designed for student skill development.

Shawnise Martin Miller, *University of Louisville*

120 Teaching sensitive content: Tackling the topic of human trafficking in the online classroom
Teaching and learning social work online
Discussing the topic of Human Trafficking is an intense experience for most individuals. Not only is it horrific to allow oneself to acknowledge the reality that millions of fellow human beings around the world are currently enslaved for either sexual or labor purposes or both, and that one's consumer practices may actually be contributing to this reality, but it can actually be guilt provoking. Students who are confronted with the fact that cases of human trafficking exist even in their own backyard, often experience feelings of despair at the scope of the problem. Tackling this issue is difficult enough in a face- to-face classroom where information processing about such responses can occur in a supportive atmosphere; facilitating appropriate reflection and support in the asynchronous online environment involves unique challenges. This presentation will address one professor's experience teaching such a course, including techniques to empower students to take action, as well as mistakes made and lessons learned. In addition, the use of a trigger warning in the form of a student contract is considered.

Rachael Richter-Hauk, *Western New Mexico University*

121 Using digital instruction to enhance interprofessional continuing education in behavioral health and primary care
Administrative strategies and issues
This paper highlights a model for interprofessional continuing education in integrated behavioral health and primary care that used digital instructional technologies to deliver the program. We address: a) engaging an interprofessional team to serve as an advisory group, b) conducting a market analysis to determine the need for the program, c) incorporating a range of instructional technologies build the web-based program components, and d) evaluation results. The certificate fills a critical gap in the changing health care field for professionals to learn new skills to effectively serve individuals and families. The certificate is delivered over a 4 month period using a range of digital instructional technologies. Participants represent several professional groups including social workers, psychologists, nurses and physicians. In the three completed cycles we had more than 100 professionals complete the certificate. We report on the results of a follow up survey conducted at 6 months to 1 year post the certificate program. Over 85% of the participants shared that the information they learned while in the program was relevant to their jobs and they were sing the skills learned in their current work. Most participants had never taken a web-based course prior to this certificate experience.

Mary C. Ruffolo, *University of Michigan*
Adrienne Lapidos, *University of Michigan*

122 Is there a signature pedagogy for teaching social workers online?

Teaching and learning social work online

Is there a *signature pedagogy* for teaching social work and social workers using online technology as the primary modality? Before addressing this question directly, we consider some of the pre-cursors to the discussion. One distinction posed for professional education, in contrast to a liberal education, was the need to prepare professionals for *practice*; knowledge, ideas and values were not enough (Shulman, 2005a; 2005b). Shulman also posited that "personal and social responsibility" were critical to professional performance and that professionals "must not only be skilled and theoretically grounded; they must be characterized by integrity, by a commitment to responsible, ethical service (2005a, p. 3)." Furthermore, the professional must be prepared to act in situations of uncertainty and therefore were "obligated to learn from experience (2005a, p. 3)." The purpose of this poster is to suggest that moving to teaching and learning online, at all levels of social work education, warrants similar re-consideration of the needs, expectations, and criteria for professional education in light of significant changes in the delivery of the educational experience. Addressing 'online' learning should include other technologies that do, and can, assist the teaching, learning, demonstrating experience such as video and audio tools – both synchronous and asynchronous.

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

123 Technology acceptance in the social work field education environment

Field issues and distance placements

Information and Computer Technology has become deeply integrated into our modern global society, changing how we work and engage with one another. According to a recent PEW Internet and American Life project study, nearly 90% of Americans now own a computerized gadget/device. Additionally, the sophistication many of these devices makes them capable of performing a wide range of functions, such as sending and receiving electronic messages or SMS text messages, carrying instant messaging services, and engaging in social networking and video conferencing. Essentially, the "cyber community," has become another dimension of the individual's environment. Through the use of these devices people all over the world now have the capability to share information with others almost instantaneously. The information technology revolution has thus forever changed the way social engagement occurs, business is conducted and services are rendered. Social work education is faced with the challenges and pressures of staying current with new developments in this rapidly changing environment; the use of technology is one aspect of the current environment that may be perceived as either a threat or opportunity, or both. As such, this presentation will offer a theoretically based direction for future creation of a technologically supported field practicum environment.

Angela N Bullock, *University of the District of Columbia*
Alex D. Colvin, *Prairie View A&M University Walden University*

124 Far and away: Planning, preparing and practice for successful distance internship placements

Field issues and distance placements - Seminar
Milwaukee
3:30 PM - 5:00 PM

With the increasing number of social work programs developing an online presence, there is a need for programs to consider how they will maintain the integrity of the Field Education experience and ensure that the accreditation requirements set forth by CSWE are upheld. This session will explore a long-standing distance Field Education program - the technology used and lessons learned. Over the last decade, the Field Education Program at the University of Illinois at Urbana-Champaign School of Social Work has evolved into being fully online, placing students across the state, out-of-state and internationally. An overview of this program will be presented with participants learning strategies used to place and evaluate students in distance field placements. Participants will become familiar with technology that has been utilized to maintain quality distance field placements and specific technological tools used to communicate with Field Instructors and students, including a brief overview of the virtual learning environment used for Field Seminar courses. The session will consider ways to overcome the challenges that may arise in distance placements and the presenters will share lessons learned that will underscore the necessity and importance of communication and relationship building in cultivating and maintaining successful distance placements.

Mary Maurer, *University of Illinois at Urbana-Champaign*
Christine Escobar-Sawicki, *University of Illinois at Urbana-Champaign*

125 Paper Presentations Session 5
New York Central
3:30 PM - 5:00 PM

125a Can practice be taught effectively online? A comparison of learning outcomes

A particular challenge facing online programs in social work is how to effectively teach practice courses that require students to demonstrate skill competencies in every phase and level of practice. This paper will describe the online asynchronous methods used to teach students engagement, assessment, intervention planning and contracting. It will also report on the results of a study that compared the knowledge and skill acquisition of students participating in this asynchronous online practice class to the students in the corresponding face to face course.. A survey was administered to both sets of students at the end of their course that assesses the extent to which they thought the learning objectives were achieved, the quality of the learning environment and the effectiveness of the teaching methods. Results found no statistically significant difference between the face to face students and online students in their perceptions of the extent to which the learning objectives were met and the quality of learning environment. Online students however rated the effectiveness of the reflection activities significantly higher than the face to face students. The implications of these finding for online education in social work practice and directions for future research will also be discussed.

Mary Ann Forgey, *Fordham University*
Anna Ortega-Williams, *Fordham University*

125b Comparing skill development between online and face to face students

This study compared the development of clinical assessment and intervention skills between students enrolled in a face-to-face (F2F) or an asynchronous online clinical social work class. All students from three semesters of F2F (n=74) and online (n=78) sections of an MSW clinical class taught by the same instructor were included. Two assignments were used to compare students: an assessment/treatment plan of a fictional case and a digital role-play. A doctoral student who was blinded to the course delivery mechanism graded the role-play. After controlling for baseline differences in age, there were no differences between online and F2F students in skill demonstration. It appears clinical skills can be taught as effectively online as they are F2F based on blinded review of role-plays.

Dina J. Wilke, *Florida State University*
Erin A. King, *Florida State University*
Margaret Ashmore, *Florida State University*
B. Craig Stanley, *Florida State University*

125c Exploring the outcomes: Comparative analysis of an online and face-to-face MSW program

While online graduate social work programs have expanded tremendously over the last decade, scant research has examined the quality and efficacy of online social work education. Over the past several years some studies have examined the quality and effectiveness of specific aspects of online social work education such as knowledge gain in individual courses (Wilke and Vinton, 2006; Cummings, Foels, and Chaffin, 2013; Siebert, Siebert, and Spaulding-Givens, 2006), student satisfaction (Woehle and Quinn, 2009; Ligon, Markward, and Yegidis, 1999; Faul, Frey, and Barber, 2004; Banks and Faul, 2007; Hylton, 2006; York, 2008, Siebert, Siebert, and Spaulding-Givens, 2006; Crowell and McCarragher, 2007; Stocks and Freddelino, 2000) and, more recently, skill acquisition (Cummings, Foels, and Chaffin 2013; Sibert, Siebert, Spaulding-Givens, 2006). This current study built on and expanded research by comparing outcomes of an online MSW program and face-to-face program, including full-time, part-time and advanced standing students. Participants included all students (n=345) enrolled in during the 2011 and 2012 academic years. Variables included in this study are knowledge, skills, GPA's, field outcomes, and student satisfaction. Design and further analysis will be discussed during the presentation.

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

126 Teaching e-Therapy skills in the virtual social work classroom: Challenges and necessity

Online practice issues – Panel
Wabash
3:30 PM - 5:00 PM

The social work profession, including its educators, remains largely divided between early adopters of practice and educational technology and those reticent to embrace emerging technologies, preferring rather to keep as much experience as possible in a traditional Face-to-Face format. This workshop will review the state of the art of teaching technology enhanced therapy options in a variety of traditional and technology enhanced ways. Tradeoffs in teaching online interviewing techniques in Face-to-Face, hybrid and online classroom situations will be illustrated and discussed. Various modalities will be compared and contrasted including voice only, text only, and video with voice.   Concerns regarding the unintended consequences of conducting therapy online, as well as the consequences of failing to teach these skills (and failure to address this area in current social work textbooks), will be presented in

light of the current literature and informed by our faculty's efforts to include this awareness and skill set in our current social work curriculum. Implications for social work education and practice include stakeholder receptivity, digital divide/rural access issues, reduced influence of social work intervention due to early or late adoption by the profession, increased access to stigmatized populations and comparisons of effectiveness.

Michael Berghoef, *Ferris State University*
Janet Vizina-Roubal, *Ferris State University*
Jessica Gladden, *Ferris State University*

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Thursday, April 16
Breakfast
7:30 – 9:00

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A continental breakfast will be available in the hallway. Informal discussion groups will be available:
- Fostering mutual assistance for distance field placements, Jackie Votapek and Akanke Omorayo, Indiana University, New York Central
- Sharing elective courses across institutions, Lisa Hubbard, Indiana University, Chesapeake & Ohio
- Creating faculty communities of practice, Dana Grossman Leeman, Simmons College, Milwaukee

Please feel free to organize a discussion group of your own at this time if you wish.

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Breakout Session 3
9:00 – 10:30

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201 Using Second Life to develop cultural competency across course assignments
Teaching and learning social work online – Skills Workshop
Baltimore & Ohio
9:00 AM - 9:45 AM
Second Life (SL), a virtual synchronous and interactive immersive platform is being used in several courses to complement assignments building cultural competencies in the contexts of various religious, cultural, and spiritually based organizations and institutions represented in SL. A broadened range of interview experience of persons living throughout the world translates into deeper understanding of cultural engagement nuances and awareness of student biases when conducting biopsychosocial and spiritual assessments. This increased sensitivity leads to demonstrated respect and regard for the dignity of the interviewee's cultural and community worldview as expressed during the real life interviewing process.SL allows faculty to connect and extend assignments which cultivate Council on Social Work Education core competencies within the real life curriculum. Short videos of example interviews will demonstrate how to use and effectively acclimate students to a well-defined SL educational experience using constructed tools and settings to help students acclimate and navigate in SL. One published paper, two IRB approved ongoing studies in of the above and detailed assignments in SL compared with real life community based assignments will be shared. Lessons learned about how SL is presented, will be placed in the context of course objectives, and assignments.

Scott Anstadt, *Florida Gulf Coast University*

202 Teaching social work values and practice skills in Second Life
Teaching and learning social work online - Seminar
Baltimore & Ohio
9:45 AM - 10:30 AM
This presentation will focus on the utilization of Second Life, a virtual learning platform, as both a tool for teaching social work concepts and for social work skills practice. Drawing on student assessment of Second Life as a learning tool since 2010, we will examine student self-reported learning as documented in journal entries and surveys. The first part of the session will look at learning outcomes for students who completed exercises in-world on the East Carolina University (ECU) Second Life Social Work Island. Students completed exercises regarding discrimination, social justice, leadership emergence, and the strengths perspective. All of the activities on the island were designed by ECU distance education staff and social work faculty for teaching specific social work education outcomes linked to Council of Social Work Education competencies and practice behaviors. Secondly we will explore the potential for utilizing Second Life as a means of enhancing practice skills such as interviewing, expressing empathy, reframing, note taking, treatment planning, and basic counseling technique. We will also be discussing student assessment of Second Life for these instructional purposes as well as how the technology could be better used for social work education and training purposes going forward.

Kelley Reinsmith-Jones, *East Carolina University*

203 Building online learning communities: Techniques and strategies that work

Teaching and learning social work online - Seminar
Chesapeake & Ohio
9:00 AM - 9:45 AM
This session will review the elements of online learning communities in online courses. The importance of these elements, such as structure, social presence, constructivism, and voice will be reviewed and discussed along with provision of suggestions and techniques for incorporating them into online courses. In addition, research indicating the importance of including a learning community approach into teaching and faculty development will be presented. The following topics will be reviewed in this session:
1. The elements of a successful online learning community
2. The role of presence and how can we establish it online
3. The role of structure in an online class, including how much is necessary to the development of an online learning community and how much is too much
4. How to empower learners to take responsibility for the development and maintenance of a learning community, support of one another, and for their own learning
5. Techniques instructors can use that help to develop and maintain online learning communities
6. The importance of an online learning community approach in social work distance education

Rena M. Palloff, *Capella University*

204 Want higher quality online group discussions? Consider using self-assessment

Teaching and learning social work online - Seminar
Chesapeake & Ohio
9:45 AM - 10:30 AM
A key component of many online social work courses is the asynchronous group discussion. Online group discussions are meant to parallel the in-class discussions students have in a face to face class environment. As more courses are offered online, instructors should be searching for ways to improve the quality and rigor of online discussions. Attendees of the presentation will learn how to use self-assessment in their online courses. Additionally, guidance will be provided on how to develop and customize self-assessment tools. Participants will gain perspective on the potential benefits of using self-assessment in online discussions. Such benefits include increased rigor of student posts, ease of grading, an increase in the independence of the learners, and an increased personal awareness of students about their own grasp of key concepts, ideas and knowledge (Kayler & Weller, 2007). If online asynchronous discussions are to replace hours of face to face discussion, attention needs to be given to how to improve the rigor and quality of such discussions. This presentation serves that purpose.

Benjamin R Malczyk, *University at Albany, State University of New York*
Woojae Han, *University at Albany, State University of New York*
Ramon Guerrero, *University at Albany, State University of New York*

205 Teaching intercultural competence – Hybrid study abroad-within course in Chicago

Developing your own online or hybrid/blended program - Seminar
Edison North
9:00 AM - 9:45 AM
Social work education places central importance on the development of practice behaviors and competencies, particularly within the domain of intercultural competencies. College campuses typically offer "centers" which may promote diversity and provide resources to faculty and students (International, Multi-cultural, LGBT, Veteran, Women). Within the context of distance education, such resources for faculty and students are very limited or non-existent. This multimedia work shop shows how two off-campus distance education partners at Western Michigan University collaborated to provide an online and immersion learning experience in Chicago, where they interacted with several diverse communities in Chicago: Muslim, LGBT, East Indian, Mexican American and African American. Students engaged with community leaders through their participation in tours, dialogue, and personal reflection. Presenters will share how they planned and implemented this course in collaboration with the Chicago Center for Culture and Urban Life, the strengths and limitations of the course, and lessons for social work educators.

Dee Ann Sherwood, *Western Michigan University*
Marian Tripplett, *Western Michigan University*

206 Residency requirements: Strengthening student engagement and building community

Developing your own online or hybrid/blended program - Seminar
Edison North
9:45 AM - 10:30 AM
This administrative seminar demonstrates the implementation of residency requirements in a newly developed online doctoral program, illustrating how the design of the residency is guided by the program's goals, philosophy statement, competencies and practice behaviors and is informed by best practices in online education (e.g. Quality Matters, 2014; Thormann, & Zimmerman, 2012; Vai & Sosulski, 2011). This residency requirement, which supports processes of student engagement and the development of a community of learners (e.g. Ali & Leeds, 2009; GetEducated, 2010), is implemented through a hybrid model of online and face-to-face orientation activities and annual campus-based course offerings. We will demonstrate how the orientation process begins with information sessions and culminates in a face-to-face residency program that launches the student experience for the residency and online classroom environments. We provide preliminary evidence of the model's effectiveness and offer participants an opportunity to consider the pros and cons of residency for their own programs.

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

207 Building an MSW online program from the ground up: Key milestones

Developing your own online or hybrid/blended program - Seminar
Edison South
9:00 AM - 9:45 AM
This presentation will describe how one program successfully navigated the developmental milestones of building an online MSW degree program that is now three years old. While the response to the challenges and the programmatic decisions made along the way were unique to this particular program, the developmental decision points for any school of social work embarking on this journey are similar. Key milestones that will be explored include: 1) Getting Started: Presentation of the idea to faculty and administrators; 2) Proposal Development; 3) Obtaining Buy-In and Approval from faculty and administrators; 4) State Accreditation; 5) Developing the Governance Structure; 6) Course Development and Production; 7) Maintaining Curriculum Integrity; and 8) Planning for and Managing Program Growth. The tasks, challenges, and solutions will be discussed for each milestone. Conscious awareness of this developmental pathway will be useful to schools considering the move to a fully online MSW program. Planning a comprehensive strategy that incorporates the multifaceted program components and potential challenges that arise is critical to a successful online degree program.

Mary Ann Forgey, *Fordham University*
Cathy S. Berkman, *Fordham University*

208 Lessons learned from the Kent School of Social Work's online MSSW program

Developing your own online or hybrid/blended program - Seminar
Edison South
9:45 AM - 10:30 AM
The purpose of this seminar is to provide a model for graduate social work programs that are considering adding an online program. The authors will explain the considerations that went into developing a fully online program at the Kent School of Social Work, University of Louisville (UL), specifically in the areas of program structure, faculty development and incentives, recruitment, admission and orientation, and field education. Kent School's MSSW program, which has been accredited continuously since 1937, is currently rated by *US News and World Report* as the number one social work program in Kentucky and is ranked 37th nationally. Kent School has reaped many benefits from offering their MSSW online but has experienced several challenges including state authorization regulations that can limit the geographical reach of a program, technological infrastructure limitations, faculty development needs, time needed for envisioning the strategic direction regarding the type of curricular plans offered, difficulty in locating field practicum placements in other states and student capacity issues. This seminar will offer an overview of the barriers to success from the perspective of one public, urban, research-intensive university, will motivate programs to assess their readiness for launching their own program, and will provide strategies to combat barriers.

Pamela Yankeelov, *University of Louisville*
Annatjie Faul, *University of Louisville*
Martha A Fuller, *University of Louisville*

209 An on-line model for inspiring MSW students to become self-actualized policy leaders

Teaching and learning social work online - Seminar
New York Central
9:00 AM - 9:45 AM

This presentation will share the framework, implementation tools, and resulting experiences that provide a national base of on-line MSW students with leadership experience in policy advocacy. Students enrolled in this foundation-year course perform an advocacy intervention designed to impact a community-based problem of their choice, including submitting an editorial to a local media outlet.   Much student advocacy takes place behind closed doors: students lobbying a district attorney for increased re-entry programs, for example. Other times their work is covered by the media: the *Washington Post* covering one student's ad-hoc debate with Newt Gingrich (3/28/2012), or the *Los Angeles Times* covering students' work on immigration (5/1/13), or the *Herald Democrat* covering a Texas student's successful effort for her county to enact its first Mental Health Awareness month (4/23/14). Hundreds of our on-line students have been published across the nation, in both big outlets (such as the *Mercury News, Denver Post,* Cleveland *Plain Dealer,* and *Baltimore Sun),* and in smaller ones such as Mississippi's *Sun Herald* (circulation: 47,346), Montana's *Independent Record* (14,000) and Vermont's *Caledonian-Record* (9,600). Whether or not student advocacy is successful, we have found that the excitement about organizing and then conducting a well-structured lobby visit, for example, is palpable. Students often discover an inner capacity for advocacy and leadership previously unknown to them.

Samuel Mistrano, *University of Southern California*

210 Liberation from lecture: Activity and discussion-based teaching in online live session instruction

Teaching and learning social work online - Skills Workshop
New York Central
9:45 AM - 10:30 AM

This presentation explores the live session as a creative endeavor where the instructor transforms the class into a laboratory for practicing skills, grappling with complex theories and concepts, engaging in more sophisticated discussion, and building relationships. At SW@S, the online MSW program of Simmons College School of Social Work, students attend weekly synchronous (live sessions) and complete asynchronous coursework. Live sessions are facilitated by instructors and attended by14-16 students in an adobe classroom. Asynchronous work consists of 80 minutes of interactive videos, which include lectures, simulated role plays, and roundtable discussions. Students post verbal and written responses to questions in order to advance through the videos for the week. This demands that students engage with content in advance of and in preparation for live sessions. Traditional content delivery does not occur in live sessions. Instructors clarify and deepen understanding through discussion and activities, therefore de-emphasizing the primacy of the instructor as expert. Once liberated from lecture, instructors send students to breakout room discussions in order to complete small group work, set up role plays, facilitate whole group discussions, and students' emerging knowledge and competencies through "in the moment" surveys or polls, all geared to promote student learning outcomes.

Dana Grossman Leeman, *Simmons College*

211 Developing a blended learning course on psychiatric diagnosis

Teaching and learning social work online - Seminar
Wabash
9:00 AM - 9:45 AM

Although there have been concerns regarding whether or not social work practice *should* be taught online, the burgeoning demand for and use of online social work programs highlights a pressing need to understand *how* social work practice can be effectively taught online. With the social work profession being one of the fastest growing occupations in the nation and constituting the largest segment of the mental health workforce, we are increasingly assuming positions that require us to make psychiatric diagnoses. This seminar will focus on the development and implementation of a blended-learning course designed to teach M.S.W. students the process of psychiatric diagnosis using the DSM-5
In designing this course, the 3 major steps were to: (1) define the course philosophy (2) identify a suitable learning model for an online learning environment (3) design a course consistent with the philosophy and learning model. In this seminar, we will discuss all three steps, with an emphasis on Step 3.

Shelley Levin, *University of Southern California*
Anthony Fulginiti, *University of Southern California*

212 Modalities for teaching clinical practice skills in an online classroom

Online practice issues - Seminar
Wabash
9:45 AM - 10:30 AM
Many modalities exist for teaching clinical skills online. This presentation includes a review of research-supported techniques across professional practice programs, such as video-taped role plays, use of exemplar videos, virtual coaching, structured vignettes, video production with peer and reflective reviews, demonstration of brief interventions, and use of avatars. We focus on assignments involving live or recorded role-plays in this workshop, and include a discussion of technological and practical issues, and associated learning outcomes and practice behaviors. We also discuss transfer-of-learning of technology skills for students, and how technology skill development supports student understanding of contexts that shape practice. Clear assignment structures are offered that can be adapted for a variety of social work practice courses; example assignments and rubrics will be provided.

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

213 Enhancing assessment with the Social Work Education Assessment Project (SWEAP)

Administrative strategies and issues - Seminar
Milwaukee
9:00 AM - 10:30 AM
This workshop will highlight the need for multiple measures in social work program assessment. A framework for program assessment will be presented that includes individual program developed measurements and standardized instruments that allow for comparison to other programs. The workshop will include application of evaluation measures to distance and hybrid programs, an overview of the Social Work Education Assessment Project (SWEAP) package, overview of accreditation requirements; organizational framework for program assessment; SWEAP instruments: what are they and how do I use them, and use of SWEAP instruments at MSW Foundation Level.

Dorothy Farrel, *Colorado State University*
Tobi DeLong-Hamilton, *University of Utah*
Patrick Panos, *University of Utah*
Brian Christenson, *Capella University*

214 Students with disabilities: An emerging paradigm shift toward making online education accessible

Administrative strategies and issues - Seminar
Nickel Plate
9:00 AM - 10:30 AM
Despite Federal regulations governing accessibility, universities and colleges face a host of challenges in delivering accessible online social work programs to students with disabilities. We argue the need for university staff and faculty to reevaluate the means by which they make online education accessible and the role each has to play. Currently, through the guidance of Offices of Students with Disabilities, Universities and Colleges have a regimented system by which a student verifies a disability, and both student and staff determine reasonable accommodations. The traditional process of establishing reasonable accommodations is no longer adequate in meeting the challenges posed by the intersection of online education and the complexity of disabilities that students are managing. This presentation will walk participants through case studies that underscore issues that have emerged while preparing students with disabilities for professional social work practice in online graduate programs. Discussion of these cases will emphasize Systems Theory as applied to making online education accessible to students with both visible and invisible disabilities. The presenters will discuss particular challenges students, faculty, administrators, and Software as a Service providers face as they create an accessible learning environment. These case studies demonstrate how to include all stakeholders in a new paradigm and overcoming challenges toward delivering a truly accessible online education.

James Schiller, *Walden University*
Renee Michelsen, *University of Southern California*

215 Snack time and other goodies: Creative student-centered approaches to online academic advising
Developing your own online or hybrid/blended program - Seminar
Edison North
10:45 AM - 11:30 AM
SocialWork@Simmons), the online MSW degree program of the Simmons College School of Social Work launched its' inaugural cohort in July 2014. By April 2014, it is estimated that 350-400 students will be pursuing their MSW online. Given the rapid expansion, creating an advising system that meets the needs of this ever-increasing student community is essential and a priority. Getting to know our students has been extremely interesting and presented us with some creative challenges. Our online students are mature, and have five or more years of human service experience prior to entering SW@S. Many are changing careers, post-combat veterans or the spouses of military personnel, and 39% are of color. Many come from economically disadvantaged parts of the country where they completed secondary schooling in chronically under resourced school systems. They may be the first in their families to earn an undergraduate degree and pursue a Masters degree. Therefore, these students enter the program with different academic support needs, and need help with writing, critical thinking skills, and applying concepts derived from literature to their practice. This session focuses on the menu of playful, responsive, empathic and student-centered supports that we have created to support online students.

Dana Grossman Leeman, *Simmons College*
Leah Hart-Tennen, *Simmons College*

216 Educating BSW social workers through an asynchronous online degree completion program
Developing your own online or hybrid/blended program - Seminar
Edison North
11:30 AM - 12:15 PM
Briar Cliff University launched an entirely online asynchronous BSW degree completion program in the fall of 2014. The presenters have developed the online program and this session will focus on lessons learned in the first year of program implementation. These faculty suggest that successful online program development requires six essential elements: 1) curriculum design that assures the development of the relational skills and integrative knowledge essential in BSW generalist social work practice; 2) consideration and effective utilization of the university's learning management system capabilities; 3) development of effective and ethical outreach to geographically isolated and other individuals who are interested in the BSW degree; 4) securing broad university and administrative support of the online program's gatekeeping responsibilities; 5) coordination with the Council on Social Work Education to assure that educational standards are achieved; and 6) active involvement of students and alumni advisors in the development of the online program. Participants in this session will be able to do the following:
1. Describe six essential elements of effective and ethical online degree completion program development
2. Identify common pitfalls in degree completion program development and ways to address the pitfalls
3. Apply effective strategies to their own online program development

Heather L. Craig-Oldsen, *Briar Cliff University*
Shirley Fineran, *Briar Cliff University*
Elizabeth Rembold, *Briar Cliff University*

217 Development and evaluation of a competency based hybrid MSW distance program
Developing your own online or hybrid/blended program - Seminar
Edison South
10:45 AM - 11:30 AM
Colorado State University's Distance Education Program for MSW students at has been in existence since 1998 and has graduated a total of 224 students from 7 different cohorts. Delivered on the weekends in another city, it used a traditional face-to-face classroom model. Recognizing the demand for flexibility and accessibility for this unique approach to the MSW program, a new hybrid model was developed. This three year, part-time, hybrid program employs both online and traditional classroom instruction, in which 20-30 percent of the course instruction is delivered face-to-face. During each semester, students meet face-to-face with instructors on two weekends (Saturday and Sunday all day) for course instruction. The remaining 70-80 percent of the instructional time and learning activities will take place online. Students will need to be online several times per week to engage with class material, classmates, and instructors to move through the course. This session will provide a description of program development of the model, the application of the CSWE educational policies and accreditation standards, curriculum development and approval, faculty development for the online hybrid program, instructional design, learning models in the hybrid environment, and discussion of evaluation.

Dorothy Farrel, *Colorado State University*
Louise Quijiano, *Colorado State University*

218 Development of a hybrid distance MSW program: Experiences from Western Colorado

Administrative strategies and issues - Seminar
Edison South
11:30 AM - 12:15 PM

The University Of Denver Graduate School Of Social Work Western Colorado MSW Program launched its inaugural academic year in September 2014. The Western Colorado Program is based in Glenwood Springs, Colorado, approximately 150 miles west into the Rocky Mountains from the University of Denver. The Western Colorado Program is a distance, hybrid program that offers courses online, in-person, and through interactive virtual systems (IVS) instructional formats. The program operates on a cohort model with twenty-one full-time students currently enrolled for the fall quarter of the 2014-2015 academic year. All current students also participate in concentration year internships across the state of Colorado. This seminar presentation will focus on the administrative best practices developed from the Western Colorado MSW program's primary years of implementation. Specifically cultivated organizational and administrative methods will be highlighted across the following topic areas: approaches in staff and faculty recruitment, hiring, training, and retention, program marketing and community outreach, field education capacity building and design, academic, non-profit, and governmental partnership building, technology choice decision making, and program sustainability/student recruitment.   Relevant case study examples of commonly encountered administrative drawbacks will be also be shared along with localized resources and troubleshooting solutions.

Rachel Forbes, *Colorado Mountain College*

219 Developing an engaging and interactive online field seminar.

Field issues and distance placements - Skills Workshop
Milwaukee
10:45 AM - 11:30 AM

Online social work programs have grown exponentially due to students' increased needs for flexibility and accessibility resulting from reasons such as increased financial pressures, growth in non-traditional families and rising transportation costs (Anderson & Friedemann, 2010; Cummings, Chaffin, & Cockerham, 2013; York, 2008). With the increase of students in online programs, these presenters have developed a completely online field seminar that was launched in the fall of 2013, which actively engages students, the community and faculty to enhance the online field environment. The purpose of this workshop is to assist field faculty with the challenges of creating an engaging and interactive online field seminar by utilizing practical examples and demonstrations. This workshop will provide participants with skills on employing technology to maximize student satisfaction through explanation and demonstration of this university's online MSW field seminar. This presentation will highlight techniques to assure student satisfaction and integration of knowledge through the use of technology. Areas for skill development include, methods of student engagement, community engagement, technology tools, dynamic and engaging topics for live online lectures. Data on student satisfaction with online seminar sessions will be presented during this workshop.

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

220 Supervision with remote and on-ground employees: Promoting inclusion

Administrative strategies and issues - Skills Workshop
Milwaukee
11:30 AM - 12:15 PM

Professional supervision plays a key role in the field of social work and in distance social work education. In online education, social work program staff members can work remotely away from one central location. In fact, it is not uncommon for online programs to have team members representing various geographical regions. Therefore, it is imperative supervision dynamics are developed and maintained. Building this professional relationship is necessary the supervisor, the supervisee and the overall functioning of the online program. Effective long distance supervision can result in the supervisee not only delivering professional, competent, and ethical services; moreover, it can also increase the supervisee's organizational identification. This presentation will identify and discuss strategies used in remote supervision for online graduate social work program at the Case Western Reserve University – Jack, Joseph, and Morton Mandel School of Applied Social Sciences. It will also discuss distance professional supervision best practice standards, benefits and challenges of this form of supervision, and suggestions for future implications.

LaShon Sawyer, *Case Western Reserve University*
Shanika Lavi Wilson, *Case Western Reserve University*

221 Teaching clinical social work courses with a synchronous Web-based platform

Online practice issues - Seminar
Wabash
10:45 AM - 11:30 AM
This curriculum presentation describes and demonstrates the use of a live web-based platform (i.e. Blackboard Collaborate) for teaching clinical social work practice. Participants will observe social work faculty members using this platform to help MSW students practice and learn client assessment, rapport-building, and goal-setting skills. The presenters will demonstrate various methods showing how role plays, group discussions, and other clinical assignments can be conducted on this web-based platform. Participants in the presentations will see students practicing and applying clinical approaches through this platform. They will also be able to see faculty members and other students critically reviewing student role plays of clinical assessment using realistic social work clinical case scenarios.

James Whitworth, *Saint Leo University*
Diane Scotland-Coogan, *Saint Leo University*

222 Social workers helping social workers: Using technology to support colleagues

Online practice issues - Seminar
Wabash
11:30 AM - 12:15 PM
Social support from colleagues may be sought for practical and emotional reasons, ranging from professional guidance and development to assistance in coping with professional challenges. The Internet has become a source of hope, empowerment and resilience for social workers that use it to give and find support, learn, connect and enhance their work. This workshop will provide a snapshot of the ways that social workers have, and continue to provide social and practical support for colleagues across a variety of platforms, that range from online publishing, blogging, podcasts, online training, social networking and online communities of social workers. Participants will identify and consider the best practices of these innovative social workers helping social workers online. Potential opportunities for expanding collegial support and assisting social workers to use technology both ethically and bravely will be explored.

Susan Mankita, *Sweet Grindstone, LLC*

223 Addressing acts of oppression within online classrooms: Best practices and collaborative solutions

Teaching and learning social work online - Skills Workshop
Baltimore & Ohio
10:45 AM - 12:15 PM
Developing and facilitating topics related to anti-oppressive social work practice within online classroom environments can present unique challenges and barriers to engagement. In this workshop, presenters will discuss instructional design, learning tools and specific activities adapted for online learning and engagement regarding interpersonal acts of marginalization. This workshop will include definitions of language commonly used to instruct on systemic oppression. Pedagogical frameworks for creating online course content specific to anti-oppressive practice will be presented as well. Workshop participants will have the opportunity to critically address a case study regarding overt and covert marginalization in an online classroom and will collectively discuss experiences of instructing and problem solving issues of oppression within Social Work distance learning. This case study will focus on a beta test and development process of a fully online course for residential MSSW students. This course included both asynchronous components that students completed during the week and synchronous components via live class sessions online. In this interactive session, the presenters will engage participants through the use of polling questions, Q&A, and a small-group activity and discussion. Session participants will come away with practical ideas for responding to online class situations involving micro-aggressions and overt acts of –isms.

Amelia Ortega, *Columbia University*
Matthea Marquart, *Columbia University*
Malwina Andruczyk, *Columbia University*

224 Teaching practice skills online

Teaching and learning social work online - Skills Workshop
Chesapeake & Ohio
10:45 AM - 12:15 PM
This workshop offers a comparison between teaching social work practice skills in a seated traditional course and in an online/hybrid course. The workshop begins with an overview of curriculum design (including conceptual, perceptual, executive, and self-awareness aspects of learning); exploration of useful and potentially useful technologies; and lessons learned when shifting from a seated to online environment. The audience will be invited to share experiences, hesitations, and successes. The emphasis on the

potential of online skills development will be highlighted. Following the introductory conversation, an in vivo demonstration of an online class session via a virtual classroom webinar tool will be presented. During this demonstration, participants will be encouraged to log on contribute to the "class". Activities and exercises used in the teaching of online practice skills will be offered. The workshop ends with a debriefing and general discussion.

Denise Krause, *University at Buffalo, State University of New York*
Anthony Joseph Guzman, *University at Buffalo, State University of New York*

225 Teaching social welfare policy courses using a hybrid model
Teaching and learning social work online - Skills Workshop
New York Central
10:45 AM - 12:15 PM
This workshop will focus on the hybrid model of teaching social welfare policy and outline the general challenges of teaching policy, including student motivation and professor challenges. It will also discuss online learning in a Blackboard format using 1) In-bedded librarian to assist students with research and writing policy analysis assignments; 2) Discussion board to build critical/analytical thinking skills through interaction with fellow classmates and professor- include the use of discussion groups to develop and write policy briefs; 3) Audio lectures **–** used to highlight and supplement student textbook information; 4) Visual instruction including video documentaries on specific policies and real-time policy actions, and; 5) Online assessment – issues related to online test-taking. The classroom instruction portion of this workshop will include technology based, in-class instruction and highlight the use of an interactive application. In addition, the workshop will discuss university-provided resources including, IPads for classroom use. The workshop includes hands-on demonstration of an interactive application using workshop participants' smart phones or tablets.

Vanessa L. Hunn, *Northern Kentucky University*
Karen Tapp, *Northern Kentucky University*

226 Retention management and disability accommodation in online social Work education
Administrative strategies and issues - Seminar
Nickel Plate
10:45 AM - 12:15 PM
Online education is often criticized for early attrition, low retention and an inability to effectively accommodate students with disabilities. In 2010, the University of Southern California (USC) launched an MSW program entirely online. Three and a half years later with 2,300 current students and alumni across 49 states and 6 countries, the top ranked USC MSW program has strong student outcomes groundbreaking accommodations for students with disabilities and is a model for successful online programs. In this presentation you'll learn about USC's student-centered approach and the arsenal of support for adult learners from early engagement that includes a writing course and assessment, peer tutoring, life coaching, student assistance, comprehensive field placement support and careers services and the development of a robust initiative to adapt our instruction accommodate to the learning needs of students with a range disabilities – to achieve a 93% retention (Fall 2014), To address these critical issues in online education USC and its technology partner 2U, worked closely to develop comprehensive and innovative retention and disability accommodation strategies for the School's Virtual Academic Center. Hear how they did it and what advice they have for emerging online degree programs.

Brad Adams, *2U, Inc.*
R. Paul Maiden, *University of Southern California*
Leslie H. Wind, *University of Southern California*

LUNCHEON
12:15 – 2:00

The Debate – Should clinical social work be taught and practiced online?
Grand Hall
12:15 –2:00.
Moderator: **Dr. Michael Patchner**, Dean, Indiana University School of Social work
"Pro"
Dr. Debra McPhee, Dean, Fordham University Graduate School of Social Science
Dr. Nancy Smyth, Dean, University of Buffalo School of Social work
"Con"
Ms. Laura Grashong, Clinical Social Work Association
Ms. Elizabeth Alvarado, Boston University

227 Increasing retention, access and presence through the virtual team space
Administrative strategies and issues - Seminar
Baltimore & Ohio
2:00 PM - 2:45 PM
This presentation will review the unique social and educational needs of distance social work students at Humboldt State University and how the use of a virtual team space has increased access to campus for distance students. Using the construct of social presence, we will focus on the demonstration of a pilot project that resulted in the adoption of the program's virtual team space. How the tool is used for program administration and development, field support, community collaboration and student/faculty retention efforts will be demonstrated. We will present assessment outcomes of the pilot project and student feedback on how the virtual team space has been used to support academic success by providing students the opportunity for collaborative activity and authentic interaction with their learning community.

Jamie L. Jensen, *Humboldt State University*

228 Preparing students in distance education programs: A student orientation model
Administrative strategies and issues - Seminar
Baltimore & Ohio
2:45 PM - 3:30 PM
As the use of technology and the development of distance education programs in disciplines like social work increase there is a significant focus on adapting curriculum and teaching methods, as well as preparation and training for instructors. But what about students? How can we help students prepare for learning and participating in a distance education environment? Student orientations can offer a unique opportunity to support both explicit and implicit curriculum and help to ensure success and retention of students in distance education MSW programs. This presentation will address the goals, objectives, planning, and implementation of an annual student orientation for distance education students in an MSW program. At the conclusion of this seminar, participants will be able to summarize the goals and objectives of the student orientation as well as design a distance education student orientation that will meet their own program and student needs.

Jill Sur, *University of Hawaiʻi at Manoa*

229 A case based curriculum: Integrating case studies throughout an online MSW program
Teaching and learning social work online - Seminar
New York Central
2:00 PM - 2:45 PM
Case Studies are comprehensive summaries based on real life cases a social worker has encountered in the field. Case studies are often used in clinical practice courses to provide examples of potential client concerns and the practice skills and theories used to address the issues presented. The case study method is a practical tool that allows students to apply their classroom knowledge to real world scenarios. Further, it promotes both inductive and deductive learning, aids in the development of problem solving capabilities, encourages metacognition, and stimulates awareness and change in one's beliefs (Wolfer & Gray). The presenters will describe a case-based curriculum that was built to integrate the use of eight cases throughout the curriculum (four cases in the foundation and four cases in the concentration curriculum). In each course, students use case studies that are provided in written, media, and multimedia formats. The video pieces highlight and augment social work nuances often lacking in traditional text-based cases. These cases provide opportunities for students to explore contemporary issues in social work in an integrated fashion throughout the program.

Sally Brocksen, *Walden University*
Sara Plummer, *Walden University*
Lauren Mason Carris, *University of California at Los Angeles*

230 Case-Based learning: Teaching online advanced practice courses
Teaching and learning social work online - Roundtable
New York Central
2:45 PM - 3:30 PM
Social work educators struggle with developing students who can think critically. Using a case approach, students gain problem solving skills, increase critical thinking by transferring the knowledge from the course to a practice context, and learn to think creatively. This approach can be used to teach practice with all levels of client systems, and "bridge the gap" between the learning

and application of knowledge and theory by emulating the social work practice environment. By working through the case from multiple approaches, it enables students to compare and contrast theoretical orientations and assists them in developing a multi-theory (i.e. eclectic) approach to social work practice. The case method allows for a thorough discussion of problems that students are likely to encounter in practice, thus enabling them to think like social workers. In this roundtable discussion, participants will hear the presenters' experiences using case based learning in teaching a concentration practice course and concentration psychopathology course. The discussion is timely and practical to stimulate the conversation of using case based learning within the social work distance education realm.

Vicki Root, *Salisbury University*
Batya Hyman, *Salisbury University*

231 Insights for international partnerships in videoconference teaching of global social work

Teaching and learning social work online - Seminar
Chesapeake & Ohio
2:00 PM - 3:30 PM
While social work's future is global, it is challenging to bring global experiences to social work students for many reasons: travel inconveniences, lack of finances, and insufficient international partnerships. This presentation describes insights learned as faculty from Loyola University Chicago and Vytautas Magnus University in Lithuania surmounted those challenges and provided global social work practice and research classes in a videoconferenced format for nine years. Students from both classrooms and 25 countries have been resoundingly enthusiastic, which allows them to connect and learn with colleagues all over the world without additional expense or disruption of their matriculation. The partnership experience has been transformative for faculty as well. The presentation will address four dimensions of the videoconferenced international educational process:
1. curriculum development for research and global social work practice classes, for students preparing for social work practice in societies as diverse as the former Soviet Union, Sweden, Africa, and China, with emphases on peace-building, social justice, and participatory action research;
2. managing implications of students' very different incomes and available resources;
3. pedagogical strategies given students' culturally diverse preconceptions about social work concepts and practices, learning, and the student-professor relationship; and
4. making the most of the technology of videoconferencing.

Katherine Tyson McCrea, *Loyola University Chicago*
Jonas Ruskus, *Vytautas Magnus University Faculty of Social Sciences*
Violeta Ivanauskience, *Vytautas Magnus University Faculty of Social Sciences*
Daiva Kuzmickaite, *Vytautas Magnus University Faculty of Social Sciences*

232 The evolution of Valdosta State University's hybrid MSW program (2003-2015)

Developing your own online or hybrid/blended program - Panel
Edison North
2:00 PM - 3:30 PM
Social Work faculty from Valdosta State University (VSU) will discuss the evolution of their hybrid MSW program. Created in 2003, VSU's program was one of the first hybrid MSW programs in the country, is one of 32 CSWE-accredited online programs, and is the only accredited online hybrid program in Georgia. It has proven itself a popular option for students.
The MSW Program began in 1995 to serve students across rural South Georgia. VSU had begun to use distance education methods in 2003 to reduce regional students' commute to campus. The hybrid MSW Program was proposed as a cost-effective, instructionally sound way of serving the region. Panelists will describe development of the hybrid program at a time when less was known about online education and lessons learned along the way. Faculty's pedagogical debates about online education and faculty's resistance to online education were tempered by their ability to collaborate and negotiate, resulting in the creation of a unique, viable program. The panel will discuss ongoing efforts to measure program efficacy and compare the hybrid and face-to-face programs. Implications of a hybrid program for new faculty less familiar with online teaching will be discussed. Lastly, future program growth will be considered.

Diane Carol Holliman, *Valdosta State University*
Mizan Miah, *Valdosta State University*
Martha Giddings, *Valdosta State University*
Hanae Kanno, *Valdosta State University*
Phillip Dybicz, *Valdosta State University*

233 Ethics and best practice: Smart phones, social media and Skype

Online practice issues - Seminar
Edison South
2:00 PM - 3:30 PM

Technological advances create both opportunities and risks for social workers, and the clients we serve. Social media, smartphones/apps and online communication platforms such as Skype have potential to create blurred boundaries and complex ethical dilemmas for those social workers that use technology personally and /or professionally.

It seems that no sooner have we embraced one new communication technology, an additional one emerges, and ethical social workers are often left with unanswered questions and doubts about the safety and use of these newer tools. Several less discussed social media services, for example: GPS location services and online business site reviews will be explored. Practical knowledge about the benefits and risks of any technology mediated tool should inform the social worker's usage, when navigating an increasingly complex network of online and offline relationships. Increased risks to clients, and corresponding responsibilities for social workers will be highlighted. Finally, the workshop will include an exploration of best practices for deciding whether and when to use each through the lenses of efficacy & competence. confidentiality, privacy and security, disclosure, dual relationships and boundaries.

Susan Mankita, *Florida International University*

234 Emerging practices in developing and supporting agencies with a non-MSW preceptor

Field issues and distance placements - Seminar
Milwaukee
2:00 PM - 3:30 PM

Schools of Social Work continue to be challenged in identifying qualified agencies to host and educate BSW and MSW students. The need for innovation in creating quality placements becomes more pressing each year. In rural and suburban areas or highly competitive urban areas, schools have implemented the use of External Field Instructor models to ensure optimum social work field education. The placement is then tasked to identify an on-site preceptor (supervisor) to provide the student with the consistent support necessary for an intern to be successful. The role of providing training, supervision, and development of the Social Work 10 Core Competencies is now being shared, or primarily assumed, by non-MSW preceptors. This presentation will explore research available as well as data collected from MSW students, preceptors, and external field instructors within the USC Virtual Academic Center. Presenters will demonstrate how this model has been modified from the traditional ground program to address the specific needs of distance education programs. The Preceptor Training Program will be outlined, and resources provided to aid in the development and implementation of additional training programs. Meeting the unique educational needs of non-MSW preceptors beyond the provision of a standard Field Instructor training will be highlighted.

Ruth Cislowski, *University of Southern California*
Shu Chen Hsiao, *University of Southern California*
Amber Ford, *University of Southern California*
Margarita Artavia, *University of Southern California*

235 Paper Presentations Session 6

Nickel Plate
2:00 PM - 3:30 PM

235a Examining the implicit curriculum in one university's distance education environment

Results from a survey on implicit curriculum taken by students of UND's distance education program indicate that diversity is seen in the make-up of the cohort, students do not take advantage of attending events that are streamed from campus, nor do they actively participate in the social work clubs or the Phi Alpha society. However, they do stay connected to each other by nature of electronic communication and social media, and turn to another for emotional support. Students claimed to also rely more on professors and students for guidance more so than handbooks and policies. Students also reported a safe learning environment that contributed to developing their professional identity as a social worker. Suggestions to strengthen the presence of the implicit curriculum include providing FAQ's that highlight specific policies, recording streaming events and club meetings, incorporate videos and live speakers, developing a forum for students to discuss their emerging identity as social workers, and the use of social media to help facilitate a connected presence. In addition, suggestions for creating a faculty presence including virtual office hours, use of social media, and other mechanisms to allow students to feel as equally engaged as their on-campus peers will be discussed.

Andrew Quinn, *University of North Dakota*
Carol J. Schneweis, *University of North Dakota*
Holly Essler, *University of North Dakota*

235b Community building in a virtual teaching environment

The University of Southern California School of Social Work's Virtual Academic Center (VAC) represents a paradigm shift, with students and educators establishing new roles in the teaching and learning transaction. Faculty performs an essential role in the successful delivery of online curriculum; however, inquiry into faculty experiences is limited. Given our profession's emphasis on the person-in-environment, it is important to recognize faculty experiences in order to develop best practices and to facilitate the sustainability of virtual social work communities.

An exploratory, qualitative design examined USC faculty reflections on delivering a fully virtual MSW curriculum. Data were collected from 25 faculty members via semi-structured, audio recorded interviews. Transcribed interviews were uploaded into NVivo Software for qualitative thematic analysis. Eighty-four percent of the participants are female, 68% White, and 64% over age 50. Forty percent are adjunct, 32% clinical teaching and 20% tenure line faculty.

Faculty expressed enthusiasm for the platform and positive experiences delivering online education; however, disconnect from other faculty negatively influenced a sense of community engagement for some instructors. Faculty report fewer barriers to building community in the classrooms with students as compared to faculty. Findings suggest the importance of community building amongst faculty in virtual social work communities.

Sara L Schwartz, *University of Southern California*
June Wiley, *University of Southern California*
Charles D. Kaplan, *University of Southern California*

235c Mentored learning communities to impact e-Learning student success

While new technologies increase our ability to reach large numbers of learners at a greater distance with engaging content, alone these do not guarantee successful learning outcomes. This paper offers a practical roadmap drawing on almost a decade of development, lessons learned, emerging best practices, and continuing growth of a mentor-led learning community model, with 80% of most required MSW courses online. Small learning communities – on average five learners and an experienced local practitioner – are established in five geographic regions. Groups meet locally in person monthly, and simultaneously videoconference with the primary course instructor and the other learning communities. Remaining course content is delivered online. The mentor role evolves from supportive resource to learners in the first year, to becoming liaison and quality control for the students' required field placements in their second and third year. Results are strongly positive, with program completion ranging from 90-100%. Student learning outcomes show results in all competencies that greatly exceed benchmarks and are comparable to the School's face-to-face MSW program cohorts. We will explore what it takes to recruit, support, and retain mentors over time, including compensation, expectations, and the structure of the learning communities, and how the model has changed over time.

Paul P. Freddolino, *Michigan State University*
Tina Blaschke-Thompson, *Michigan State University*

236 Paper Presentations Session 7

Wabash
2:00 PM - 3:30 PM

236a The creation of social, cognitive and teaching presence in an online MSW program

While online social work programs continue to multiply, some educators are hesitant to fully embrace this platform for social work education. Educators have expressed views that criticize this type of platform and declare it inferior to traditional programs (Flynn et al., 2013). Some of this hesitation stems from a misunderstanding of online education and how relationships and learning communities can be built in distance education. Therefore, a greater understanding of how dynamic and supportive learning environments can be created and maintained in the online classroom needs to be explored. Perry and Edwards (2004) suggest that an instructor can create and maintain an engaging learning environment online by promoting a Community of Inquiry (CoI) through the use of three interlocking elements: a social, a cognitive, and a teaching presence. A CoI is focused on "the creation of communities of learners actively and collaboratively engaged in exploring, creating meaning and confirming understanding" (Garrison, 2009, p. 352). This poster presentation will articulate how online social work programs can implement various skills and techniques to foster these forms of presence in the classroom to aid in building relationships (student to student and student to professor and vice versa) and foster an engaging learning community.

Sara Plummer, *Walden University*
Gilbert Singletary, *Walden University*
Pete Meagher, *Walden University*
Sally Brocksen, *Walden University*

236b Ethical use of social media in social work practice

Social media use is becoming increasingly ubiquitous, and educators must be able to educate future practitioners on the benefits and risks of its use, and offer guidance about ethical decision making. Little professional guidance exists about the use of social media in social work agencies, and limited training in the use of social media is offered in schools of social work. We share data collected from a multi-state sample of child welfare practitioners (n=201) about their training on practice related to social media. Few (21%) report that they received training at their universities on social media use, and only 13% report their agencies have offered any social media training. Most do not have policy guidance. Less than half of respondents report that they would know how to document information that they saw via social media; however, 77% report that they use social media to look at client information at least once a week. We discuss risks and benefits of social media use for social work practice, and offer policy considerations for the education, field, and practice settings. Sample case studies are provided that can be taken back to the classroom or practice setting for discussion.

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

236c Breaking the 90-9-1 Rule: A small group model for online psychoeducation intervention

Delivery of psychoeducational and psychosocial services through the internet or other networking technologies is a rapidly growing field. Large-scale, public health, online prevention programs are now free and readily available with access requiring no more than email registration. However, group-based elements of online psychoeducation often lack participation. One obstacle to their use is the "90-9-1 Rule". In moderated discussion forums that were researched, one percent of users were daily or heavy users, while nine percent were infrequent users. The largest segment, 90 percent of users did not interact. This presentation will share how to overcome the 90-9-1 rule with a small user-group model that was designed for the delivery of online psychoeducational interventions in mental health settings. Methods that will be shared include the use of facilitator pacing, the application of problem-based learning and the integration of individual web-based learning with discussion forum group participation.   The affordability of anytime-anyplace, online, group-based psychoeducational intervention designs like the one described in this presentation can support practitioners in mental health agencies to deliver cost-effective, accessible and most importantly, holistic treatments to their clients.

David Wilkerson, *Indiana University*

Breakout Session 6
3:45 – 5:15

237 Understanding assessment: Planning ahead for EPAS 2015

Administrative strategies and issues - Seminar
Baltimore & 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 but are not limited to the use of social media for connectivity, virtual advising, and online orientation. New to EPAS 2015 is the concept of assessing the implicit curriculum. Unfortunately the 2015 draft is vague in exactly how to do so. Therefore, a necessary component to this proposed seminar is to consider how to assess the implicit curriculum. More importantly, is the thought that if the implicit curriculum is operationalized differently for the distance offering than that for on-campus, is the evaluation of the implicit curriculum also different?

Andrew Quinn, *University of North Dakota*

238 Student Voices: The MSW experience

Teaching and learning social work online - Panel
Chesapeake & Ohio
3:45 PM - 4:30 PM
This panel presents the characteristics, advantages and problems encountered by students pursuing the MSW in an online environment. Online students tend to have far more complexity and responsibility when studying in comparison with undergraduates. Work obligations, family, location, and many other pressing issues compete for attention and action. This presentation will discuss necessary program design and learning considerations from the consumer's perspective.

Lisa Hale, *Indiana University*

Aftan Archer-Cox, *Indiana University*
Angela Whereatt, *Indiana University*

239 Designing an award-winning, quality-driven, interactive, and effective distance education class
Teaching and learning social work online - Seminar
Milwaukee
3:45 PM - 4:30 PM
In February 2015, the presenter received the inaugural Award for Excellence in Online Teaching from the University of Hawai'i at Manoa for Social Work 724, an advanced practice concentration course in behavioral health. This session will review various strategies for effectively delivering course content in both asynchronous and synchronous environments. Strategies employed by the presenter include: (1) selecting software and cloud-based applications based on their ability to support learning and achievement of course objectives, (2) creating video tutorials for each application and making them available to students, (3) involving community advocates, mental health consumers, and distinguished behavioral health professionals to share their knowledge, experiences, and insights on contemporary behavioral health issues, (4) utilizing podcasts and streaming videos, (5) uploading student videos demonstrating practice techniques for peer review and critique, (6) ensuring students are provided opportunities throughout the semester to evaluate the course and provide anonymous feedback on the instructor's performance, (7) allowing students to have immediate access to performance data, and (8) dedicating time to reviewing how this data will be used for quality improvement.

Christopher C.C. Rocchio, *University of Hawai'i at Manoa*

240 Field placements for students with disabilities: Constructing a framework for success
Field issues and distance placements - Seminar
New York Central
3:45 PM - 4:30 PM
As more students with disabilities (SWD's) seek online MSW programs, field education can pose a hurdle.   Field primarily is not done online, but at community agencies. Once a program admits a student we have a commitment to provide an accessible curriculum – including field education. In the Virtual Academic Center (VAC) University of Southern California, our framework addresses the entwined needs of the student and the agency, while maintaining the integrity of the program and the profession's educational standards. Placing SWD's challenges field placement faculty. In MSW education, there is a distinction between the skills and attributes needed in a placement vs. those for classroom success.   Different disability accommodations are needed for field vs. the classroom. It's the field faculty's mission to expand understanding of disability in a context of field education. This presentation examines the critical conversations with students, university disability services and agencies regarding accommodations. We will explore the VAC's model which embraces a strategic vision utilizing a mix of social work methods with technology and continuous self-examination of our own curriculum. Constraints, strategies and solutions applicable across cultures and states will be discussed.

Renee Michelsen, *University of Southern California*

241 Developing and implementing a successful blended MSW program: Components and lessons learned
Developing your own online or hybrid/blended program - Seminar
Edison North
3:45 PM - 5:15 PM
To implement a land grant university's statewide mission a faculty planning group designed a technology-supported MSW program combining face-to-face contact, videoconferencing, and online learning.
Key components include:
1. Geographically-based small learning communities around the state which 4-6 students use as their academic home during the three-year part-time program.
2. Experienced practitioner mentors for each learning community who serve as supporters and field liaisons
3. A week-long Summer Institute held annually during which students connect in person with other students, mentors, and faculty, and cover course content
4. Monthly class meetings in the regional learning communities linked by videoconferencing to the instructor (on the main campus) and the other learning communities
5. Monthly integrative field seminars
6. Online course components representing approximately 80% for each course
7. Advising available by email, phone, videoconference and in person
8. Two years of field placements close to where students live or work
Lessons learned include:
9. Building and maintaining relationships takes more time than anticipated
10. Learning communities develop their own culture and style

11. Relationships between mentors and their learning communities have ranged from deeply warm and personal to distant and almost antagonistic

Ongoing challenges will also be discussed.

Paul P. Freddolino, *Michigan State University*
Tina Blaschke-Thompson, *Michigan State University*
Glenn Stutzky, *Michigan State University*
Kelly Fornwalt, *Michigan State University*

Electronic Poster Sessions
Illinois Central
3:45 PM - 5:15 PM

242 Teaching groupwork at a distance using an asynchronous online role-play
Teaching and learning social work online
This E- Poster provides a content rich presentation useful for social work educators who teach direct practice courses online. Given the proliferation of online groups and growth in distance learning, there is a pressing need to develop best practices for teaching group work online. This E -Poster will describe the implementation of an asynchronous role-play exercise conducted in an online group work course for undergraduates. The overall purpose was to help students learn about group stages and dynamics though participating in an experiential exercise and further develop their knowledge about online groups. This E – Poster will also provide: thematic analysis of some students' reflections on their role-play experience; considerations of the complex role of the instructor; educational benefits and challenges; and suggested guidelines to facilitate best practices when implementing an online role-play exercise.

Joanne Levine, *SUNY - Empire State College*

243 The Implicit Curriculum: Considerations in online and hybrid courses
Administrative strategies and issues
The purpose of this exploratory study is compare student ratings of implicit curriculum items in face-to-face, hybrid, and online courses. The current study uses an Implicit Curriculum survey to compare students' perceptions of MSW program learning environments across these delivery formats. This study used a process evaluation framework to assess students' feedback using 47 quantitative and qualitative questions related to implicit curriculum items, as well as student demographic information. The sample included MSW students from one MSW program with two campus locations and an online program. Students completed surveys in class settings and using an online platform. Quantitative data were analyzed using SPSS with thematic analysis of open-ended responses.   Results suggest differences in student ratings of the educational environment across instruction formats. These exploratory results suggest that there may be a need to attend to aspects of the implicit curriculum for students taking online social work courses. These results provide an opportunity to consider best practices in terms of efforts to address diversity in our online courses, as well as efforts to enhance faculty interactions with online students. These innovations can support improvements in the implicit curriculum for all students.

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

244 Evaluating professional standards at USC Telehealth: Implications for virtual field education
Field issues and distance placements
As social work practice evolves in this information age, graduate social work students are challenged to develop their professional identities not only in real time but also online. Facilitating the development of a professional identity and adherence to professional standards is a critical component of graduate social work field education training students to navigate an increasingly digital practice environment. The application of professional standards was examined with students enrolled in the University of Southern California (USC) Virtual Academic Center who also completed practicum at USC Telehealth, a virtual outpatient mental health clinic providing empirically supported mental health services utilizing videoconferencing technologies.   This presentation will explore students' demonstration of professional skills by analyzing their field instructors' ratings in each student's Comprehensive Skills Evaluation, an assessment tool which tracks students' application of 10 core competencies of practice. As distance education programs continue to expand, it is imperative to cultivate professionalism in the digital age and evaluate the efficacy of professional standards via competency based education.

Melissa Singh, *University of Southern California*
Michelle Bell, *University of Southern California*
Nadia Islam, *University of Southern California*

245 Moving outside the classroom: Hybrid instruction to increase service learning

Teaching and learning social work online

Service learning is a collaborative relationship between the community and classroom. By including service learning in social work courses, faculty are able to link theory and practice and bring content 'alive' through activities with organizations and communities.   Balancing the service component of advanced classes can present challenges. Two challenges are linking content with appropriate service activities and negotiating the time constraints (Rhoads, 1998). Faculty must be able to identify service options that directly exemplify content covered in class. Faculty also face the challenge of trying to schedule these student service interactions so that it fits time constraints. A hybrid teaching format can help bypass some of these challenges.   This method of education provides flexibility. Students can have access to content for the duration and revisit lectures as they engage in service. Using the hybrid format offers students the benefit of extending the discussion beyond the physical class space. Community members can be invited to be participants in this digital dialogue. Moreover, use of the online platform provides a time and space where objective content can be delivered succinctly and face-to-face time can be dedicated to applying new knowledge, critically analyzing application within the service learning framework, and engaging in service learning.

Heather Perez, *Southern Illinois University Edwardsville*
Sarah Hulbert, *Southern Illinois University Edwardsville*
Makenzie Parks, *Southern Illinois University Edwardsville*
Kristen Eng, *Southern Illinois University Edwardsville*
Kimberly Carter, *Southern Illinois University Edwardsville*

246 Social work education in the online environment

Teaching and learning social work online

The purpose of this poster is to discuss the current debate surrounding on-line instruction (also known as distance education) versus in-class social work instruction. The poster is also review the relevant literature that associated with those instructional teaching models. The discussion specifically focuses on key issues including the definition and growth of online education, the blackboard revolution, and concerns related to the effectiveness of teaching on students' learning outcomes and satisfaction. Literature also suggest that some factors such as gender and age etc., may explain the differences between distance and traditional students while others found there were no significant differences between them and their learning outcomes in general and more particular in courses such as research methods. Even today, however, the comparisons between online and traditional courses are unsettled and many questions about the appropriateness or usefulness of these models remain unsolved. Therefore, the debate is continued to highlight the larger disagreements between researchers and educators on both sides of the aisle. There are even deeper concerns among social work educators and scholars about the ethical issues surrounding the entire online education.

Tarek Zidan, *Department of Social Work - James Madison University*

247 Using Feminist Theory to stimulate critical reflection and multicultural competence

Teaching and learning social work online

Preparing students for reflective social work practice is one of the primary goals of social work education, and providing students with opportunities to engage in critical reflection is especially important in online education. Critical social work incorporates practice theories that recognize intersectionality in terms of addressing concerns related to gender, SES, and race, while also working toward social justice of underserved and marginalized populations. Feminist and multicultural competence theories are both relevant in contemporary social work practice because they allow for a better understanding of others and of oneself within the context of multiple cultures. Therefore, enhancing the foundation of Feminist theory by integrating multicultural approaches assists students to better understand the intersectionalities of identity, gender and culture as they are reflected in a global society. Effective online instruction and challenging assignments incorporating critical social work can help students internalize the knowledge, values, and skills needed for effective multicultural practice. This E-poster provides examples of instructional strategies and online assignments useful for incorporating Feminist theory and multicultural approaches into online social work courses. In addition, factors related to overcoming potential limitations of these instructional strategies and assignments are presented.

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

248 Effective learning environments in distance programs: A theoretical framework

Teaching and learning social work online

Effective learning environment in social work distance delivery programs incorporates a number of overlapping components. Despite challenges in defining those components, such an environment can be created. An effective learning environment occurs when students successfully master learning objectives within a quality designed learning environment where both the instructor

and the students are satisfied with both the process and outcomes of learning. Based on a suggested definition the author will propose a theoretical framework for creating an effective learning environment in social work distance delivery programs. The framework includes three interconnected components: philosophical, environmental and experiential presences that reflect key measurements of effectiveness that are discussed in the current literature. The challenges in defining each component of the theoretical framework in creating an effective learning environment in social work distance delivery programs and ways how to overcome those challenges will be reviewed and implications for social work distance education presented to help university administrators create such an environment within their social work distance delivery programs.

Oleksandr Kondrashov, *Dalhousie University*

249 Teaching social policy courses using wikis
Teaching and learning social work online

Social welfare history and policy courses are not appreciated by many social work students, as they do not see the relevance to practice (Anderson & Harris, 2005). Social work educators have introduced ideas to make the content more practical by connecting it to service learning or to practicum experiences (Anderson & Harris, 2005; Gibbons & Gray, 2005). However, none have reported to have used technological tools to help students interact with information differently. An action research design was utilized to develop a pedagogical approach to teaching social welfare and policy using Web 2.0 technology, specifically wikis. Instead of using a pedagogy based in lecture, students were responsible for the content of the course. Instead of the professor/expert pushing information to them, they were tasked as the pullers, sorters, analyzers, and sharers of information, thus making them owners of their knowledge. I proposed that students who owned what they learned would use it practically. Twenty-two undergraduate social work students, at a private university, participated in the semester-long study. The data revealed significant changes in students' opinions and behaviors between the pre-test/post-test measures.

Donna McElveen, *Walden University*

250 Rural social work distance education: Is university physical presence important?
Administrative strategies and issues - Roundtable
Nickel Plate
3:45 PM - 5:15 PM

The purpose of this roundtable is to generate discussion on the administrative challenges experienced by social work distance education programs serving students in rural communities. The proliferation of distance education programs is increasing access to social work education for students in rural communities, and improvements in web-based instructional technology allow social work distance education to be provided not only by in-state universities with a physical presence within a state, but also by out-of-state universities with no physical presence within a state. Universities delivering social work distance education in rural communities may experience a range of administrative challenges, such as delivery of the implicit curriculum, maintaining adequate student enrollment, marketing, competition for limited field placements, and hiring faculty with expertise in rural social work practice. In this roundtable discussion, we will discuss how the physical presence of the university affects the types of administrative challenges experienced by in-state and out-of-state distance social work education programs serving rural students.

Mary Dallas Allen, *University of Alaska, Anchorage*

251 Meeting Carnegie Unit requirements in an online environment
Administrative strategies and issues - Roundtable
Nickel Plate
3:45 PM - 5:15 PM

Meeting Carnegie unit requirements in a face-to-face learning environment typically means holding a certain number of class hours. One solution to meeting Carnegie unit requirements in an online environment is holding hybrid classes. While this solution appears feasible on its face, it does not answer the question for primarily or completely asynchronous online programs: how best to handle it when there are no seats in which to put students' butts?
This roundtable provides a brief history of Carnegie units and credit hours before asking participants to describe their processes for meeting credit hour requirements. Participants are encouraged to bring a variety of useful resources for online social work programs, with a focus on including activities that "count" toward credit hours in an online environment.

Jodi Constantine Brown, *California State University, Northridge*

252 Rural satellite programs: Maintaining a community focus
Administrative strategies and issues - Think Tank
Nickel Plate
3:45 PM - 5:15 PM
The question this think tank session will address is what are the strategic issues for administration in moving long established rural satellite program that have been built on a community collaborative model to the use of new online technologies and potentially non-place students? Many schools of social work began their distance education work by establishing satellite program within their states or regions to meet the needs of rural communities and build an infrastructure of social work professionals. These program have not only provided access to social work professional education, they have served as significant resources to the communities through student field work, professional development and employment opportunities. As these programs consider or are moving from ITV models, traveling professors and hiring of local adjuncts to a more asynchronous learning with web based technologies for the delivery of the programs a number of key questions arise. Questions related to sustainability, faculty engagement, community ownership, preservation of the cohort model, and rural norms will be explored in this program.

Wanda Ellingson, *University of Denver*
Jean East, *University of Denver*

253 The Mentor Role and Technology: A Blended Field Education Model
Field issues and distance placements - Think Tank
Wabash
3:45 PM - 5:15 PM
The MSU's Statewide Blended Clinical Master of Social Work Program was developed to respond to the need for access and flexibility facing potential students in remote areas of the state. Students participate in synchronous and asynchronous learning and complete field education requirements in the community in which they live. We are intentional in the development of learning communities. Interactions between students and between students and faculty are essential to the learning process. In addition to the campus-based course faculty, each learning community has a mentor/field liaison who is a seasoned social worker. Each faculty mentor works with the same group of students for the duration of the three year part-time program. Online tools, modules and tutorials increase student, field instructor and mentor access to training and support. An online system is used to match students to agencies and mentors have access to their students' information. This system and web-based training modules have expanded our reach and synced efforts with the distance learning model. This session, through discussion, will explore the ways mentors enhance students' education through the integration of course content, facilitating group/community dynamics and their role as field liaison.

Nicki Moody, *Michigan State University*
Julie A. Navarre, *Michigan State University*

254 Developing a connected student community through the use of learning technology
Teaching and learning social work online - Roundtable
Wabash
3:45 PM - 5:15 PM
What are the administrative and environmental challenges to overcome in order to create a cohesive student community? Utilizing educational technology is not new! What is worth discussion is our harnessing technology to enhance students' ability to organize around relevant issues and create a venue for feedback on program development. The importance of this is reflected in the CSWE Implicit Curriculum' standards. A learning community is a "group of people who come together to support and enhance the academic purpose(s) of the school." Given the potentials of technology now is the time to thoughtfully plan how to further use technology to create a school wide student community. Technologically mediated communities have the advantage of being accessible and available to all members at any time or place. This engagement creates a sense of group cohesion among and between the students and faculty. Engaging with our students technologically, to support students' ability to organize and find a voice is the natural next step in this progression.

Elhanan Marvit, *Touro College*
Nancy Gallina, *Touro College*

255 Developing a successful field program in an online environment: Lessons learned
Field issues and distance placements - Roundtable
Wabash
3:45 PM - 5:15 PM
As the popularity of online social work education grows, the need to address the implementation of field education, the profession's signature pedagogy, in an online environment becomes increasingly important. Field education in traditional educational environments presents a myriad of challenges. Add a fully online environment to the equation and the challenges mount. However,

many social work programs are finding ways to address these challenges to ensure that students successfully develop the competencies and practice skills imperative as professional social work practitioners.

The purpose of this presentation is to discuss the unique opportunity of developing a field education program for the first fully online university to offer an MSW program. Participants will review five key components of developing a successful online field education program: (1) staff, (2) processes, (3) policies, (4) systems, and (5) partnerships. Participants will also review the challenges an online environment poses for each of these areas and review tools being utilized in each of the key component areas.

M. Sebrena Jackson, *Walden University*

256 Evaluating a social work blended program

Administrative strategies and issues - Seminar
Baltimore & Ohio
4:30 PM - 5:15 PM

In a large masters level social work program, increasing demand for flexible scheduling and effective use of online options prompted the creation of a blended program, enabling some students to take courses formatted to include half of the course material in traditional classroom format and half of the material in an online classroom environment. Increasing use of online learning tools in all courses, but particularly in a blended format course, demands the use of effective program evaluation to ensure student education needs are met. The development, design, and execution of the evaluation will be discussed in some detail, with a brief overview of the history and context of the blended program. Uses of the evaluation results in promoting and recruiting for the program will be addressed, in addition to implications for further development of blended programming and future evaluations.

Stephen Kapp, *University of Kansas*
Jennie Marsh, *University of Kansas*

257 Voices from an Online DSW program: Student perspectives of a supportive learning community

Teaching and learning social work online - Panel
Chesapeake & Ohio
4:30 PM - 5:15 PM

Can a supportive learning community exist in cyberspace? Most certainly! According to Fletcher, Comer and Dunlap (2014), a virtual holding environment provides a secure, co-created space where a community of learners engages in mutual support through the use of technology. Prior to the formation of online relationships, a real time social presence must be established. A further review of the literature identifies articles discussing student perception of online learning.   The research highlights perceived opportunities such as convenience and efficiency in balancing a career, family, and education. However, the limited search reveals a gap in the literature regarding student perspectives of supportive, learning communities in online doctoral education programs. This panel discussion builds on the knowledge base of the current research by sharing the process of creating a virtual holding environment in an online doctoral program. Students, from the St. Catherine University - University of St. Thomas Doctor of Social Work (DSW) Program, share their experiences of building a supportive, learning community through an onsite orientation and residency. The students also reflect on the importance of establishing face-to-face relationships and provide insight into how those relationships continue to evolve using online learning resources and social media.

Rebecca Coleman, *University of Saint Francis*
Cindy Locklear, *St. Catherine University and University of Saint Thomas Collaborative*
Sarah Migas, *St. Catherine University and University of Saint Thomas Collaborative*
Retchenda George-Bettisworth, *University of Alaska, Fairbanks*
Janet Vizina-Roubal, *Ferris State University*

258 A student-centered learning approach to online teaching and learning

Teaching and learning social work online - Seminar
Milwaukee
4:30 PM - 5:15 PM

Student-centered learning is a pedagogical approach towards instructional and course designs, which places the student at the center of the learning process. This seminar will consist of two social work professors detailing their use of the student-centered learning approach toward developing online courses, course assignments, and learning activities where students are actively engaged in and responsible for their learning. Presenters will detail their strategies for implementing a learning environment where they utilize some of the most modern technological tools that is facilitative to active learning, self-paced learning, and cooperative group interaction by detailing the use of asynchronous and synchronous modalities. They will detail how they determine which sessions will be synchronous, how they utilize the synchronous session, and best practice strategies for its use. Each will detail their instructional choices, strategies, and techniques for successful teaching and learning online, while detailing the limitations as they apply. They will detail their implementation of popular learning activities, such as Think-Pair-Share, service learning projects, case studies, student presentations and role-play exercises all in an online learning environment.

Shawnise Martin Miller, *University of Louisville*
Lawrence Michalczyk, *University of Louisville*

259 How teaching online has made our faculty better instructors in the on-ground program

Teaching and learning social work online - Seminar
New York Central
4:30 PM - 5:15 PM

In May 2012 our School embarked upon online education with an education partner Pearson Embanet. By January 2013 the School had designed and began implementing its first online courses. Online course development, revision and implementation has transformed our faculty's teaching in many ways. The School has expanded the use of software already available within the University and with assistance of our educational partner and University Instructional Technology Services learned how to use technology as a tool to teach social work practice and other courses.   Working with an educational partner allowed us to experiment and work through reservations on how best to design a course. We are developing learning assets that are being utilized both in the on-ground and online program formats. After 100 years of social work education our School is continuing to change in much the same way we expect people and communities to change. Online education is just a tool for developing the knowledge and skills of social work students that we hope will change the world. We found that our ability to embrace change can transform a school as well.

Sharon E. Milligan, *Case Western Reserve University*
Andrea G. Porter, *Case Western Reserve University*
Sarah S. Andrews, *Case Western Reserve University*

Reception and Banquet
6:00 – 9:00

Reception
6:00 – 7:00 Grand Hall Bar
Join us for a chance to network and chat. A cash bar will be available.

Banquet
7:00 – 9:00
Grand Hall

Dr. Marilyn Flynn, Dean, University of Southern California School of Social Work
Unleashing the Full Power of Virtual Learning Environments

Friday, April 17th

Breakfast
7:30 – 9:00

A continental breakfast will be available in the hallway.

Breakout Session 7
9:00 – 10:30

301 The cost of online MSW degrees: Breaking the bank?

Administrative strategies and issues - Seminar
Baltimore & Ohio
9:00 AM - 9:45 AM

There has been an exponential increase of online MSW programs in the last 5 years in the United States. Much goes into the development and implementation of online programs. The monetary investment of getting a suitable platform of delivery, payments to faculty to develop and teach in the online programs, marketing and sometimes paying field instructors in distant sites to supervise field interns are all expenses a program need to keep in mind. This presentation looks at two separate issues. First, it presents the costs incurred by various programs in the development, implementation and sustainability of online programs. This data will come from a survey that is being conducted on all online programs. Secondly, an analysis of the current tuition and fees of online social programs will be presented. This information has been collected through the websites of various programs and through phone calls

to the programs to clarify different aspects of the fees. The author will also provide an analysis of loan repayment and how long it takes to repay loans using Department of Labor statistics.

Goutham Menon, *University of Nevada, Reno*

302 Social work distance education as community capacity building
Administrative strategies and issues - Seminar
Baltimore & Ohio
9:45 AM - 10:30 AM
This administrative seminar will empower and educate participants to be able to determine how their department's or school's mission should inform their distance education model. Through this process, a distance education program can be integrated fully into an existing face-to-face program by fitting into the goals and ethics of social work by maintaining a "person in context" approach while serving individual students and meeting the mission of the school/department. This seminar will also provide a model of an effective distance education delivery model that enhances the communities where students reside by reconceptualizing distance education not as a process of disseminating education from the host site, but rather serving as a hub that facilitates knowledge and skills exchanges between and among communities to increase the capacity and engagement across these communities. Last, the challenges of measuring variables related to community capacity building and engagement, with the ultimate goal of improving services to clients while increasing the number of trained social workers, will be discussed.

Rebecca Stotzer, *University of Hawai'i at Manoa*
Theresa Kreif, *University of Hawai'i at Manoa*

303 Adding online sections to a face to face program
Developing your own online or hybrid/blended program - Panel
Edison North
9:00 AM - 9:45 AM
Adding online sections to a face to face program is challenging. First, students need to understand that the program is not fully online. Next, students who enroll in a program they believed was face to face could feel misled if they perceive they are forced to take on line sections. Finally, faculty can feel unsupported if they think their class content is not amenable to an online format. This presentation discusses how one university implemented online sections in its face to face program. The program has three sections (two during the day, one at night) of each required upper level course. Because the program wanted its students to partake in study abroad opportunities, an online section would replace one of the face to face sections. For several years, the program has converted one face to face section into an online one. Issues related to faculty recruitment to teach online and marketing online sections to students will be discussed. To address the issue of process similarity between online and face to face sections, an evaluation component was developed. The presenters include the BASW program's director, academic adviser, and field coordinator, each of whom will address content applicable to their respective areas.

Susan Bowden, *Michigan State University*
Monaca Eaton, *Michigan State University*
Nicki Moody, *Michigan State University*

304 The Social Work Pathway: Collaboration and community engagement through distance education
Developing your own online or hybrid/blended program - Panel
Edison North
9:45 AM - 10:30 AM
This presentation describes the steps taken by four campuses to develop a distance education program serving employees of county and tribal Health and Human Service Departments in remote rural areas of California. Referred to as The Pathway program, it supports the development of a career pathway for students living in isolated regions of Northern- and Inland-Southern California. The Pathway begins at the community college level and ends with the M.S.W. Surveys and focus groups carried out in 2008 and 2009 identified the need for such a program. Title IV-E funding was granted via the California Social Work Education Center based at the University of California, Berkeley, which also coordinates the program. Course development, outreach, advising, and student admissions began in Chico and Humboldt in the north and San Bernardino in the south. The first phase was considerable outreach to children's services county agencies whose employees needed to gain a B.A.S.W. and/or M.S.W. This included academic advising and study skills training. The first cohorts of students were enrolled in fall 2009 and currently each campus is delivering student advising, newly developed classroom curriculum, and field education throughout the career pathway using various modalities.

Celeste A. Jones, *California State University, Chico*
Teresa Morris, *California State University, San Bernardino*

Tim Wohltmann, *School of Social Welfare--California Social Work Education Center*
Jamie L. Jensen, *Humboldt State University*

305 Taking the MSW degree online: Pedagogy, challenges, and lessons learned

Developing your own online or hybrid/blended program - Seminar
Edison South
9:00 AM - 9:45 AM
This seminar will focus on the experiences of Portland State University School of Social Work in developing an online MSW program specializing in Practice and Leadership with Communities and Organizations. It will address instructional design best practices, online pedagogy, curriculum development, and the impact on traditional instruction.
This program was conceptualized during a difficult time in the curriculum revision process and was driven by faculty with an interest in innovative instructional strategies. Through faculty dialogue, a review of instructional design standards and pedagogy, and the integration of social work values a predominantly asynchronous online program was developed. Faculty developed the online courses and in the process began to appreciate the outcome standards that were applied to these courses, their alignment with CSWE's EPAS, and to reexamine their traditional instructional practices. The seminar will discuss these processes and the lessons learned. There is a debate as to whether online social work education is compatible with social work values and practices and this seminar hopes to add to the dialogue. It will be argued that online pedagogical standards may in fact promote a higher standard of competence and the lessons learned from online education can transform traditional social work education.

Sarah Bradley, *Portland State University*

306 Institutional alignment: Is your institution ready for your online social work program?

Developing your own online or hybrid/blended program - Seminar
Edison South
9:45 AM - 10:30 AM
Social work programs around the country are offering or planning to offer online degree programs at a blistering pace. Programs that decide to make the leap face many administrative and organizational challenges. This presentation describes challenges and strategies for aligning institutional systems when developing and launching an online MSW program. The Department of Social Work at the University of New Hampshire (UNH) launched a fully online degree program starting in January 2014. UNH is a traditional Land Grant university with a stated mission to "foster an educated citizenry in New Hampshire." Introducing the online program challenged every student, faculty, and academic support system to adapt to the unique needs of online students. Some of the systems necessary for developing the program included the Registrar and calendar development, financial aid, class scheduling, instructor payment and student tuition and fee structures. Student support services for writing, adaptive services, IT, and the library have had to adapt new ways of support as well. This presentation will focus on planning prior to program launch and also provide a current assessment of our experiences. We will present recommendations including information and technology collaboration strategies, personnel requirements, student characteristics, and creating a viable marketing strategy.

Patrick Shannon, *University of New Hampshire*
C. Anne Broussard, *University of New Hampshire*
Trish Cox, *University of New Hampshire*

307 Social media: An essential element of blended MSW programs

Administrative strategies and issues - Panel
Nickel Plate
9:00 AM - 9:45 AM
Online and hybrid social work programs are on the rise: 54% in master's level; 20% in baccalaureate. It is therefore valuable to the success and retention of these students to explore the benefits of utilizing a feature that over 71% of adults use: social media. Online learners typically face social isolation and alienation, which dramatically affect retention rates. By utilizing a "blended" method, students are able to integrate technology-based learning with face-to-face instruction, which allows students to 1.) create strong professional connections, 2.) reduce feelings of isolation and 3.) increase supports critical for successful completion of the program. This panel offers a first-hand account of the development and creation of a successful hybrid program with a special emphasis being placed on team building and the cohort model. Utilizing qualitative data, students from each program will describe their experiences, focusing on the importance of the "blend" and the impact that social media has played in both their personal and academic lives.

Tina Blaschke-Thompson, *Michigan State University*
Kara Graci, *Michigan State University*
Kate Hodgkins, *Michigan State University*
Kim Richardson, *Michigan State University*
Justin St. Charles, *Michigan State University*

308 Faculty excellence in online teaching

Administrative strategies and issues - Seminar
Nickel Plate
9:45 AM - 10:30 AM
Good instructors and instruction are the strongest marketing tools an online program can have. Good instructors ensure quality courses and quality outcomes. Because 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 online institutions. With scale, however, comes the need to recruit and hire faculty who may not have the experience or skills coming into an online course or program 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 by reviewing the following topics:
1. The qualities of an effective online instructor
2. Assessing faculty readiness to teach online
3. Training faculty to achieve effectiveness and excellence
4. Monitoring and evaluating faculty performance
5. Strategies for building faculty loyalty in an increasingly adjunct faculty
A model of effective faculty training will be reviewed along with strategies for retaining good faculty and building faculty loyalty to the institution.

Rena M. Palloff, *Capella University*

309 Far Afield: Managing Distance Internships

Field issues and distance placements - Seminar
Wabash
9:00 AM - 9:45 AM
The complexities of providing a successful learning experience for students in a local field agency often comes with challenges. Those same challenges may be amplified when internships are located hundreds of miles away from University field faculty. Additionally, the advancement of web-based curriculum delivery often means student are not only far from campus, but also likely to be physically separated from their peers.   This potential isolation adds another layer of complexity for field faculty who must maintain contact with both the student and agency in order to monitor the progress and integrity of the field experience. Presenters will discuss the methodologies and resources necessary to ensure quality field internships at a distance, including both challenges and solutions to orienting students, securing placements, training/orienting field instructors and assessing and evaluating students from a distance. Participants will be able to: 1) Identify resources necessary to implement a distance field program; 2) Discuss process for selecting field settings; 3) Develop a model for distance orientation and ongoing field instructor training 4) Identify key components of Distance field "Gatekeeping" and evaluation.

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

310 "Later"

Any track – Think Tank
Wabash
9:45 AM - 10:30 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.

Robert Vernon, *Indiana University*
Darlene Lynch, *Indiana University*

311 Utilizing virtual small group learning in teaching the EBP research process model

Teaching and learning social work online - Roundtable
Chesapeake & Ohio
9:00 AM - 10:30 AM
Among the challenges of online and blended learning is how to effectively facilitate small group learning. Common challenges related to small group activities cited in the literature include: (1) lack of engaged participation; (2) difficulty in monitoring peer interactions; and (3) effectively assessing student understanding of course concepts. This roundtable describes how one Research Skills instructor, utilizing a blended format, addressed these barriers by successfully engaging BSW students in a group assignment related to the Evidence-Based Practice (EBP) research model. In addition to sharing the description and rubric for this particular

assignment, this roundtable presentation will solicit a comparison from participants about the utilization of blended vs. fully online format for group work. In addition, the presenter will engage participants in thinking about the ethics of facilitating small group work in a virtual format. Notwithstanding the challenges, teaching the EBP research model in a blended learning format allows for enhanced student interaction, increased monitoring by the instructor, and, ultimately, greater satisfaction by students engaged in the small group learning process.

Mark Giesler, *Saginaw Valley State University*

312 Utilizing technology in a hybrid undergraduate social work research course
Teaching and learning social work online - Roundtable
Chesapeake & Ohio
9:00 AM - 10:30 AM
Students in undergraduate social work programs have difficulty in achieving competency in research. Utilizing technology in Desire 2 Learn (D2L) and peer editing can substantially improve student learning and evaluation of student competencies. During the roundtable discussion, there will be presentation of the syllabus from research course, examples of research proposals placed on line, use of grade mark from Turn It In, grade statistics on line from research course, quizzes from D2L, use of Excel spreadsheet from research of Head Start program, and examples of rubrics from D2L. There will be a presentation of student class reactions to rubrics, Turn It In, peer editing, and the technology used in the course.

Steven Granich, *Lock Haven University of Pennsylvania*

313 Online education: Questions and concerns-much to do about nothing?
Teaching and learning social work online - Roundtable
Chesapeake & Ohio
9:00 AM - 10:30 AM
Social work educators concerns about the efficacy of online education are complex. Questions about the efficacy of online education are numerous, as well as questions related to teaching social work practice as a viable option, and the ethical issues. Questions and concerns by social work educators should not be ignored or denied. The integration and use of technology requires the profession to answer these concerns through research. Research focused on examining technology effectiveness, are students learning and developing the required competencies and practice behaviors, and does the software exist to replicate face-to-face teaching pedagogy. The response to these questions and concerns will enhance the responsible and appropriate use of technology in social education. This presentation will address the "Good" "Bad" and the "Ugly" questions and concerns related to social work online education.

Betty Blackmon, *University of Missouri-Kansas City*

314 Learning at a distance: Program strengths and needs
Developing your own online or hybrid/blended program - Roundtable
Chesapeake & Ohio
9:00 AM - 10:30 AM
The University of Tennessee at Martin has been offering the B.S.W. degree at four extended campus locations for several years now. The social work faculty is committed to providing the same high-quality education for students at the extended campus locations that has been provided to students at the main campus since the 1970's.
Discussion Points:
1. A brief synopsis will be provided of the University of Tennessee at Martin's current distance learning program experience, successes, and self-defined needs.
2. How can we address various levels of student preparedness and student expectations for upper-division courses in this setting?
3. How do we address travel for students and faculty? Should there be in-person class meetings in a central location with required attendance each semester?
4. How do we adopt traditional classroom courses to fit the synchronous distance learning classroom?
5. What pitfalls have been identified in other programs?
6. With the limitations of a distance learning environment (such as a limited number of field placement agencies, increased faculty travel time, and limited face to face time), should we limit the number of students accepted into the program?
7. Is the distance learning environment appropriate for all students? If not, how do we manage those students that are not appropriate?

Amy Hayes McLean, *University of Tennessee at Martin*
Michelle Horton, *University of Tennessee at Martin*

315 Paper Presentations Session 8
Milwaukee
9:00 AM - 10:30 AM

315a Bolstering practicum learning in distance placements: Case examples from rural Alaska

One of the greatest benefits in offering distance social work education is it affords training to individuals living in rural areas, places that present some significant gaps in access to social work services (Daley, 2015). Distance education allows communities to 'grow their own' social workers who know the community and are trusted by the community; who live in and plan to stay and invest in the needs and concerns of the people for a long period of time (Harris, Mathorpe, & Hussein, 2010). This same benefit, however, can present a unique challenge to distance social work education when trying to provide equity of experience to students in a distance format. This presentation describes three case examples from rural Alaska, where B.S.W. students were placed in practicum in very isolated villages where no other professional social workers lived in their community, including a blending of: 1) Intensive distance supervision; 2) Increased reliance on regional support from the social work community; 3) Block-like intensive placement weeks with supported travel, and; 4) Monitored independent practice to meet the challenge of very rural practice. Concrete examples of learning agreement elements, field instructor and faculty roles will be provided.

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

315b Online training for field instructors: The demand for creativity and flexibility

It becomes imperative that all programs address the issue now being posed by many social workers. The traditional face-to-face formats aren't working for all. Online programs have to especially consider what it means to work with agency field instructors who are dispersed across the country. This poses unique challenges and opportunities. Because field instructors are located in multiple time zones, finding a time to provide synchronous trainings becomes nearly impossible. If not impossible, it may not be the most effective method to reach all supervisors nor the best use of field staff time.   The creation of online trainings that can be accessed by supervisors at a time that's most convenient for them seems to be the next logical step. Because social work programs have already created courses for social work students, it is time to create this same opportunity for our colleagues in the field who are often volunteering their time to partner with us. This presentation will pose the following questions for participants: (1) what methods (synchronous, asynchronous, onsite) are participants currently using to train field instructors, (2) what technology is being used to deliver training, and (3) what evaluation results are available to share with participants.

M. Sebrena Jackson, *Walden University*

315c Teaching strategies in an online research methods course: Decreasing students' anxiety

MSW students often approach Research methods courses with high levels of anxiety and disinterest (DeVaney, 2010) and online courses have also been found to increase students' anxiety (Bollinger & Halupa, 2012). This is important, as anxiety has been found to have a negative relationship to learning outcomes (Jiao, Onwuegbuzie, & Waytowich, 2008). There is scant evidence regarding what specific teaching strategies assist in reducing research anxiety and augmenting research knowledge, especially in online courses. This study sought to answer: What online teaching strategies are effective for decreasing students' anxiety and what strategies are effective for increasing students' research knowledge? MSW students participated in a voluntary, anonymous, online survey to retrospectively rate their levels of anxiety and research knowledge before and after the online Research course. Additionally, students were asked to rate how well each teaching strategy helped in reducing their anxiety and in increasing their research knowledge separately. Results indicated a significant difference between students' pre and post levels of anxiety and research knowledge and noted the same three teaching strategies were rated as most effective for reducing anxiety and increasing research knowledge. These strategies will be discussed in the session as well as another concept found to affect learning.

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

316 The process recording: An old tool in a new age
Teaching and learning social work online - Roundtable
New York Central
9:00 AM - 10:30 AM

In this session, the presenter will discuss use of a cloud-based process-recording tool in two graduate social work courses. The session will describe the process of developing a digital process recording tool through Google Sheets and Drive; adapting the traditional format of the tool to collect both qualitative and quantitative data; establishing fidelity among students through class activities; deployment of the tool; and evaluation of the assignment.   Attendees will be asked to simulate the experience as both student and instructor. Examples of video simulations and completed process recordings will be used. Attendees will be asked to analyze a process recording by watching segments of videos and reading transcripts. Additionally, student reflections from the

assignment will be presented as well as strengths, challenges, and next steps.

Robin G Arndt, *University of Hawaiʻi at Manoa*

317 Who succeeds in online courses: Characteristics of the "Responsible Student?"

Teaching and learning social work online - Roundtable
New York Central
9:00 AM - 10:30 AM
In the social work distance education online environment, student success is in part contingent on student responsibility and ownership of their education. Establishing methods to convey this importance is of concern to social work educators, specifically to those instructors and administrators charged to work with students entering an online program. Through the conveners' experiences as instructors for the program's entry courses, a review of the scholarly literature, and feedback from students, the conveners have developed a listing of characteristics associated with "responsible students". As retention of the online student continues to be of concern to online programs, this round table will contribute to the attendees understanding of characteristics that distinguish the successful student from the unsuccessful student in online courses. We use the term 'responsible student' to reinforce the self-efficacy aspect of student success that has been associated with successful matriculation through the program. The conveners will present and discuss the listing of responsible student characteristics and highlight a 'Responsible Student' skit that was utilized to convey the characteristics to new distant education online students.

Christopher J. Ward, *Virginia Commonwealth University*
Mary Secret, *Virginia Commonwealth University*

318 Teaching practice evaluation in the online environment versus face-to-face

Teaching and learning social work online - Think Tank
New York Central
9:00 AM - 10:30 AM
Research courses in Masters level social work education continue to be an apparent perceived challenge for students. With the ever emerging opportunity for teaching in the Online environment: *How do social work educators design practice evaluation and other research-oriented courses? How is social presence maintained Online that ensures quality assurance? How do educators achieve the goal of making future social work practitioners stronger consumers of research, committed to research-informed practice and practice informed research*?
By the end of this Think Tank, participants will be able to:
1. Identify two effective modes of teaching practice evaluation for both the face-to-face and Online environment, to establish social presence.
2. Identify two strategies to integrate program and community-based practice and direct service practice as part of practice evaluation face-to-face and Online format.
3. Anticipate and measure students' perceptions of ensuring quality assurance, in practice evaluation.
4. Discuss two limitations and two opportunities for teaching practice evaluation in the Online environment versus face-to-face.
5. Discuss two key lessons learned from the presentation and implications to designing and implementing practice evaluation and other research-oriented courses in social work education with the goal of future practitioners becoming stronger consumers or research who are committed to research-informed practice and practice-informed research.

Tamarah Moss, *Howard University School of Social Work*
Soleman Abu-Bader, *Howard University*

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Closing Plenary
10:45 – 12:15

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Assuring Quality and Supporting Innovation
Illinois St. Ballroom
10:45 – 12:15
Moderator:
Dr. Darla Spence Coffey, *President and CEO, CSWE*
Panel:
Dr. Leah Matthews, *Executive Director for the Distance Education and Training Council*
Dr. Alan Dettlaff, *Chair, CSWE Commission on Educational Policy*
Dr. Jo Ann Coe Regan, *Director of Accreditation, CSWE*